

**THE CORRELATION BETWEEN STUDENTS' READING ATTITUDE AND THEIR  
ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT THE  
SEVENTH GRADE OF MTs NEGERI 7 KERINCI**

**A THESIS**



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FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI  
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**A THESIS**

*Submitted as a Partial Filfillment of the Requirements for Undergraduate Degree at English  
Education Program in Faculty of Education and Teacher Training State Islamic Institute of  
Kerinci*

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**To :**  
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**At**  
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**OFFICIAL NOTE**

*Assalamualaikum Wr. Wb.*

After guiding, analyzing, briefing and correcting the writing of Tessa Afriadi's thesis entitled : **The Correlation Between Students' Attitude of Reading and Their Reading Ability at Seventh Grade of MTsN 7 Kerinci**, we are of the opinion that this thesis has met the qualification as one of partial fulfillment of requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

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### APPROVAL AND ACCEPTANCE

This thesis which entitled of :**THE CORRELATION BETWEEN STUDENTS' READING ATTITUDE AND THEIR ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT THE SEVENTH GRADE OF MTs NEGERI 7 KERINCI** by Tessa Afriadi with students' number 1610203068 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 10<sup>th</sup> March 2021. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English consist of four language skill they are speaking, listening, reading and writing, Speaking and writing are productive skills, reading and listening are receptive skills. Through reading we acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. We can also get message that the writer expressed.<sup>1</sup> Reading can help to learn to think in English and good way to find out about new ideas, facts and experiences.

Reading is one of the basic skills in English that is important to master in order to use English well. Reading is an activity to get information that is written by someone. It is not only about read the word but also how a reader constructs or derives the meaning from the text.

Reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>2</sup> Reading is important skill. It is not only for students but also for all people. By reading, the students or people can get knowledge and experience. Besides, reading skill is an important tool for academic purposes.<sup>3</sup> Reading is also important in learning English. Good

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1Jeremy Harmer , The Practice of English Language Teaching, (Cambridge:Longman, 2002),p.11

2Linse, Caroline. T. *Practical English Language Teaching : Young Learners*. 1221 Avenue of the Americas, New York, NY 10020. 2005.p.69

3Patel, F. M. Dr and Jain, M. Praveen . 2008 *English Language Teaching*, Vaishail Nagar, Near Akashwani Colony, Jaipur. 2008.p.113

reading skill can improve other language skills. When your reading skill improves, your listening, speaking and writing skills in English will improve too. Reading is an important activity in life which one can update his/her knowledge. In addition, reading is a message-getting, problem-solving activity which increases in power and flexibility the more it is practised.<sup>4</sup>

Meanwhile, in read a text the attitude also needed in reading because attitude is a physical aspect, attitudes have determining impact on behaviour. Attitude students require a safe, supportive classroom environment and the culture encourages opportunities to use and combine printed, spoken, visual and digital texts. Students have to sharing texts, in responding openly to texts and in working collaborative with each other. It has been determined that student who have positive attitude toward reading. Individuals must start reading first by having positive attitude toward read.

Therefore component of attitude into three parts they are cognitive, affective and conative. The cognitive component concerns thoughts and believe. For instance someone read a text because they believes read is very important. The affective component refers to feelings towards the attitude object (reading) the feeling may be like or hate to read a text. The last component of attitude is conative. It is behavioural intention. A person who have good conative in reading the text in learn English, for instance will use English frequently in reading.

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<sup>4</sup>Westwood, Peter. Learning and Learning Difficulties. Victoria. ACER Press. 2004. p.85

Unfortunately, based on the interview with the seventh grade students of MTs Negeri 7 Kerinci, it was found that the students still had difficulties in understanding reading especially in reading narrative texts. They still have limited vocabulary when reading narrative text. This problem made the students fail to answer the questions correctly, especially in finding main ideas, specific information, textual references and word meaning found in texts given. Besides, the students didn't use appropriate strategy in reading narrative text which made them get difficulties in reading.

This is supported by the data of an interview with an English teacher that the students had difficulties in understanding English texts. The students only listened to their teacher explaining the material, but they did not understand what their teacher explained. The students didn't ask the teacher about the material that they did not understand. The fact above shows that the effectiveness of teaching and learning reading in the classroom is still low, so that the scores that were achieved by the students were below the KKM (KKM is 70). KKM is the standard for competencies achievement where the school level curriculum requires all students to achieve the minimum criteria set by the school.

Based on the explanation above, the researcher interested to conduct the research entitled "The Correlation Between Students' Reading attitude and their ability in Reading Comprehension of Narrative Text at the seventh grade of MTs Negeri 7 Kerinci."

## **B. Identification of the Problems**

Based on the background of problem above, there were some problems that be related with this research. The problems are, first, some of students do not find the main idea in narrative text. Second, some of students are lack of vocabullary. Third, some of students are not able to find the meaning of unfamiliar words in reading narrative text. Fourth, some of students are not able to understand the topic of narrative text well. The last, some of students are not able to get information from the narrative text.

## **C. Limitation of the Problem**

Based on some problems identified above, the researcher limited this research about the Correlation Between Students' Reading attitude and their ability in Reading Comprehension of Narrative Text at the seventh grade of MTs Negeri 7 Kerinci.

## **D. Research Question**

Based on the limitation of research above, the formulation of problem in this research was :

1. What is students' ability in Reading Comprehension of Narrative Text at the seventh grade of MTs Negeri 7 Kerinci?



2. What is students' attitude of reading at the seventh grade of MTs Negeri 7 Kerinci?
  
3. Is there any Correlation between Students' Reading attitude and their ability in Reading Comprehension of Narrative Text at the seventh grade of MTs Negeri 7 Kerinci?

#### **E. Purpose Of The Research**

The purposes of this research were to find out:

1. The students' ability in Reading Comprehension of Narrative Text at the seventh grade of MTs Negeri 7 Kerinci?
2. The students' attitude of reading at the seventh grade of MTs Negeri 7 Kerinci?
3. Correlation between Students' Reading attitude and their ability in Reading Comprehension of Narrative Text at the seventh grade of MTs Negeri 7 Kerinci?

#### **F. Significance of the Research**

The significances of this research are:

##### a) For Students

It useful for students' at the seventh grade of MTsN 7Kerincibecause this research is conducted to know students' reading attitude and their ability in reading comprehension. Moreover students' are expected to find an effective reading attitude in learning English

especially in learning reading and improve their motivation in reading English.

b) For Teachers

It useful for teachers at MTsN 7 Kerincito find an effective attitude for their students' in learning English especially in learning reading and improve their students' motivation in reading English.

c) For Future Researcher

The result of this research can be used as a reference for other researchers who are interested in conducting similar research.

**G. Hypothesis**

The hypothesis of this research states below:

H1 : there is a positive correlation between students' reading attitude and their ability in Reading Comprehension of Narrative Text at the seventh grade of MTs Negeri 7 Kerinci.

H0 : there is a negative correlation between students' reading attitude and their ability in Reading Comprehension of Narrative Text at the seventh grade of MTs Negeri 7 Kerinci.

**H. Definition of Key Terms**

1. Reading is a set of skills that involves making sense and deriving meaning from the printed word. Reading is about understanding

written texts in which through reading the students are hoped to be able to develop their knowledge.<sup>5</sup>

2. Narrative text is Narrative text is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random.

3. Attitude of reading

Attitude is lasting patterns of beliefs and opinions which predispose reactions to objects, events, and people.<sup>6</sup> Attitudes may also serve as brief composites of one's beliefs. Attitude consist of cognitive, behavioral, and affective.



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<sup>5</sup>Oxford, R.L., 1990: *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.

<sup>6</sup>McKenna, M.C., 2001, 'Development of reading attitudes', in L. Verhoeven & C.E. Snow (eds.), *Literacy and Motivation: Reading engagement in individuals and groups*, pp. 135–158, Lawrence Erlbaum Associates, Mahweh, N.J.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. The Nature of Reading

Reading is an activity with a purpose. A student may read in order to gain information or verify existing knowledge<sup>7</sup>. In addition Based on the curriculum 13, reading is one of the four language skills (listening, speaking, reading and writing) that should be taught and learned<sup>8</sup>. It means reading is important to develop student skill in english . Reading is the most crucial in learning a language. According to Harmer “Reading text provides opportunity to study language: vocabulary, grammar, punctuation, and the way to construct sentence, paragraph, and text.”<sup>9</sup> it means if students read more knowledge that they will get more information. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>10</sup> Its mean that the goal of reading is comprehension.

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<sup>6</sup>*Ibid.* p.3

<sup>7</sup>*Ibid.* [www.didno76.com](http://www.didno76.com) retrived on 5<sup>th</sup> oktober 2018

<sup>8</sup>Jeremy Hammer. *How To Teach English* (Addison Wesley:Longman, 2000).p.68

<sup>10</sup> David Nunan. *Practical English Language Teaching*. (New York :Mc. Graw Hill, 2003), p. 68

In addition Johnson there are three definitions of reading:<sup>11</sup>

- a. Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.
- b. Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning. In that way, what's in your head is just as important as what is on the page in the process of creating meaning (reading).
- c. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

Finally, related to all opinion above, it can be concluded that reading is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge.

## 2. Reading comprehension

Reading comprehension is defined as the level of understanding of a text. This understanding from the interaction between the words that are written and how they trigger knowledge outside the text.<sup>12</sup> Besides that

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<sup>11</sup>Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (Lanham: Rowman and Littlefield Education, 2008), pp.3-4

<sup>12</sup> H. Douglas Brown. *Teaching by Principles*. (California : san francisco state university, 1994), p.186

Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>13</sup> Another statement comes from Catherine, she states that Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>14</sup> The words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

In addition Brown states that there are some principal strategies for reading comprehension as follows:<sup>15</sup>

1. Identify your purpose in reading text
2. Apply spelling rules and conventions for bottom-up decoding
3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning
4. Guess at meaning (of words, idioms, etc) when you are not certain
5. Skim the text for the gist and for the main idea
6. Scan the text for specific information (names, dates, key words)
7. Use silent reading techniques for rapid processing

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<sup>13</sup>Janette K. Klingner, Sharon Vaughn, and Allison Bordman. *Teaching Reading Comprehension to Students with the Learning Difficulties*, (New York: The Guilford Press, 2007), p.23

<sup>14</sup>Catherine Snow, Chair, *Reading For Understanding toward RnD Program in Reading Comprehension*, (Arlington: RAND, 2002), p.11

<sup>15</sup>Brown, *Op Cit*, .p.189

8. Use marginal notes, outlines, carts, or semantic maps for understanding and retaining information
9. Distinguish between literal and implied meaning
10. Capitalize on discourse markers to process relationship

The strategies above can be useful for the reader to comprehend an main idea from the text. Therefore, all these point from these strategies is very important for a reader.

Based on some ideas above, it can be concluded that reading comprehension is that understanding/comprehending the text that has been read. It relates to the previous knowledge and strategy use that find main idea, meaning of the text and information which contains in the text.

### **3. Levels of Reading Comprehension**

Level of reading comprehension refers to the ability to understand what one is reading.<sup>16</sup> Students with strong comprehension skills are able to relate the text, they are reading to what they already know, while constructing new knowledge and understanding. There are three types levels of reading comprehension :

#### **1. Literal comprehension**

Refers to understanding the factual information within the text. in this level teachers can ask students to find information and ideas that are

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<sup>16</sup> Paul T. Cirino, Melissa A. Romain, Sharon Vaughn, *Reading Skill Components and Impairments in middle school struggling reader*, <https://www.ncbi.nlm.nih.com>, accessed on 15<sup>th</sup> Oktober 2018

explicitly stated in the text. in addition, it is also appropriate vocabulary.

## **2. Inferential comprehension**

Refers to understanding one has of the relationship between text and personal experience. in this level students will find deeper meaning from the text. They must be able to read critically and analyze carefully what they have read.

## **3. Critical reading comprehension**

Refers to process where ideas and information will evaluated by the students. In this level, students can be test on the following skills the ability to differentiate between fact and and opinion, the ability to recognize persuasive statements and the ability to judge the accuracy of the information in the text.

## **4. Indicator of Reading Comprehension**

According to National Reading Panel (NRP), some components of reading comprehension that should be considered are includes There are five components.<sup>17</sup> this may help the students to comprehend their text :

### **1. Finding Factual Information**

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<sup>17</sup>*Ibid.* <https://www.ncbi.nlm.nih.com>, retrived on on 15<sup>th</sup> Oktober 2018



Factual Information requires reader to scan specific details. Factual information question are generally prepared for students and usually appear with WH-question words, such as : When, Where, Who.

## 2. Finding Main idea

Recogniton of the main idea of a pragraph helps the students to understand the pragraph on the first reading and also help them to remember the content later. The main idea of a pragraph develops.

## 3. Finding the Meaning of the Vocabulary in context

The reader develops his or her guessing ability to the word which is not familiar with his or her by relating the close meaning of unfamiliar words to the text and the topic of the text.

## 4. Identifying Reference

Instead of repeating the same word of phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to to wil help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as it, he, they. We. etc.

## 5. Making inference

Inference is a skill where the reader has to be able to read between the lines, such as draw logical inferences and make accurate prediction. Understanding is the most important aspect in reading. Writers howefer do not write out everything they expected the reader

to understand to do so. it is often not necessary and sometimes not desirable from the writer point of view. Writer use language efficiently and recognize what can be inferred from their sentences. In the other word an efficient reader is able to understand those implications.

## 5. Narrative Text

Narrative text is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random.<sup>18</sup> In addition, Sudarwati and Grace states that narrative text is a text that has purpose to amuse or entertain the readers.<sup>19</sup> Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Narrative text is a type of text which has been employed since the very old times throughout the history. Even if time and cultural differences have caused various changes, narrative text genre has elements, which can be determined in a concrete manner and also people have the same expectations in terms of text structure.

Narrative is a fictional type of text which tells about an event (or some events) that happened to a person (or a group of people) as if a writer

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Kane, Thomas.S. *The Oxford Essential Guide to Writing*.New York; Barkley books).2000.P.14

<sup>19</sup>Sudarwati and Eudia Grace. *Look a Head,an English for Senior High School Students Year XII (SMA/MA)*.Jakarta: Erlangga. 2006.P.40

lives with(in) main characters. Narration need not be factual and may be written from the perspective of a character in the text. In terms of a length, narrative texts can be defined as texts "that can be read at once".<sup>20</sup>

Narrative text type has a unique narration, which is called as "narrative expression". While writing a story, a language is used not only as a mean of communication but also to dramatize the situation.<sup>21</sup> Narrative expression is a form of expression that aims to sequentially tell the events within the story. A narrator wants to enliven the person whom a story is based upon. Therefore, s/he has to solve the problems of curiosity and persuasiveness to achieve her aims.<sup>22</sup>

Narrative texts can be formed of active and serial events, emotional events or a mixture of both. Stories dealing with successive events are generally told by a third person. Story is consisted of a sequence of events and events are told according to order of happening. Protagonist's psychological structure is not emphasized on so much in such kind of stories because it is much easier to understand it.<sup>23</sup> Stories dealing with both feelings and conscience aspect of characters are more complex. Such kind of stories is written through different characters' points of view, which requires reader to understand the psycho-logical motivation of a main character. These stories are extremely difficult to understand since it

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20Coşkun E . Cohesion, Coherence and Text Elements in Narrative Texts of Primary School Students, Ankara: Gazi University, Educational Science Institute (Unpublished PhD Thesis). 2005

21Gündüz S . Art of Story and Novel Writing. Istanbul: Toroslu Press.2003

22Adali O . *Oral and Written Expression in Higher Education*. Izmir: Aydın Press. 1982

23Halstead JM, Taylor MJ .*Values in Education and Education in Values*. Bristol-England: Falmer Pres.1996

is obligatory to interpret other people's behaviors given their own purposes and perspectives.

Each text has a structure, which means how ideas in a text are organized to carry messages to the readers. The structure of narrative text consists of: Orientation, complication and resolution. Orientation is about the opening paragraph where the characters of the story are introduced. Complication is about where the problems in the story developed. Resolution is about where the problems in the story is solved. Then, narrative text usually uses lexicogrammatical as follows: Focus on specific participant, use action verb and use past tense and use conjunction.

Drive states that details major or minor support the main idea by telling how, what, when, where, why, how much, or how many, about the text. In narrative text, character's action, motives, problems, and personalities all contribute to the overall times of the story. Meanwhile, Drive states several elements of narrative texts, they are:

1. Characters : the people or animals that do something in a story
2. Setting : the place and time that the action take place
3. Plot : the action of the story (mostly or completely in chronological/time order, has a beginning, middle, and end, usually contains a conflict/problem, problem-solving events, and solution)
4. Theme: the lesson or concept that the author wants the reader to learn or understand

Based on explanation above, it can be concluded that in identifying details in narrative text, the reader identify the character, setting plot and theme. The reader finds the sentences that support the main idea by asking how, what, when, where, why, how much, or how many, about the texts.

e. Generic structure

There are some generic structures or lexico grammatical that should be understood by the students. For junior high school students, they study four kinds of the texts. They must be able to find the generic structure of each text.

The table below shows the kinds of the texts that the students study in junior high.

No	Kinds of Text	Social Function	Generic Structure	Lexicogrammatical Features
1	Descriptive	To describe a particular person, place or thing.	<ul style="list-style-type: none"> <li>• Identification Identifies phenomenon to be described.</li> <li>• Description Describe parts, qualities, characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific participants</li> <li>• Use of attribute and identifying process</li> <li>• Frequent use of ephitets and classification in nominal groups</li> </ul>
2	Recount	To retell events for the purpose of informing or entertaining	<ul style="list-style-type: none"> <li>• Orientation Provides the setting and introduces participants</li> <li>• Events Tell what happened, in what sequence</li> <li>• Re-Orientation Optional-closure of events</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific participants</li> <li>• Use of material process</li> <li>• Circumstances of time and place</li> <li>• Use of past tense</li> <li>• Focus on temporal sequence</li> </ul>

3	Narrative	To amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution	<ul style="list-style-type: none"> <li>• Orientation Sets of the scene and introduces the participants</li> <li>• Evaluation A stepping back to evaluate the plight</li> <li>• Complication A crisis a rise</li> <li>• Resolution The crisis is resolved, for better or for worse</li> <li>• Re-orientation optional</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific and usually individualized participants</li> <li>• Use of material process (and in text, behavioural and verbal process)</li> <li>• Use of relational process and mental process</li> <li>• Use of temporal conjunctions and temporal circumstances</li> <li>• Use past tense</li> </ul>
4	Report	To describe the way things are, with reference to a range of natural, man made and social phenomena in our environment	<ul style="list-style-type: none"> <li>• General classification Tells what the phenomenon under discussion is.</li> <li>• Description Tells what the phenomenon under discussion is like in terms of (1) parts, (2) qualities, (3) habits or behaviours, if living; uses, if non-natural</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on generic participants</li> <li>• Use of relational process to state what is and that which it is</li> <li>• Use simple present tense (unless extinct)</li> <li>• No temporal sequence.</li> </ul>

Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The generic structures of the narrative texts are:

a. Orientation

Orientation is sets of the scene and introduces participants who is in the story, when the story is taking place and where the action happening.

b. Evaluation

A stepping back to evaluate the plight.

c. Complication

This part of narrative tells about main character who gets involved in some conflict. It makes the story more interesting because the main characters face problem in getting his attention. It is the shadow of real life, as to ensure the readers that any problem can be solved.

d. Resolution

In this part, the conflict is resolved, for a better or for a worse

e. Re-orientation

Close of events (optional).

From the explanation above it can be concluded that there are five elements in generic structure of the narrative text, they are: orientation, evaluation, complication, resolution, and re-orientation.

f. Language Features

According to Anderson there are some language features of narrative text, they are:

1. Opening words capture reader's interest
2. May use story telling conventions (especially in Myths. Fairytales: "once upon a time")
3. First or third person story teller or "voice"
4. Process or action verbs to recount events
5. Most often in the past tense, but may be in the immediate present for effect
6. Vary sentences length: simple, compound or complex
7. Short sentences increase tension; longer sentences provide contrast and detail
8. Time words connect events (after that...; Then...; A Few moments later...)

9. Noun groups describe character and settings
10. Dialogue develops action and characters
11. Tense may change within dialogue.

From the theories above, it can be concluded that there are some indicators of narrative texts; they are identifying the topic, main idea, vocabulary, details, and generic structure of the texts. In addition, language features vocabulary and moral value also should be mastery by the VIII grade students of junior high school.

## 6. Definition of Attitude

Attitude is lasting patterns of beliefs and opinions which predispose reactions to objects, events, and people. Attitudes may also serve as brief composites of one's beliefs. A total attitude score is derived by summing the measures.<sup>24</sup> Another measurement approach employs covert measures, observations of behaviors such as facial expressions, voice tone, and body language.

People hold given attitudes because these attitudes help them achieve their basic goals.

### a. components of Attitude

Components of Attitude consist of cognitive, behavioral, and affective components<sup>25</sup> as follow :

- a. The cognitive component

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<sup>24</sup> Jeff keller, *attitude is everything*(st.Agustine.FL.32085 USA)

<sup>25</sup> Charles strangor, *principle of psychology* (new york:CC BY-NC-SA,2005),1st international edition,P.9.



Cognitive component is made up of the beliefs of an individual about the object of an attitude, for example, the belief that all old people are senile.

b. The behavioral component

behavioral component is consists of a predisposition to respond in a certain way to the object of the attitude, for example, talking to an old person as if talking to a child.

c. The affective component

Affective component refers to emotions aroused by the object of the attitude, for example, always feeling sorry for an older person.

## 2. Functionalist theory of attitudes

The four functionalist theory of attitudes includes :

a. Instrumental

That attitude is something that have the character of its meaning communicable of easy something that of influenced., so that easy to also become cooperative ownership, , exactly in consequence something faction which by virtue of common interest and experience with is usually marked by existence of its is same member attitude to something objec. So that thereby attitude can become to enchain link among the people with group.<sup>26</sup>

b. Knowledge

Attitudes provide meaningful, structured environment. In life we seek some degree of order, clarity, and stability in our personal

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<sup>26</sup>Gerald A. Goldin, Markku S. Hannula, *Attitudes, Beliefs, Motivation and Identity in Mathematics Education*, (Cambridge: Cambridge University Press, 2009) p. 163.

frame of reference. Attitudes help supply us with standards of evaluation. Via such attitudes as stereotypes, we can bring order and clarity to the complexities of human life.

c. Valueexpressive

Express basic values, reinforce self-image. Attitude exist in someone it is represent to individual to express value exist self image. By expressing someone will get satisfaction can show to self image. With individual posture certain will depict situation of system assess exist in pertinent individual.

d. Ego-defensive

Some attitudes serve to protect us from acknowledging basic truths about ourselves or the harsh realities of life. They serve as defense mechanisms.<sup>27</sup>

Some theories describing the formation of attitudes follow:

1) Balance theory

Balance theory is based on the premise that people try to maintain consistency in their attitudes. If an attitude inconsistency occurs, such as believing all old people to be senile but meeting an older person who is intelligent and mentally active, the person who holds the attitude tries to reestablish consistency either by changing the attitude or changing the perception of the older person as intelligent.

2) Proponents of reactance theory

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<sup>27</sup>*ibid*, Gerald

Proponents of reactance theory contend that attitudes are influenced by restrictions on behavior, to which people react. The extent of reaction is related to a person's perception of the relative importance of the behavior. If a behavior, although restricted, is not considered important, there is little reaction. If, however, the activity is considered important and the restriction unjust, then the restriction itself makes the activity even more attractive. For example, if a teenager wants to date a person her parents disapprove of and forbid her to see, she might find that person even more desirable as a result and date on the sly.

### 3) Cognitive dissonance theory

Cognitive dissonance theory states that an unpleasant physiological state often exists when two cognitions are incompatible with one another. The incompatibility creates tensions, which a person tries to relieve. For example, a student who advocates honesty but who does cheat on an examination

must either alter her or his self-concept or rationalize the cheating behavior to reduce tension.

### 4) Self-perception theory

Self-perception theory proposes that people infer their attitudes on the basis of observing their own behavior. A usually honest student who does cheat on an exam may infer the attitude from the behavior by thinking, "Being first is more important

than honesty to me” or “I believe that the end justifies the means.”

## 7. Attitude of Reading

### 1. Definition Attitude of Reading

Reading attitudes seem to emanate from perceptions acquired from people’s reading history and experience. Furthermore, it seems that cultural beliefs are another cradle for the incubation of negative or positive attitudes towards reading<sup>28</sup>. A culture where reading is viewed in a negative light by people whose approval a learner seeks, may not encourage positive reading attitudes. This argument underscores the role of teachers, parents and communities in the development of positive reading attitudes. Parents, teachers and communities play a significant role in the mentoring and modelling of the culture of reading, as each group serves as a vital part in the multilateral nature of influence on a child.

Model of reading attitudes, asserts that a positive reading attitude does not guarantee actual reading behaviour. That an additional element: the *intention to read/continue reading*.<sup>29</sup> The measuring whether attitudes are positive or negative is of little consequence: one’s attitude may be positive but one may lack the intention to read, resulting in non-reading behaviour being exhibited.

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<sup>28</sup>McKenna, M.C., 2001, ‘Development of reading attitudes’, in L. Verhoeven & C.E. Snow (eds.), *Literacy and Motivation: Reading engagement in individuals and groups*, pp. 135–158, Lawrence Erlbaum Associates, Mahwah, N.J.

<sup>29</sup> *Ibid*, McKenna, p 145.

Reading attitude model brings in 'prevailing feelings about reading, action readiness for reading and evaluative beliefs about reading' as component factors in the reading attitudes. Emotional states and external motivators also influence one's intention to read. This model brings about some balance on understanding, in the exploration of reading attitudes.

It is argued that attitudes to reading are set early in the life of an individual, but they are not permanent, whether they are essentially positive or negative. It is further suggested that reading attitudes seem to be more positive in the lower grades than in the higher grades. An increase in reading seems to improve not only a reader's reading ability but also a reader's attitude to reading.

Furthermore, it is suggested that attitudes are a 'stable construct' among children, emphasising the importance of developing positive reading attitudes early in the life of a child.<sup>30</sup> Research further suggests that reading attitudes are affected by such factors as socio-economic status, home environment, availability of spare time, amount of television watched, quality of kindergarten instruction, library facilities and availability of reading resources at home.

## **2. Indicator Attitude of Reading**

- a. Precision is able to do the task thoroughly.
- b. Perseverance is consistently to do something or their study.

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<sup>30</sup>Smith, C.M., 1990, 'A longitudinal investigation of reading attitude development from childhood to adulthood', *Journal of Educational Research* 83.

- c. Diciplines act which shows an orderly conduct toward conscience.  
Where the students are required to study either reading or other, if reading time the students do have read not related to it.
- d. Self-confidence is the mental or psychological condition of a person who give a strong conviction to act, where the student is boldly argued, reading aloud without fear of mistake and hesitation.

## **B. Review of the Related Findings**

There are some previous study that have relationship with this research, they are: first, study conducted by Chan Chie Yuet (2008) *The Relationshipbetween vocabulary mastery and Reading Achievement in Foreign Language Learning in a Sixth Form College in Hong Kong*. To analyze data, she applied *Pearson Product Moment Correlation* to examine the students' strategies components and their English grades both in the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination.

Second, Yang, Y. and Mukherjee, D. in their research with the title *The Correlationbetween English Learning strategies and Achievement in Three Chinese Junior Middle Schools* find out that there is *positive correlation* between students' Englishlearning motivation and students' achievement. The sample was taken from three classes of students selected from first grade junior middle school. Data were collected from the motivation questionnaires administered to students and also interviews

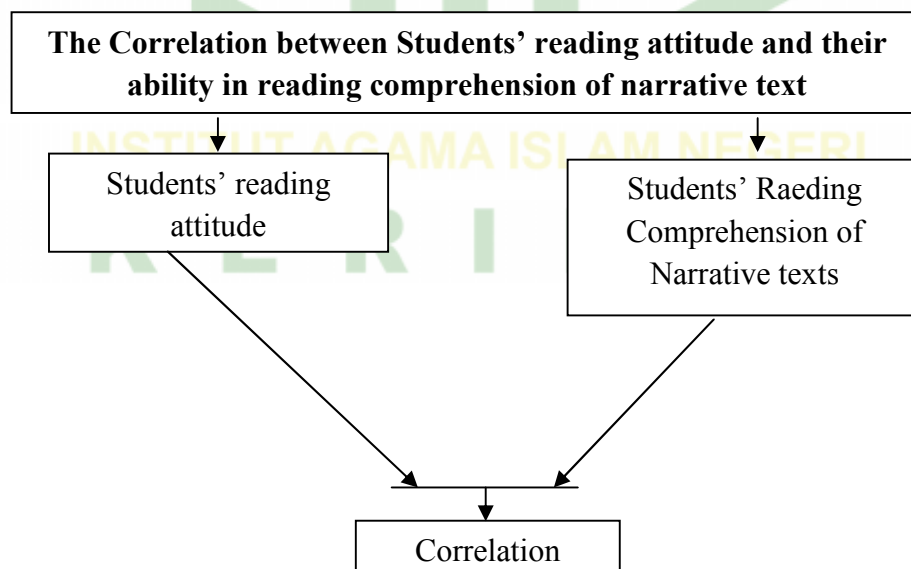
with their English teacher to collect their average English grade, which indicated their English achievement.

Third, Gusti ayu praminatih (2015) conducted a research about the correlation between motivation and attitude toward EFL learning. Her research finding showed the research question is “Is there any significant correlation between motivation and attitude toward EFL learning?”. It can be proved that there is any positive and significant correlation between motivation and attitude toward EFL learning.

At last, Misbahudin (2011) conducted a research about the correlation between students’ Attitude and achievement in reading. He finds out that the between students’ Attitude and achievement in reading is significant.

### C. Conceptual Framework

The researcher was drawn the framework for this research as follow:



## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Kind of Research

The kind of this research was a descriptive correlational. The data would be collected in order to determine whether, and to what degree a relationship exist between two or more variables. The purpose of this research was to determine relationship to make prediction quantitatively. Gay states that “a descriptive study determines and describes the way things are or descriptive research involves collecting data in order to answer the question about the status of the subject of study<sup>31</sup>”. Besides, Arikunto states that the descriptive research describes the data in the simple analysis<sup>32</sup>. It uses the percentage and simple expression.

#### B. Population and Sample

##### 1. Population

Population is the whole of the research subject.<sup>33</sup>The population possible the whole group that will be the object of the research. And Syofian Siregar stated, the research population is the whole object of research that can be in the form of humans, animals, air, symptoms,

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<sup>31</sup>Gay, LR. *Educational Research: Comptencies for Analysis and Aplication*. New York: Prentice Hall. P.255

<sup>32</sup>Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Ke-VI*. Jakarta: Rineka Cipta. P.321.

<sup>33</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta : PT. Rineka Cipta, 2010, p.173



values, events, attitudes of life and so on.<sup>34</sup> So that these objects can be a source of research data. The population of this research was all the students of the seventh grade at MTsN 7 Kerinci.

**Table 2 : Population of the research**

No	Class	Female	Male	Total Number
1.	VIIA	7	8	15
2.	VII B	10	6	16
	<b>Total Number</b>			<b>31</b>

## 2. Sample

Sample is part of respondent or representative of population that will be investigated.<sup>35</sup> The sample of this research was the seventh grade students of MTs Negeri 7 Kerinci that consist of 2 classes. The sample of this research used totaling sampling. According Sugiyono, totaling sampling is the all population as sample of the research.<sup>36</sup> Besides, there are 31 students as the sample of this research.

## C. Instrumentations

### 1. Test

Reading comprehension and vocabulary test administrated based on the indicators of reading comprehension and vocabulary.<sup>37</sup> Test is any series of questions or exercises or other means of measuring the skills, knowledge,

<sup>34</sup> Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif*, Jakarta : PT Bumi Aksara, 2012. p.56

<sup>35</sup> *Ibid.*, P.174

<sup>36</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: CV Alfabeta, 2009), P.81

<sup>37</sup> Brown H. Douglas, (2004). *Language Assessment*, New York: Long Man Publisher Inc. p.64

intelligence, capacities or aptitudes of an individual or group. In other words, the test is a tool for collecting data to recognize individual's ability in looking the learning result and mental ability to overcome the problem.

There are some possible techniques for testing reading comprehension, they are multiple choice, short answer, gap filling, cloze procedures, and information transfer.<sup>38</sup> Referring to these techniques, the researcher was chosen multiple choice questions and each test consists of 18 multiple choice questions derived from 4 texts. The following table shows the indicators of the test in reading narrative texts.

**Table 3: Indicators of reading narrative text.**

No	Indicators of Item Test	Number of Item Test
1.	Identifying of main idea	1,6,11,16
2.	Identifying generic structure	2,7,12,17
3.	Identifying lexico grammatical features	3,9,14
4.	Identifying reference	4,8,13,18
5.	Identifying vocabulary	5,10,15

#### a. Validity of test

##### 1) Difficulty index

Difficulty index is the ability of the test to filter the total number of participant who answers correctly. The categories of 0.00 – 1.0 refers to the difficulty index and it indicates the level of test difficulty.

<sup>38</sup> Hughes Arthur. (2003). *How To Research*.—Second Edition. New york : Cambridge University Press.

The difficulty index formula is as follow:<sup>39</sup>

$$P = \frac{B}{JS}$$

Where:

B = Right Number

JS = Number of students taking test

P= Difficulty index

Difficulty index categories:

**Table 4: Difficulty index categories**

Difficulty index	
IK = 0,00	Very difficult
0,00 < IK ≤ 0,30	Difficult
0,30 < IK ≤ 0,70	Fair
0,70 < IK ≤ 1,00	Easy
IK 1,00	Very easy

## 2) Discrimination index

The discrimination index is the test ability to separate the students who have high ability and low ability.

The formula of discrimination index is as below:<sup>40</sup>

$$DP = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

BA : Number of top group participant who answer correctly

<sup>39</sup> Sudijono. Anas, (2006). *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada. p.327

<sup>40</sup> *Ibid.* P.390

BB : Number of bottom group who answer correctly

JA : Number of top group participant

JB : Number of bottom group participant

DP : Discrimination index

Discrimination index categories:

**Table 5: Classification of Discrimination Index**

Classification of Discrimination Index	
DP = 0,00	Very poor
0,00 < DP ≤ 0,20	Poor
0,20 < DP ≤ 0,40	Fair
0,40 < DP ≤ 0,70	Good
0,70 < DP ≤ 1,00	Very good

### b. Reliability of test

Reliability means dependability or trustworthiness.<sup>41</sup> So, it is the degree to which a test consistency measures whatever it is measuring. To get the reliability test, Kuder Richardson (Kr<sub>20</sub> formula) was used.<sup>42</sup>

$$r_{11} = \left[ \frac{N}{n-1} \frac{S^2}{S^2} - \frac{\sum pq}{S^2} \right]$$

Where:

$r_{11}$  : Reliability of the test

n : Number of items

p : Number of students who answer correctly

<sup>41</sup> *Ibid.* p.169

<sup>42</sup> *Ibid.* P.254

$q$  : Number of students who answer wrongly

$\sum_{pq}$  : Total number  $p$  and  $q$  in each item that have been multiplied.

$S^2$  : Total Varian.

Reliability categories:

**Table 6: Classification of Reliability**

Classification of Reliability	
Less from 0,20	Very poor
0,20 – 0,40	Poor
0,40 – 0,70	Fair
0,70 – 0,90	Good
0,90 – 1,00	Very good
1,00	Excellent

## 2. Questionnaire

The questionnaire of attitude of reading used to collect the data about the student attitude of reading, then by using the checklist technique. The questionnaire consisted of 40 statements with four alternatives of answer strongly agrees (SA), agrees (A), disagrees (D), or strongly disagrees (SD). The score ranges from 1 to 4 and the researcher was used Likert scale<sup>43</sup>.

<sup>43</sup> Sugiyono, 2009, *metode penelitian pendidikan pendekatan kualitatif and kuantitatif dan R&D*, Bandung : Alfabeta. P 93

**Table 7: The indicators of the Questionnaire**

Variable	Indicators	Item
Attitude	a. Precision b. Perseverance c. Dicipline d. Self confidence	1,2,3,4,5,6,7,8,9,10 11,12,13,14,15,16,17,18,19,20 21,22,23,24,25,26,27,28,29,30 31,32,33,34,35,36,37,38,39,40

#### **D. Technique of Collecting Data**

The data of this research collected by using questionnaire and test. There are 31 students as samples that fill the test and questionnaire.

A set questionnaire is distributed to the students to get the data about their attitude of reading; the students gave sufficient time to complete the questionnaire. Then, reading comprehension test is administered based on the indicators of reading comprehension of narrative text.<sup>44</sup> Test was given to the students as sample; the aim of test is to identify and find out the students' ability in reading comprehension of narrative text.

Besides, after finding out and identifying the students attitude of reading and their ability in reading comprehension of narrative text. The research going on seeing if there a positive correlation between students' reading attitude and their ability in reading comprehension of narrative text. Then in the last, the conclusion was made reflecting the finding of the research.

#### **E. Technique of Data Analysis**

##### **a. Technique of data analysis for test**

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<sup>44</sup> Brown H. Douglas, *Language Assessment*, (New York: Long Man Publisher Inc., 2004), p.81

The test used to get the data about students' ability in reading comprehension of narrative text. To know the real score of the students, the following formula was used.

$$X = \frac{R}{S} \times 100\%$$

Where:

- X : Real score of each student  
 R : The correct answer (total score the indicator of reading)  
 S : Number of test items

To find out the levels of students ability in reading comprehension, the five point scale of Anas Sudijono is used. The classification can be seen in the table as follows:<sup>45</sup>

**Table 8: Score Students' Reading Comprehension**

Scores	Categories	Levels
80 – 100	Excellent	High Ability
66 – 79	Good	Average Ability
56 – 65	Fair	
46 – 55	Poor	Low Ability
0 – 45	Very poor	

<sup>45</sup> Sudijono. Anas, *Op. Cit*, p.35

**b. Technique of analyze data for questionnaire :**

The score for questionnaire analyzed by Likert scale it can be seen as the table below:

**Table 9: The Linkert scala rating**

Optional	Score
strongly agrees	4
Agrees	3
Disagrees	2
strongly disagrees	1

The formula bellow was used to analyze the questionnaire:

$$P = \frac{F}{N} \times 100\%$$

P = Student score

F = Number of true answer

N = Number of test item

**c. Technique of Data Analysis for Correlation between Students' Reading Attitude and their ability in reading comprehension of narrative text.**

After scoring the data, the tabulate data to get the finding of the research was used. It is to see whether there is a positive or negative correlation between students' reading attitude and their ability in reading comprehension of narrative text. There were some steps for this research can be analyzed by using Pearson Product-Moment Correlation. The purpose of Pearson's Correlation Coefficient is to see the relationship between two measurement variables X and Y.



The Correlation Pearson Product-Moment computed by using product moment formula.<sup>46</sup>

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r = correlation coefficient
- X = students' reading strategies
- Y = students' reading comprehension
- $\sum X$  = the sum of x scores
- $\sum Y$  = the sum of y scores
- $\sum X^2$  = the sum of squared x scores
- $\sum Y^2$  = the sum of squared y scores
- N = total number of pairs of scores
- $\sum XY$  = the sum of the products of paired scores

**Table 10: Simple interpretation of Correlation Coefficient**

Correlation Coefficient	
0.800 – 1.000	Excellent
0.600 – 0.799	Good
0.400 – 0.599	Fair
0.200 – 0.399	Poor
0.000 – 0.199	Very Poor

<sup>46</sup> Sudijono. *Anas, Op. Cit.*, p.275

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

##### 1. Description of Data

###### a. Result Try Out of Reading

Before the researcher calculate the score of the real test, the researcher did try out of reading test. To get the data the researcher conducted a try out by giving a test about students' of reading narrative text. After data was collected the researcher analyzed them to know how many students got high score and got low score in reading test.

After the researcher analyzed them, the researcher took students' reading score from their tests to get the data difficulty index and discrimination index.

###### 1) Validity of Reading

###### a) Difficulty Index

The items of difficulties was simply the percentage of the students who answer an item correctly. The researcher was calculated the items of difficulties index students in reading test which consist 18 items, the item difficulty index range from 0,00 to 1,00, the higher score it was easier the question. From the calculate the researcher got score, average (17 item), easy (1 item) all of those items was valid. **(see appendix I)**

b) Item Discrimination Index

The items discrimination index measured by separating the highest class and lowest class of the number of the students who answer correctly. The researcher got data item discrimination index from the try out of reading test and found that there were: 3 items with fair category, 13 items with easy category and 2 items with very easy category. **(see appendix II)**

As it has been mentioned in the previous calculate the researcher held field research by taking the score of 31 students as an score try out reading test to found difficulty index and determination index of reading test, the data of difficulty index and determination index of reading test the researcher got all of items test was valid. **( see appendix III)**

c) Validity Pearson Product Moment Correlations

The test was reading ability in narrative text and test was multiple choice type. The researcher found quantitative data were collected through the some result test.

Based on the result of try out validity in reading test for 31 students at 8<sup>th</sup> class of MTsN 7 Kerinci, which consist of 18 items using Pearson Product Moment Correlations to know validity test item. The researcher calculated validity test after found index difficulties and item discrimination.

The research instrument validity questions whether an instrument that will be used has a capability to measure something to be measured and standard minimum validity coefficient is 0,344.

Based on the scale result of try out validity scale in Reading tests there were 18 items valid.

**( see appendix IV)**

## 2) Reability of Reading

Based on the try out result, to measure the reliabilty of the Reading tests, the researcher found that the result of reability by using Kr 20 formula, the researcher got 0.866. It means that from the interpreting of reability test  $0,80 \leq r_{11} < 1,00$  the reability of reading test is very high, then ithe testst was used to research test. **( see appendix V)**

## b. Result Try Out of Questionaire

### 1) Validity instrument

The researcher gave the instrument for attitude of reading From the calculate score of students try out attitude of reading , from the result of try out validity at Attitude of Reading instrument for 31 students, which consists of 40 items, there are 32 items valid and 8 items invalid standard minimum validity coefficient is 0,344. **( see appendix VII)**

## 2) Reability Instrument

To measure the reliabilty of the questionnaire, the researcher applied Cronbach's Alpha technique to find out the internal consistency reliability of the questionnaire.

For attitude of reading questionnaire, the researcherfound that the reliability coefficient was 0,895, than interpreting of reability instrument was  $0,60 \leq r_{11} < 0,80$ . It mean reability of test was high, we can conclude this instrument wasreliable and can used to research test.

(See appendix IX )

## 2. Students' Ability in reading comprehension of narrative text.

The reading test was administered to the subject as sample twice. this research utilized *Multiple Choice* test items. There were some items need to be revised resulting from the try out. So the result of try out becomes the guideline in arranging the test, whether one item needs to be revised or not. Then, the highest score in the test was 95 gained by 2 students. On the other hand, the lowest score in the first test was 5 gained by 2 students.

The table below is the distribution of the scores obtained by 27 students in reading test:

**Table : The Distribution of the Scores Obtained by the students**

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	95 (2) 88 (2) 83 (3)	7	22.5	22.5	Excellent	High Ability
2.	66 – 79	77 (2) 72 (2) 66 (2)	6	19,3	22.5	Good	Average Ability
3.	56 – 65	61 (1)	1	3.2		Fair	
4.	46 – 55	55 (1) 50 (2)	3	9.7	54.8	Poor	Low Ability
5.	0 – 45	44 (2) 38 (3) 33 (1) 27 (4) 16 (1) 11 (1) 55 (2)	14	45.1		Very poor	
<b>Total</b>			<b>31</b>	<b>100 %</b>	<b>100%</b>		

Based on the description above, it can be concluded that: First, two students got excellent score (22.5%) and their level was included to *High Ability* (22.5%). Second, there were six students gained good score (19.3%), and one student got fair scores (3.2%) and their level was included to *Average Ability* (22.5%). The last one, three students gained poor scores (9.7%), fourteen students got very poor score (45.1%) and their level was included to *Low Ability* (54.8%). From the calculating above it can be concluded that the students' ability in comprehending reading text is at *low ability*.

### 3. The students' attitude of reading

Before the questionnaires were distributed, the researcher have done try out the questionnaires and find the questionnaire were valid and reliable. It means that the questionnaires were used content validity to see they are measure what should to be measured.

The questionnaires were assessed by Likert scale rating. This scale rating has five options. They are: *Strongly Agree* (Sangat setuju), *Agree* (Setuju), *Undecided* (Ragu-ragu), *Disagree* (Tidak Setuju), and *Strongly Disagree* (Sangat Tidak Setuju). The results of questionnaires are described in a table. The following table describes the result of questionnaires about students' attitude of reading after accumulated

**Table : Score of Students' Reading Attitude**

Students (N)	Students' reading attitude
1	151
2	142
3	136
4	128
5	125
6	124
7	120
8	120
9	118
10	118
11	118
12	114
13	113
14	113
15	112
16	110
17	109
18	109
19	108
20	108
21	107
22	106
23	105
24	105
25	105
26	102
27	101
28	100

29	96
30	96
31	88

**Table 12: Descriptive Statistics of Students' Self Confidence (X1)**

Interval	Frequency	Percentage	Criteria
80-100	4	12.9 %	Low
100-150	26	83.8 %	Medium
> 151	1	3.2 %	High

Based on the table above, there were three categories of students' reading attitude score, the first is low self-confidence (80-100), the second is medium reading attitude (100-150), and the third is high reading attitude (> 151). Based on those categories, the researcher can conclude that many students have medium reading attitude, it can be seen from the total number of students who have medium reading attitude are 26 students or 83.8% from 31 students.

#### 4. Test of Hypothesis

After the researcher got the total of students' attitude of reading score as variable X and the score of reading ability as variable Y, the next step was determine the calculation table, which was to be used as the calculation for the index score correlation.

Based on the result score of Students' Attitude of Reading and Their Reading Ability were correlated for two variable by using Pearson Product Moment.

##### 1. Pearson Product Moment Correlation



The correlation of calculation research by Pearson Product Moment Correlation to know correlation between two variable with Determining Degree of Freedom (df)  $df = N - nr = 31 - 2 = 29$   $df = 29$  (the values for df 29 are 5% and 1%) At the degree of significance 0,05 (5%) = 0,367 At the Degree of significance 0,05(1%) = 0,470.

**Table : Correlation**

		Attitude of Reading	Reading Ability
Attitude of Reading	Pearson Correlation	1	,611"
	Sig (2-tailed)		,000
	N	31	31
Reading Ability	Pearson Correlation	,627"	1
	Sig (2-tailed)	'000	
	N	31	31

From the table above the researcher found two hypothesis that were:

- a. From the data of attitude of reading and reading ability score, the researcher used the interpretation with table of  $r_{value}$  : 0,611,  $N = 31$ ,  $\alpha = 0,05$  and  $df = 29$ . Looking at the table of significance of 5% in  $r_{table} = 0.367$ , and 1% = 0.470 because  $r_{xy}$  on the table of significance of 5% is bigger than  $r_{table}$  (0.611 > 0.367), so on the table degree of significance of 5% the null hypothesis ( $H_0$ ) is rejected but the alternative hypothesis ( $H_a$ ) is accepted. So, it means on the degree of significance 5% there is a strong enough correlation between variable X and variable Y.
- b. From the data of attitude of reading and reading ability score, the researcher used the interpretation with table of  $r_{value}$  : 0,706,  $N =$

31,  $\alpha = 0,05$  and  $df = 29$ . Looking at the table of significance of 5% in  $r_{table} = 0.367$ , and 1% = 0.470 because  $r_{xy}$  on the table of significance of 5% is bigger than  $r_{table}$  ( $0.706 > 0.367$ ), so on the table degree of significance of 5% the null hypothesis ( $H_0$ ) is rejected but the alternative hypothesis ( $H_a$ ) is accepted. So, it means on the degree of significance 5% there is a strong enough correlation between variable X and variable Y.

**(See appendix XII )**

To give the simple interpretation toward a correlation index “r” Product Moment ( $r_{xy}$ ) can be seen by the table of the Interpretation of Product Moment Score.

**Table 10 : Interpretation of Product Moment Score**

Coefficient of Correlation “ r ”	Interpretation
0.00—0.20	The Correlation is Neglected
0.20—0.40	The Correlation is Weak
0.40—0.70	The Correlation is Strong Enough
0.70—0.90	The Correlation is Strong
0.90—1.00	The Correlation is Very Strong

### 3. Interpretation of Data

The table below are the interpretation of interval percentage for significant of correlation:

Interval percentage	Interpretation
< 20%	There is correlation between Attitude of reading (X) and their Reading Ability (Y) but is very weak or very low. In other words there is no correlation between three variable.

20% - 40%	There is low correlation between students' Attitude of reading (X) and their Reading Ability (Y).
40% - 60%	There is enough correlation between students' Attitude of reading (X2) and their Reading Ability (Y).
60% - 80%	There is strong correlation between students' Attitude of reading (X) and their Reading Ability (Y).
80% - 100%	There is very strong correlation between students' Attitude of reading (X) and their Reading Ability (Y).

From the calculate above the correlation between two variable Attitude of reading (X) and their Reading Ability (Y) was enough with the percentage 45 %.

## B. DISCUSSION

The first formulation of the problem namely how the students' attitude of reading and their reading ability. There wastwo variables in correlation research they are: attitude of reading as variable (X) and reading ability as variable (Y).

To know what the correlation between reading attitude the researcher gave the questionnaire. The questionnaire consist of 40 items and how the students ability of reading narrative text. Then, to know how the

ability of their reading ability, the researcher gave reading test of narrative text consist 18 test items multiple choice item question.

The last formulation of the problem was there is a significance correlation between variable attitude of reading (X) and variable reading ability (Y). The researcher found that the correlation between students' attitude of reading and their reading ability is enough with the percentage 45%. Then, the hypothesis From the data of attitude of reading and reading ability score, the researcher used the interpretation with table of of  $r_{(value)} : 0,611, N = 31, \alpha = 0,05$  and  $df = 29$ . Looking at the table of significance of 5% in  $r_{table} = 0.367$ , and 1% = 0.470 because  $r_{xy}$  on the table of significance of 5% is bigger than  $r_{table}$  ( $0.611 > 0.367$ ), so on the table degree of significance of 5% the null hypothesis ( $H_0$ ) is rejected but the alternative hypothesis ( $H_a$ ) is accepted. So, it means on the degree of significance 5% there is a strong enough correlation between variable X and variable Y.

In order to support the research, there are some previous study done by some researchers as bellow :

First, Linda Baker and Allan Wigfield Very Low Reading Motivation: The 14 students in this cluster were extremely unmotivated across the board. They had scores approximately 2 standard deviations below the mean on all of the motivation scales except Work Avoidance, where the cluster center was about 1/2 standard deviation below the mean. Recall that the Work Avoidance scale was negatively correlated with most

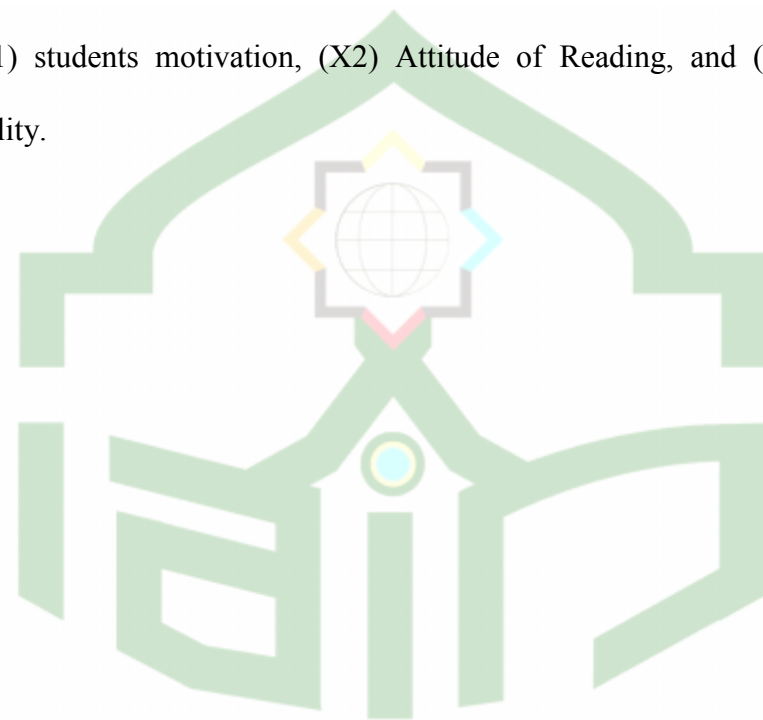
of the other scales; a higher score means that the student is more motivated to avoid an activity, whereas on other scales, a higher score means that the student is more positively disposed toward an idea or an activity. It is possible that these students simply adopted a response set to give every item a low rating. Low Reading Motivation: The 40 students in this cluster were consistently low in reading motivation across dimensions, with cluster centers about 1 standard deviation below the mean on nine of the scales and 1/2 standard deviation below the mean on a tenth, Competition. They scored 1/2 standard deviation above the mean on Work Avoidance, as one would expect of students who are generally unmotivated. To become lifelong literacy learners, children must be motivated to engage in literacy activities for reading.

This study provides important new information about the nature of children's reading motivation and how it relates to reading activity and reading achievement. We organize our discussion of the findings around the issues of the multidimensionality of reading motivation, relations of children's reading motivation to reading activity and achievement, and group differences in children's reading motivation.

seconds, Murniasih (2013) conducted a research about the correlation between students' motivation in reading and their reading ability. Her research finding showed the research question is "Is there any significant correlation between students' motivation in reading and their reading ability?". And the answer is there is a strong enough correlation

between students' motivation in reading and their reading ability. And my thesis is talking about correlation of three variable it is students learning motivation, attitude of reading and their reading ability.

Furthermore, this research focused on finding out the relationship between students motivation, attitude of reading and reading ability, and the researcher will be correlated this three variable research, they were (X1) students motivation, (X2) Attitude of Reading, and (Y) Reading ability.



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

From the data description it can be conclude that:

1. The students' ability in treading comprehension of narrative text was at low ability or (54.8%).
2. The students' have medium reading attitude, it can be seen from the total number of students who have medium reading attitude are 26 students or 83.8% from 31students.
3. The correlation between students' Attitude of Reading and Their Reading Ability at seventh grade of MTsN 7 Kerinci The researcher found the correlation of the students' attitude of reading (X)and their reading ability (Y) the researcher used the interpretation with table of  $r_{value} : 0,611$ ,  $N = 31$ ,  $\alpha = 0,05$  and  $df = 29$ . Looking at the table of significance of 0,05 in  $r_{table} = 0.367$ , and  $0,01 = 0.470$  because  $r_{xy}$  on the table of significance of 0,05 is bigger than  $r_{table}$  ( $0.611 > 0.367$ ), so on the table degree of significance of 0,05 the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. So, it means there is a strong enough correlation between variable X and variable Y.

#### B. Suggestion

Based on the conclusion mentioned above, the writer gives the following suggestions:

1. Attitude of Reading is really important for the students to improve their reading ability
2. English teachers are the main simulator and motivator in teaching learning process, and as a simulator, they should be much more creative in deciding methods and techniques in learning activities; especially in teaching reading skill, so the students will not bored in reading activity. As a motivator, teachers should support students' expectation about the importance of reading due to the era of information, so teachers should arose students' reading interest and reading motivation.



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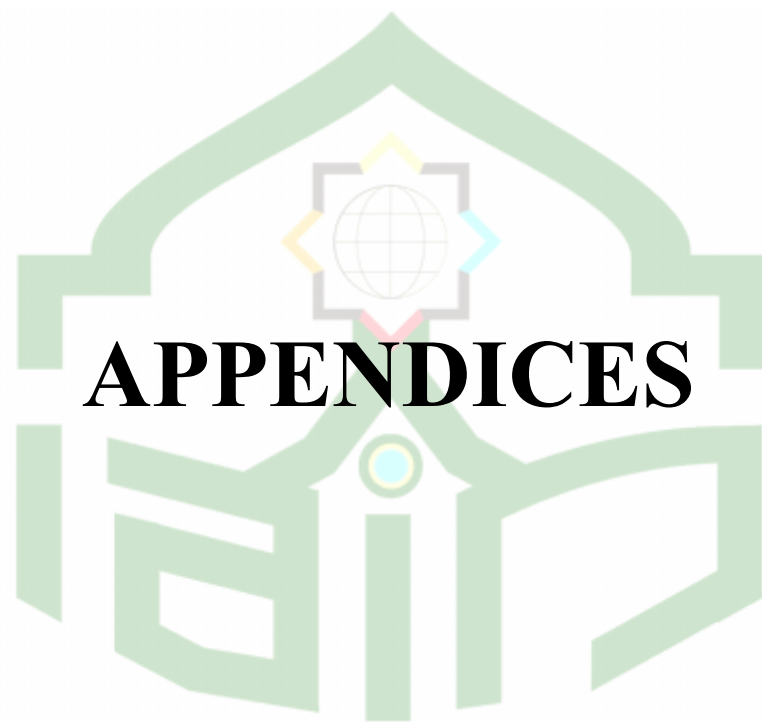
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# **APPENDICES**

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## READING COMPREHENSION NARARTIVE TEXT TEST

School	= MTsN 7 KERINCI
Subject	= Reading/ English
Material	= Narrative Text
Time	= 2 x 45 minutes
Class	= Seventh

*Read the following text carefully and then answer the question based on the text, do it individually.*

### Text 1

#### Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything." King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

1. What is main idea of the text?
  - a. King Aruya
  - b. There were two brothers called Akomi and Ombah.
  - c. They were ambitious and winning.



accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

6. The text tells about.....

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kahyangan by a wicked fairy
- d. a small kingdom on the slope of Mount Wayang.

7. Based on the text, the last paragraph is .....

- a. Complication
- b. Orientation
- c. Resolution
- d. Reorientation

8. *He* had an only daughter, called Princess Teja Nirmala. The word *he* refers (paragraph 1 line 3) refers to.....

- a. Princess Segara
- b. Sang Prabu
- c. Raden Begawan
- d. Teja Nirmala

9. So a nice fairy took her to the Kahyangan (Paragraph 2). The tense used in the sentence is...

- a. Present perfect
- b. Present continuous
- c. Present simple
- d. Past simple

10. When Princess Teja Nirmala heard this, she was very sad. The antonym of underlined word is.....

- a. bad
- b. nice
- c. happy
- d. Strong

### Text 3

#### Kbo Iwo

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

11. The text tells about.....

- a. Mount Batur      b. Lake Batur      c. Kbo Iwo      d. Balinese

12. Based on the text, the second paragraph is .....

- a. Complication      b. Orientation      c. Resolution      d. Reorientation

13. One day *he* had eaten too much, he fell asleep in the hole(paragraph 3). The word he refers to.....

- a. Kbo Iwo      b. oldest man      c. villagers      d. Balinese





16. What is the story about?

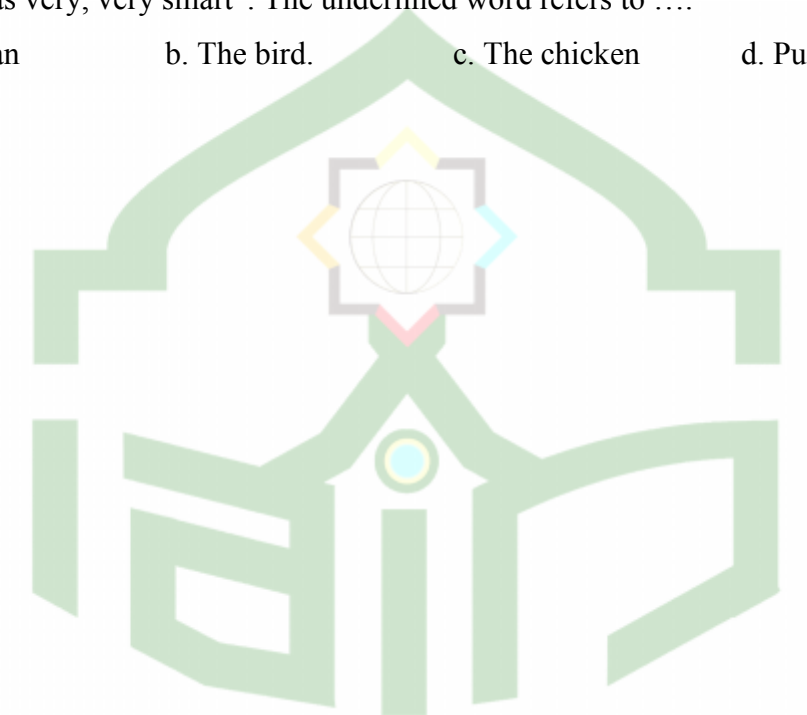
- a. A parrot and a cat  
b. A parrot and a chicken  
c. A parrot and the owner.  
d. A parrot, the owner, and chickens

17. The last paragraph is .....

- a. Complication      b. Orientation      c. Resolution      d. Reorientation

18. "It was very, very smart". The underlined word refers to ....

- a. The man      b. The bird.      c. The chicken      d. Puerto Rico



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## QUISTIONAIRE ATTITUDE OF READING

### Identitas Responden

Nama :

Kelas :

Waktu : 30 menit

**Petunjuk :** Angket ini berisi 40 item pernyataan tentang sikap membaca. Bacalah dengan cermat setiap pernyataan tersebut. Kemudian, berikanlah jawaban dengan cara memberi tanda cek (√) pada salah satu pilihan jawaban yang paling sesuai dengan tingkat persetujuan Anda, dengan pilihan jawaban sebagai berikut :

SS : Sangat setuju

S : Setuju

TS : Tidak Setuju

STS : sangat tidak setuju

Jawaban anda, tidak menuntut jawaban benar atau salah dan tidak berhubungan dengan penentuan kelulusan atau hal lain yang akan merugikan anda di sekolah ini. Kesungguhan dan kejujuran anda dalam menjawab merupakan bantuan yang amat berguna. Karena itu diharapkan anda menjawab semua soal yang tersedia.

Atas bantuan dan kerjasamanya, diucapkan terima kasih.

NO	PERNYATAAN	SS	S	TS	STS
1	Membaca adalah suatu pelajaran yang sangat menyenangkan				
2	Saya sering membaca ketika waktu luang				
3	Membaca bukanlah hal yang membosankan				
4	Saya tidak mudah bosan ketika membaca buku				
5	Saya lebih senang membaca buku dibandingkan menonton TV				
6	Saya suka membaca dan memiliki banyak koleksi buku dirumah				
7	Ketika saya menemukan buku yang saya suka membaca sangat menyenangkan				
8	Saya senang meminjamkan buku kepada teman saya				

9	Saya selalu meminjam buku ketika berada diperpustakaan				
10	Membaca membuat saya merasa senang				
11	Kadang kadang saya membaca artikel yang menurut saya menarik				
12	Saya suka membaca sebelum saya pergi tidur				
13	Membaca sangatlah membosankan				
14	Saya selalu menghindari jika disuruh membaca				
15	Saya jarang membaca buku dirumah				
16	Saya sering membaca ketika libur sekolah				
17	Saya lebih suka menonton TV daripada membaca				
18	Saya hanya membaca buku ketika disekolah saja				
19	Saya tidak pernah keperpustakaan untuk membaca				
20	Membaca merupakan pemborosan waktu				
21	Saya jarang membaca ketika tidak disuruh				
22	Saya akan cepat merasa bosan jika disuruh membaca				
23	Saya tidak memiliki buku kecuali yang diberikan guru				
24	Membaca sangatlah membosankan				
25	Saya membaca hanya untuk menjawab soal ketika ujian				
26	Saya suka membaca buku diperpustakaan				
27	Saya hanya membaca ketika guru menyuruh saya memabaca				
28	Saya senang membaca semua jenis buku				
29	Saya akan membaca jika diberikan nilai ketika belajar				
30	Saya merasa senang ketika pelajaran yang tidak mengharuskan saya membaca				
31	Saya akan mengantuk jika disuruh membaca				
32	Saya jarang membaca atas kemauan saya sendiri				
33	Saya sering membaca buku ketika waktu luang				
34	Saya selalu membawa buku dan membacanya ketika waktu luang				
35	Saya tidak senang dengan pelajaran yang mengharuskan saya membaca				
36	Saya lebih suka mengobrol daripada membaca				
37	Saya harus membaca berulang kali agar mengerti dengan pelajaran				

38	Saya akan merasa ngantuk jika disuruh membaca				
39	Membaca adalah suatu hal yang menyenangkan ketika belajar				
40	Saya senang membaca buku ketika berada dipergustakaan				



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## Appendix : I

### Difficulty Index

Statistics

		item_1	item_2	item_3	item_4	item_5	item_6	item_7	item_8	item_9	item_10	item_11	item_12	item_13	item_14	item_15	item_16	item_17	item_18
N	Valid	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		,58	,68	,71	,58	,52	,35	,35	,65	,42	,42	,39	,58	,52	,58	,45	,55		



**Appendix : II**  
**Items Discrimination Index**

The discrimination index to measure of the effectiveness of whol test. The researcher took result from SPSS program. The result of Items Discrimination Index we can see at the table bellow or the table of pearson product moment correlation :

Number items	Items Discrimination Index
1	0,620
2	0,661
3	0,702
4	0,757
5	0,697
6	0,607
7	0,536
8	0,477
9	0,463
10	0,470
11	0,392
12	0,527
13	0,392
14	0,350
15	0,629
16	0,570
17	0,581
18	0,539

### Appendix :III

**Table Index difficulties (P) and the items discrimination power (DP)**

No items	Index difficulties	Items discrimination	Category		
			P	DP	Interpretation
1	0,61	0,620	Average	Easy	Accepted
2	0,58	0,661	Average	Easy	Accepted
3	0,61	0,702	Average	Very Easy	Accepted
4	0,68	0,757	Average	Very Easy	Accepted
5	0,71	0,697	Easy	Easy	Accepted
6	0,58	0,607	Average	Easy	Accepted
7	0,52	0,536	Average	Easy	Accepted
8	0,35	0,477	Average	Easy	Accepted
9	0,35	0,463	Average	Easy	Accepted
10	0,65	0,470	Average	Easy	Accepted
11	0,42	0,392	Average	Fair	Accepted
12	0,42	0,527	Average	Easy	Accepted
13	0,39	0,392	Average	Fair	Accepted
14	0,58	0,350	Average	Fair	Accepted
15	0,52	0,629	Average	Easy	Accepted
16	0,55	0,570	Average	Easy	Accepted
17	0,45	0,581	Average	Easy	Accepted
18	0,65	0,539	Average	Easy	Accepted

**Appendix : IV**  
**Validity of Try Out Reading test**

Items Number	r-hitung	r-tabel	Interpretation
Item 1	0,620	0,344	Valid
Item 2	0,661	0,344	Valid
Item 3	0,702	0,344	Valid
Item 4	0,757	0,344	Valid
Item 5	0,697	0,344	Valid
Item 6	0,607	0,344	Valid
Item 7	0,536	0,344	Valid
Item 8	0,477	0,344	Valid
Item 9	0,463	0,344	Valid
Item 10	0,470	0,344	Valid
Item 11	0,392	0,344	Valid
Item 12	0,527	0,344	Valid
Item 13	0,392	0,344	Valid
Item 14	0,350	0,344	Valid
Item 15	0,629	0,344	Valid
Item 16	0,570	0,344	Valid
Item 17	0,581	0,344	Valid
Item 18	0,539	0,344	Valid



## Appendix : V

### Reability of Reading Test

#### Case Processing Summary

		N	%
Cases	Valid	31	100,0
	Excluded <sup>a</sup>	0	,0
	Total	31	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,866	18

## Appendix : VII

### Validity of Try Out Attitude of Reading

Items Number	r-hitung	r-tabel	Interpretation
Item 1	0,405	0,344	Valid
Item 2	0,323	0,344	Invalid
Item 3	0,104	0,344	Invalid
Item 4	0,460	0,344	Valid
Item 5	0,406	0,344	Valid
Item 6	0,437	0,344	Valid
Item 7	0,357	0,344	Valid
Item 8	0,525	0,344	Valid
Item 9	0,414	0,344	Valid
Item 10	0,569	0,344	Valid
Item 11	0,473	0,344	Valid
Item 12	0,237	0,344	Invalid
Item 13	0,414	0,344	Valid
Item 14	-0,035	0,344	Invalid
Item 15	0,450	0,344	Valid
Item 16	0,555	0,344	Valid
Item 17	0,316	0,344	Invalid
Item 18	0,436	0,344	Valid
Item 19	0,485	0,344	Valid
Item 20	0,277	0,344	Invalid
Item 21	0,199	0,344	Invalid
Item 22	0,638	0,344	Valid
Item 23	0,309	0,344	Valid
Item 24	0,423	0,344	Valid
Item 25	0,627	0,344	Valid
Item 26	0,342	0,344	Invalid
Item 27	0,590	0,344	Valid
Item 28	0,571	0,344	Valid
Item 29	0,509	0,344	Valid
Item 30	0,466	0,344	Valid
Item 31	0,478	0,344	Valid
Item 32	0,589	0,344	Valid
Item 33	0,573	0,344	Valid
Item 34	0,753	0,344	Valid
Item 35	0,609	0,344	Valid
Item 36	0,616	0,344	Valid
Item 37	0,459	0,344	Valid
Item 38	0,450	0,344	Valid
Item 39	0,465	0,344	Valid
Item 40	0,418	0,344	Valid

## Appendix : IX

### Reability Attitude of reading

#### Case Processing Summary

		N	%
Cases	Valid	31	100,0
	Excluded <sup>a</sup>	0	,0
	Total	31	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,895	40

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**Appendix : XII****Pearson Product Moment Correlation**

		Attitude of Reading	Reading Ability
Attitude of Reading	Pearson Correlation	1	,611"
	Sig (2-tailed)		,000
	N	31	31
Reading Ability	Pearson Correlation	,627"	1
	Sig (2-tailed)	'000	
	N	31	31



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# DOCUMENTASI

## Control Class

*Explain the material of the day*



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*Giving opportunity to the students to ask the day and then give them assignment*



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## Experimental Class

*Giving explanation about the material of the day*



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*Guided and monitors the students work*



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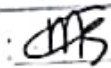


**Dr. Rodi Hartono, S.Pd, M.Pd**  
**Musdzal, M.Pd**  
**LECTURERS OF IAIN KERINCI**

Sungai Penuh,

To :

The Rector of IAIN Kerinci

At	<b>AGENDA</b>
	Sungai Penuh
NOMOR	: 44
TANGGAL	: 8/3/21
PARAF	: 

**OFFICIAL NOTE**

*Assalamualaikum Wr. Wb.*

After guiding, analyzing, briefing and correcting the writing of Tessa Afriadi's thesis entitle : **The Correlation Between Students' Attitude of Reading and Their Reading Ability at Seventh Grade of MTsN 7 Kerinci**, we are of the opinion that this thesis has met the qualification as one of partial fulfillment of requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

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**APPROVAL AND ACCEPTANCE**

This thesis which entitled of : **THE CORRELATION BETWEEN STUDENTS' READING ATTITUDE AND THEIR ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT THE SEVENTH GRADE OF MTs NEGERI 7 KERINCI** by Tessy Afriadi with students' number 1610203068 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 10<sup>th</sup> March 2021. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, 10<sup>th</sup> March 2021

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## CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled: : **THE CORRELATION BETWEEN STUDENTS' READING ATTITUDE AND THEIR ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT THE SEVENTH GRADE OF MTs NEGERI 7 KERINCI** is my own work and that, the best my knowledge and belief, it contains no material previously published or written by another person, nor material which to substantial extent has been accepted for the award of any another educational institution, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at IAIN Kerinci or elsewhere, is fully acknowledged.

The researcher also declare that the intellectual content of this thesis is the product of my own work, except to the extent that assistance from others in the project design and conception or in style, presentation and linguistic expression is acknowledged.

Pulau Tengah,

The Researcher



TESSY AFRIADI



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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KodePos . 37112 Website: www.stainkerinci.ac.id e-mail : info@stainkerinci.ac.id

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
Nomor : 412 Tahun 2019**

**T E N T A N G  
PENETAPAN DOSEN PEMBIMBING SKRIPSI  
MAHASISWA IAIN-KERINCI  
TAHUN 2019/2020**

- Menimbang** : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program strata satu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.  
2. Bahwa dosen yang nama nya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Keputusan Menteri Agama Nomor 12 Tahun 2014 tentang Statuta IAIN Kerinci  
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci  
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan** : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci  
2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor. In.31/JS.1/PP.00.9/130/2019 Tanggal, 21/11/2019
- Menetapkan** :  
**Pertama** : Menunjuk dan menugaskan :  
1. Nama : Rodi Hartono, M.Pd. Sebagai Pembimbing I  
2. Nama : Musdizal, M.Pd. Sebagai Pembimbing II
- Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :  
Nama : Tessa Afriani  
NIM : 1610203068  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : A study of strategy used by the students in learning english vocabulary at the seventh grade of MTs Negeri 7 Kerinci
- Kedua** : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH  
PADA TANGGAL :

A.n- Dekan,  
Wakil Dekan Bidang Akademik dan  
Pengembangan Lembaga



**Tembusan :**

1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan
3. Dosen Pembimbing
4. Peninggal



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Kapten Muradi Kec. Pesisir Bukit Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114  
Kode Pos. 37112 Web www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1.1/PP.00.9/ /2020  
Lampiran : 1 Berkas  
Perihal : Permohonan Izin Penelitian

15 Maret 2020

Kepada Yth.  
Kepala Badan Kesatuan Bangsa  
Politik dan Perlindungan Masyarakat  
Kabupaten Kerinci  
Di \_\_\_\_\_  
Tempat

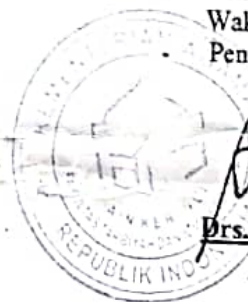
Assalamualaikum w.w,

Dalam rangka pelaksanaan penelitian mahasiswa semester akhir Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, dalam Wilayah Kabupaten Kerinci, maka dengan ini Kami mohon kepada Bapak/Ibu untuk mengeluarkan surat izin kepada mahasiswa yang namanya terlampir dibawah ini. Waktu yang diberikan mulai pada tanggal 16 Maret 2020 s.d 16 Mei 2020.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

a.n. Dekan,  
Wakil Dekan Bidang Akademik dan  
Pengembangan Lembaga



  
**Drs. SAADUDDIN, MPd.I**

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Peringgal

Lampiran : Izin Penelitian Mahasiswa  
Nomor : In.31/D.1.1/PP.00.9/ /2020  
Tanggal : 15 Maret 2020  
Tentang : Nama-nama mahasiswa/i IAIN Kerinci yang akan melaksanakan penelitian tahun 2020

NO	NAMA /NIM	FAKULTAS	JURUSAN	TEMPAT PENELITIAN
1	Refna 1610203032	Tarbiyah Dan Ilmu Keguruan	Tadris Bahasa Inggris	MTSN 7 Kerinci
2	Tessy Afriadi 1610203068	Tarbiyah Dan Ilmu Keguruan	Tadris bahasa inggris	MTs negeri 7 kerinci
3	Reza Adriana Putri 1610203013	Tarbiyah Dan Ilmu Keguruan	Tadris bahasa inggris	MTs NEGERI 7 KERINCI
4	Utari Oktavia 1610204132	Tarbiyah Dan Ilmu Keguruan	Tadris Biologi	SMPN 11 KERINCI
5	Kerin Afriska 1610204148	Tarbiyah Dan Ilmu Keguruan	Tadris biologi	Kecamatan Air Hangat

a.n. Dekan,  
Wakil Dekan Bidang Akademik dan  
Pengembangan Lembaga



  
Drs. SAADUDDIN, MPd.I



KEMENTERIAN AGAMA REPBULIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI

FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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Kode Pos. 37112 Web : [www.iainkerinci.ac.id](http://www.iainkerinci.ac.id) Email: [info@iainkerinci.ac.id](mailto:info@iainkerinci.ac.id)

Nomor : In.31/D.1.1/PP.00.9/ /2020  
Lampiran : -  
Perihal : **Mohon Izin Penelitian**

15 Maret 2020

Kepada  
Yth Kepala MTs negeri 7 kerinci  
Di  
Tempat

Assalamualaikum w.w.

Dalam rangka menyelesaikan tugas akhir program sarjana (SI) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

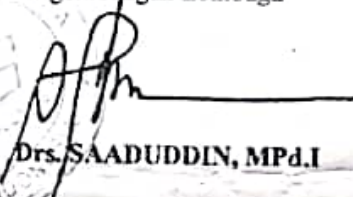
Nama : **Tessy Afriadi**  
NIM : **1610203068**  
Jurusan : **Tadris bahasa inggris**  
Fakultas : **Tarbiyah Dan Ilmu Keguruan**

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:  
**A study of strategy used by the students in learning english vocabulary at the seventh grade of mts negeri 7 kerinci.** Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **16 Maret 2020 s.d 16 Mei 2020.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

a.n. Dekan,  
Wakil Dekan Bidang Akademik dan  
Pengembangan Lembaga

  
Drs. SAADUDDIN, MPd.I

Terbutsan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip



# KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KABUPATEN KERINCI

MADRASAH TSANAWIYAH NEGERI 7 KERINCI

Jln. Raya TelagoPulau Tengah Kec. KelingDanau, KodePos 37173

JENJANG AKREDITASI A

SK NOMOR : 636/ BAP -SMXII/ JBU/ 2015 Tanggal 08 Desember 2015

Email : [mitsnkotaditan@kemenag.go.id](mailto:mitsnkotaditan@kemenag.go.id) dan [mitsnkotaditan\\_krc@kemenag.go.id](mailto:mitsnkotaditan_krc@kemenag.go.id)

Website: <http://mitsnkotaditan.k>

Nomor : B-073/MTs.05.01.07/PP.00.5/03/2020

Koto Dian, 16 Maret 2020

Lampiran : -

Perihal : **Persetujuan Tempat Penelitian**

Kepada

Yth, Ketua Fakultas Tarbiyah dan Ilmu Keguruan IAIN KERINCI  
Kabupaten Kerinci

Assalamu'alaikum w.w.

Dengan Hormat,

Bedasarkan Surat Ketua Jurusan Tarbiyah dan Ilmu Keguruan IAIN Kerinci  
Nomor : In.31/D.1.1/PP.00.9/ /2020, tanggal 15 Maret 2020, perihal Mohon  
Izin Penelitian. Maka dengan ini Kepala MTsN 7 Kerinci Menyetujui Saudara :

Nama : **TESSY AFRIADI**

NIM : 1610203068

Jurusan : Tadrís Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk mengadakan Penelitian dalam rangka penyelesaian skripsi mahasiswa  
tersebut yang berjudul : **"The Correlation Between Students' Reading Attitude  
And Their Ability in Reading Comprehension of Narrative Text at The Eighth  
Grade Of MTs Negeri 7 Kerinci"** dari Tanggal 16 Maret 2020 s.d 16 Mei 2020

Demikianlah Surat Persetujuan ini Untuk Diketahui dan dimaklumi terimakasih.

Wassalamu'alaikum w.w.



Kepala Madrasah,

**Drs. HJ. NISWARTI, M.PdI**

NIP. 196901181991032001

**Tembusan:**

Kepala Kantor Kementerian Kabupaten Kerinci