

**THE CORRELATION BETWEEN STUDENTS' INTEREST IN
READING ENGLISH TEXT, STUDENTS' SELF-ESTEEM AND READING
SKILL AT THE ELEVENTH GRADE STUDENTS OF SMKN 1 SRAGEN
IN THE ACADEMIC 2017/2018**

THESIS



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Here with the researcher state all statements, opinions, and analysis that the researcher have written in this research study are original work. The researcher optimally conducted my own research study requirement of this collage, some parts of which taken part of references and suggestion as the guidance for the technical writing of the research study. If any claim related to the analysis that the researcher made persist in the future, I would be fully responsible for clarification.

Surakarta, August 23, 2018

Sincerely Yours

Faulina Rahmawati

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DEDICATION

This thesis is proudly dedicated to:

- 1. My beloved parents, Paino and Mei Sri Handayani who always give me support and prayers in my life.**
- 2. My beloved Brother (Fauzan Hafid Nugraha)**
- 3. My beloved Friends , who become my spirit.**
- 4. My beloved Almamater, The State Islamic Institute of Surakarta**

MOTTO

“Allah will never change people’s condition before they change what is in themselves.”

(Ar-Ra’du: 11)

“Everything will come to those who keep trying with determination and patience.”

(Thomas A. Edison)

“And say: My Lord, Increase me in knowledge”

(Q.S Thaha: 114)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled **“THE CORRELATION BETWEEN STUDENTS’ INTEREST IN READING ENGLISH TEXT, STUDENTS’ SELF-ESTEEM AND READING SKILL AT THE ELEVENTH GRADE OF SMK N 1 SRAGEN IN THE ACADEMIC YEAR OF 2017/2018”** is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis had discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, August 23, 2018

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The researcher realizes that this thesis has not been perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, August 23, 2018

The Researcher

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ABSTRACT

Faulina Rahmawati. 2018. *THE CORRELATION BETWEEN STUDENTS' INTEREST IN READING ENGLISH TEXT, STUDENTS' SELF-ESTEEM AND READING SKILL AT THE ELEVENTH GRADE OF SMK N 1 SRAGEN IN ACADEMIC YEAR 2017/2018* ". Thesis, Surakarta: English Education Departement Study Program, Islamic Education and Teacher Training Faculty.

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Keywords : Correlation Study, Reading Interest, Self-Esteem, Reading Skill

The purposes of this research are to know the correlation between students reading interest, students' self-esteem and their reading skill at the eleventh grade of SMK N 1 Sragen in academic year 2017/2018. The objective of this research is to find out whether is a positive correlation between students reading interest, students' self-esteem and reading skill.

This research is correlational study. There are three variables in this research, reading interest and self-esteem as independent variables (X) and reading skill as dependent variable (Y). The research was carried out at SMK N 1 Sragen. The population of the study was 412 from the eleventh grade students of SMK N 1 Sragen. The sample of this study is 40 students. The sampling technique used is simple random sampling. The reseacher used questionnaire to obtain the data of students reading interest and self-esteem level and test to obtain the data of students' reading skill. To correlate these variables the reseacher used Product Moment formula to know the coefficient correlation between students' reading interest, self-esteem and their reading skill.

The result of the research showed that (1) There is positive correlation between students' interest in reading English text (X_1) and Reading Skill (Y). The coefficient correlation is higher than r-table ($0.817 > 0.308$). (2) There is positive correlation between self-esteem (X_2) and reading skill (Y). The coefficient correlation is higher than r-table ($0.795 > 0.308$). (3) There is positive correlation between students' interest in reading English text, students' self-esteem and reading skill. The coefficient correlation is higher than r-table ($0.855 > 0.308$). The result of the research also showed that the contribution of students' interest in reading English text, students' self-esteem and reading skill is 73.1%. Therefore, the researcher concluded that there is positive significant correlation between students' interest in reading English text, students' self-esteem and reading skill at the eleventh grade of SMK N 1 Sragen in the academic year of 2017/2018.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher present the background of the study, the identification of the problem, limitation of the study, problem statement, objectives of the study, benefits of the study and the definition of key term.

A. Background of Study

Language is composed of words, written signs or spoken expressions. Santoso (2007: 59) says that English as an international language is used to communicate in every part of the world. Human beings use language to communicate with other people and without language there will not be any communication among individual or nations in the world. Since, language is a bridge for people to make relationships.

The first foreign language that is taught in Indonesian is English language. English language is important to people in many parts of the world because it is international language. English is a subject that taught in Indonesian school, it is taught in formal educational institutions from Elementary school level up to University Level. It seems that English has been considered as an important language in all levels education. By learning English language the students are expected to be able to communicate in English language like writing and oral forms.

Teaching English in Vocational High Schools covers four basic language skills. They are listening, speaking, reading and writing (Brown, 2003: 117). One of the English language skills that should be mastered and pressured in Vocational High School is reading since it is a crucial part of

second language learning and teaching. Those statements is supported by Carrel et all (1998: 1), they say that reading is by far the most important of the four skills in second language, particularly in English.

Sharma and Singh (2005: 119) in Mufarrikha (2014: 2) say that “Reading is a basic tool education and one of the most important skills in everyday life”. While, Rahmawati (2006: 61) says that reading is one of the most important foreign language skills. Reading is important for everyone. Having reading skill will ease to understanding information and knowledge and this skill will also help people in getting information or finding information from letters, newspaper, novel, textbook, or many other printed media.

The reason of the researcher chooses reading skill is because reading belongs to the basic language skills in English. Besides, reading is closely related with other subjects. Most of the materials in Vocational High Schools are presented in textbook or another written text. It means that the students must have the ability in reading skill to understand the materials and extract a lot of information from various text book and other references through reading. Because of that, reading is the important for the students.

The success of reading skill is influenced by many factors. One of the factors that influence the students reading skill is self-esteem. Self-esteem is the way people place a value on themselves and how they respect their own ability and worth. Bagheri and Faghih (2012: 1) indicate two important factors that affect the process of reading that reader’s

variable that include the strategies used by teacher, their background knowledge, motivation, personality, self-esteem and sex, and the text variable. Furthermore, as one of the important factor, the teacher should pay more attention to students' self-esteem because it can give effect to their reading.. People who are high of self-esteem will place an appropriate or maybe a high value on themselves, they respect their ability well and believe that they can do everything well. They don't afraid of making mistakes, they are confident. On contrary, those who are low self-esteem place a low value on themselves. They aren't confident because they don't respect their ability. They are often afraid of making mistakes and tend to blame others.

Piccolo (2008: 208) said that the importance of education as a measurement of worth in the world of work, such as minimal requirements for hiring in many jobs, makes education a likely area from which individuals might draw their self-esteem. Hisken (2011: 25) said that “a high level of self-esteem acts as a buffer against anxiety so students with high self-esteem are not as likely to struggle with reading challenges”. Characteristics of students who have high self-esteem by Clemes and Bean (2001: 334), among others: Proud of his work, Act independently, Accepting responsibility easily, Overcome the achievement well, Responding to new challenges with enthusiasm, Feel able to influence others, Demonstrate a wide range of feelings and emotions. It can be concludes that education influences self-esteem, and/or self-esteem can influences education. If students have high self-esteem will believe

themselves are able to value and respect their ability in learning process. In reading skill, the students who have high self-esteem are presumed to be good.

Another factor that affects reading skill is interest. Hidi (2001: 195) in said that interest has a strong positive influence on readers and recall and consider the factors that have been found to increase readers' situational interest. By having interest in reading English text, the students will active in reading learning process and also they will respond quickly to their need if they are interested in the topic or at least familiar with it. It means that the students need reading interest and self-awareness in reading to know the text well.

When researcher conduct pre-observation at the time English subject in SMK N 1 Sragen, the researcher assumed that their interest in reading English text and self-esteem is high. Because when the teacher gives English text and asks the students to read it, the teacher asks questions related to the reading. Some students can answer the question correctly and without asking the help of their friends. Here shows that their self-esteem is high because independence is one of the characteristics of self-esteem. The researcher chooses the eleventh grade because the eleventh grade prepared to the twelveth grade. In the nine grades, they have to have a final examination. In final examination, reading texts are dominate and the students must have good ability in reading if they want to comprehend English written texts. So, they must have good preparation from the eleventh grade.

Based on the reason above, the researcher is curious to know whether there is a positive correlation between students' interest in reading English text, students' self-esteem and reading skill, especially for the eleventh grade students of SMK N 1 Sragen. From the idea above the researcher determines the topic of research entitled: "THE CORRELATION BETWEEN STUDENTS' INTEREST IN READING ENGLISH TEXT, STUDENTS' SELF-ESTEEM AND READING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMK N 1 SRAGEN IN ACADEMIC YEAR 2017/2018".

B. The Identification of the Problem

Based on the background of the study, the researcher finds some problems as follow:

1. The factors that influence the reading skill.
2. The correlation between reading interest and reading skill.
3. The correlation between self-esteem and reading skill.
4. The correlation between students' reading in English text, students' self-esteem and reading skill.

C. The Limitation of the Study

The study only stressed on three variables of correlation that is the correlation between students' interest in reading english text and reading skill, correlation between students' self-esteem and reading skill, and

correlation between students' interest in reading english text, students' self-esteem and reading skill.

There are many grades of the vocational high school in Sragen. So, to avoid to large study, the research focused only on eleventh grade students of SMK N 1 Sragen.

D. The Statement of the Problem

Based on the limitation of problem above, the problems of the study can be identified into the following question:

1. Is there any correlation between reading interest and reading skill?
2. Is there any correlation between self-esteem and reading skill?
3. Is there any correlation between reading interest, self-esteem and reading skill?

E. The Objectives of Study

Considering the tittle of the study and the problem stated previously, this research has three aims as a follows:

1. To find out whether or not there is a significant correlation between reading interest and reading skill.
2. To find out whether or not there is a significant correlation between self-esteem and reading skill.
3. To find out whether or not there is a significant correlation between reading interest, self-esteem and reading skill.

F. The Benefit of Study

The researcher expects some benefits from her study as follows:

1. Theoretical benefits.
 - a. The result of research can be used as input in teaching English learning.
 - b. For other researcher, the result of the study provides information to lead studies about reading interest, self-esteem and reading skill.
2. Practical benefits
 - a. This research gives input for English teacher and learners about reading interest, self-esteem and reading skill.
 - b. It can help the students learn the English language easily in context.

G. Definition of Key Terms

In this research, there are some key terms are as follow:

1. Correlation

Involves determining whether and to what extent a relation exists between two or more variables (Elliot, et al, 2000). There are three variables relationship in this research, they are: reading interest, self-esteem and reading skill.
2. Interest

Elliot, Stephen N, et all (2000: 349) states that interest is an enduring characteristic expressed by a relationship between a person and a particular activity or object.

3. Reading

Rahmawati (2006: 62) says that reading is a form of communication, information, and ideas are exchange between writer and reader in the act of communication.

4. Self-esteem

Self-esteem is the capacity to experience maximal self-love and joy whether or not you are successful at any point in your life. (David D. Burms (1992:262)

CHAPTER II

THEORETICAL REVIEW

This chapter describes related literature review on reading skill, review on self-esteem, review on reading interest on English text, the researcher's rationale, previous study and the last is the researcher hypothesis.

A. Review of Reading

1. The nature of reading

There are some experts who define of reading. According to Kennedy (1981:5), reading can be defines as follows:

“Reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and on the basis of past experience, understand and interpret its meaning”.

Williams (1984: 2) says that reading is a process whereby one looks at and understands what has been written. While, Grellet (1981:7) says that reading as a constant process of guessing and what one brings to the text is often more important than what one finds in it. Moreover, Heilman (1965: 6) says that reading is a process of getting meaning from printed word symbols. It is not merely a process of making conventionalized noises associated with these symbols. It means that reading is more than a mechanical process, even though mechanics are an essential part of process. Based on some definitions above, it can be concluded that reading is a process that bringing context to the text and relating it to their meaning.

2. The definition of Reading Skill

Skills are usually acquired or learned, as opposed to abilities, which are often thought of as innate. Skill of reading is very important as the basic of reading activities. Learners sometimes find difficulties in reading, so they need some skills to help them get the purpose of reading. Wiley (in Wardhani, 2013: 10) states that skill is great ability or proficiency, expertness that come from training, practices. Thus, it can be concluded that skill is the ability to do something well; expertness that comes from training, practices.

Brown (2004: 185) argues that reading is a skill that teachers simply expect learners to acquire in language learning. Roe and Ross (in Wardhani 2013: 31) argue that reading skill is a skill that enhances comprehension and retention of information in printed material. DeBoer and Dallman (in Wardhani, 2013: 27) asserts reading skills are how to recognize letters and phonic elements, how to discover familiar elements in the longer unfamiliar words, how to use context clues, how to note details, how to find the main idea of a longer passage, how to compare, evaluate, and visualize the author's meaning, how to locate and utilize needed information, how to follow printed directions, and how to approach and speed of reading both the nature of the material read and to their purposes.

Based on the explanation above, it can be summarized that reading skill is the ability of the reader to search, predict, and think in order to extract the required information from the text that comes from

training and technique. The reading process involves the interaction between the reader and the text. The readers can use their knowledge, skills, and strategies to determine the meaning.

3. The Models of Reading

In looking for ways to describe the interaction between reader and text, it has to understand how the student read and how the student reading process may differ from other students. According to Aebersold and Field (1997: 18), there are three models of how reading occurs, namely:

a. Bottom-up theory

It argues that the reader constructs the text from the smallest units (letter to words to phrases to sentence, etc), and that the process of constructing the text from the small units becomes so automatic that readers are not aware how it process.

b. Top-down theory

It argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations.

c. The interactive school of theories

It argues that both top-down and bottom up process are occurring, either alternately or at the same time. These theories depend on the type of the text as well as on the reader's background

knowledge, language proficiency level, motivation, strategy use and culturally shaped beliefs about the reading.

4. The Types of Reading

Brown (2003: 189), for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letter, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b. Selective

This category is largely an artifact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true-false, multiple choices, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

c. Interactive

Since, reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves

are anecdotes, short narratives and descriptions. The focus of an interactive task is to identify relevant features (lexica symbolic, grammatical, and discourse) within texts. Top-down is typical of such tasks, and bottom-up may be necessary.

d. Extensive

Extensive reading applies to texts of more than a page, up to and including professional article, essays, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of a text. Top-down processing is assumed for most extensive tasks.

5. The purposes of Reading

Reading involves various different skills. To comprehend a text, the reader needs to have some skill of reading. By having those skills, they are likely to be able to extract the message of a text. According to DeBoer and Dallmann (1996:134-137), there are several skill that make up the ability to comprehend what is read. According to the reader's purpose, the skills are as follows:

a. Reading to find the main idea

One of the most common reasons for reading is to get the general idea of a selection. This is often being the goal of reading fiction or even reading other types of material, such as technology. For example, in technology, the students read a page to find out whether it tells about mobile phone. Skill in finding the main idea in

a paragraph and in no mistaking a detail for the major points needs to be developed in many students not only through incidental means but often through practice exercise. Here is some activities in finding the main idea :

- 1) Stating the main idea of a selection
- 2) Selecting the best title from a list
- 3) Locating topic sentences in paragraph that contain topic sentence
- 4) Noting certain phrases such as the first and the most important to see if they point out a main idea.

b. Reading to select significant details

The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. The readers need to do more than differentiate between main points and supporting details. He must also be able to decide what points are important for the purpose he has in mind.

c. Reading to answer questions

Reading to find the answer to one or more questions is one of the common goals for reading in the elementary school. Even in high school and college and in life outside of school it often forms the purpose for reading. Answers are relatively easy to find when questions are partly couched in the exact words of the writer.

d. Reading to summarize and organize

In summarize and organize what has been read is not enough to know the main idea and the significant detail. The reader must be able to sense the relation among the details. In addition, he also needs to know either how to make these relations clear to others or how to record them for later rereading. Here is some activities to develop skill in summarize and organize what is read:

- 1) Arranging pictures in the order in which events occurred in a story
- 2) Telling which of several summaries, best summaries a paragraph longer selection

e. Reading to arrive at generalizations

Formulating generalizations is in a sense a specialized form of summarizing. In generalizations, the reader needs to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion. The activities of developing ability to arrive at generalizations are as follows:

- 1) Making and guessing riddles
- 2) Telling which of the list of statements are generalizations and which are specifiers

f. Reading to follow the directions

This ability is usually a combination of many reading skills. The ability to note details, to organize, and to note the sequence of points is among the learning essential to this type of reading skill. This ability also helpful for the reader who is trying to improve his

skill in following direction. Here some activities in following direction skill:

- 1) Repeating direction
- 2) Reading direction for doing or making something
- 3) Reading direction for doing tricks then performing it. Reading to predict outcomes

g. Reading to predict outcomes

Skill in predicting an outcome is useful in helping the reader to note when he has misread a word or a sentence. It is also of value because the person who is adept at predicting outcomes as he reads can usually get the thought more quickly than others.

h. Reading to evaluate critically

Critical evaluation is not meant the attitude of suspecting every statement read of being false.

According to Davies (1995: 133), there are five main reasons for reading, namely:

a. Reading for pleasure

In this type, the students read to follow narrative, enjoy the sound, and rhythm or rhyme of literary text.

b. Reading for a general impression

The students read to gain an idea of the writer's view points, and overall impression of the tone of the text; to decide whether or not to read the text.

c. Reading for organizing reading and study.

The students read to gain an understanding of a new concept of the text, answer a specific question, and decide which section of a text to start studying.

d. Reading for learning content or procedures.

The students read to gain an understanding of a new concept, learn certain facts from a text and follow instruction.

e. Reading for language learning

The students read to translate the text, literally or metaphorically, to learn new vocabulary and identify useful structures.

Moreover, the purposes above are supported by Wallace (1992:

6). He states that there are three reading purposes. They are as follows:

a. Reading for survival

The readers need to response to their environment. Survival reading serves immediate needs or wishes. Obvious examples are 'ladies', 'gentlemen', there are sign in toilet. The sign 'stop' will be matter for a motorist.

b. Reading for learning

The readers find out information on a strictly utilitarian basis, wider role of extending general knowledge of the world.

c. Reading for pleasure

The readers want to enjoy the text.

6. Micro Skills and Macro Skills

Reading skill is developed from macro skills and micro skills. Thus, the assessment used to assess students' reading skill must be developed based on the micro skills and macro skills. Brown (2004: 187-189) states that there are some micro skills, macro skills, as follows:

a. Micro Skills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purposes.
4. Recognize grammatical word classes (nouns, verbs, et al); system (tenses, agreement, et al); patterns, rules, and elliptical forms.
5. Recognize that a particular meaning may expressed in different grammatical forms.
6. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro Skills

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purposes.

3. Infer context that is not explicit by using background knowledge.
4. From described events, ideas, et al, infer links and connections between events, deduce causes and effects, and detect such as relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

7. Strategies of Reading

To accelerate the understanding of text in reading process, Grellet (1983: 4) proposes that there are four main skills to support it.

a. Skimming

It is quickly running one's eye over a text to get the gist of it. It means that it is reading skill used by good readers in finding general ideas quickly.

b. Scanning

It is quickly going through a text to find a particular piece of information. It means that it is reading skill used by good reader's to find specific information quickly.

c. Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. In this type, students are usually given more freedom to choose reading materials that interest them. In this course, almost all of reading is done outside of class, without teacher's aid. The text is always to be read for comprehension of main ideas, not for every detail word.

d. Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

Brown (2004: 187-189) states that there are some strategies of reading skill:

- a. Identifying purposes in reading a text.
- b. Applying spelling rules and conventions for bottom-up decoding.
- c. Using lexical analysis (prefixes, suffixes, roots, and so on) to determine meaning.

- d. Guessing at meaning (of words, idioms and so on) when the readers are not certain.
- e. Skimming the text for the gist and for main ideas.
- f. Scanning the text for specific information (names, Dates, key words, and so on)
- g. Using silent reading technique for rapid processing.
- h. Using marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- i. Distinguishing between literal and implied meanings.
- j. Capitalizing on discourse markers to process relationships.

8. The Phase of Reading

According to Williams (1984: 37-39), there are three main phases, they are:

a. Pre-reading

This phase is aimed to introduce and to arouse learner's involvement, interest and motivation in the topic.

b. While reading

The main goals are while reading phase are strategy and skill practice, and linguistic development as well as helping learners to understand the writers' purpose and the text structure and context.

c. Post reading

The last phase is aimed to consolidate what has been read with learners own knowledge, interest or idea.

9. Reading Construct

Reading skill is the ability of the reader to search, predict, and think in order to extract the required information from the text that comes from training and technique. In reading, skills and strategies are needed for success in an academic situation such as skimming for gist, scanning for specific information, reading for inference, and reading for detail. Based on those explanations, the writer restricts the indicator of the reading skill in this study are, as follows: reading for find the main idea, reading for explicit information of text, reading for implicate information not directly stated in the text, reading to identify the meaning of word in text, and reading for finding the grammatical structure.

B. Review of Reading interest

1. The notion of Reading Interest

Nirmala (2003:269), ‘minat adalah kecenderungan hati yang tinggi terhadap sesuatu’ (interest is a high heart tendency to particular thing). Meanwhile, Broughten in Badawi (n Santoso, 2005: 10) mentioned that interest can be explained as the tendency which has by someone to do or to reach the aim based on someone’s knowledge and his necessities. Rahman in Sumadi (in Santoso, 2005: 10) also gave opinion that interest is someone’s like which has relations with a reaction of the particular condition.

Hidi and Anderson (in Eliis, 2003: 399) stated that interest is a form of intrinsic motivation accompanied by positive effect. While crow

and Crow (1963: 159), interest may be used to refer to the motivating force which causes an individual to give attention to a person, a thing, or an activity. In other words, if people have interest toward something, they will give attention to it. Smith and Dechant (1961:274) said that interest is a powerful factor increasing reading skill, promoting the reading habit, and producing a generation of book lovers. So the higher interest will make the reader more creative, so that the reader are reading actively and thinking about material. It can be concluded that interest is the high heart tendency to center the attention or the activity toward a particular subject.

Here are some definitions given by experts about interest. Skinner (1984:337) defines interest as preoccupations, objectives, like and dislike and motives. It means that interest is a condition of people as a result of desire to give stimulation to something. This theory is supported by Berdie and Skinner (1984:337) who state that interest is factor that attracts an individual to repel him from objects, persons and activities. The operational or experimental approach most frequently used in the assessment of interest involves a study of the individual's like and dislike.

James and Smith and Dechant (1961: 273) who say that interest is defined as positive attitudes toward objects or classes of objects to which we are attracted. So it can be concluded that interest are, defined as a positives attitude that attract an individual to repel him because of liking or disliking from objects, person and activities.

2. Factors Contributing to Interest

Bond and Eva (1963: 303-305) stated that there are five factors contributing to interest as follows:

a. Attitudes toward culture

The happening of the day become a part of the culture of tomorrow and related to reading interest of children.

b. Availability of material

A second factor, and one related to the present cultural level, is that the children read what is readily available.

c. Parent attitudes toward reading

There is an attitude about reading in the home which, in many instances, is not favorable to the development of interests. Parents who themselves have not found the worth whiteness of reading feel that when a child is reading he is wasting time that would be better otherwise spent.

d. Competition for time

Another factor in the low level of reading interest is the best competition for leisure time between reading and listening to the radio, attending to television, seeing motion pictures and others leisure time activities.

e. Lack of wholehearted attack on the problem

Probably the more important reason for the low level of reading interests is that many schools have not made a wholehearted attack on this problem.

Meanwhile, Schonell and Goodrace (1975: 158-159) stated that the growth of interest in reading is dependent on five different factors.

Those are:

a. Home background

Home background exerts a powerful influence, particularly about the formation of early attitudes towards leisure reading and permanent reading interests as they emerge during childhood and adolescence.

b. The level of Intelligences

The level child's intelligence is closely related to the development of interest in reading, but there are many exceptions to this relationship. While it is true that the more intelligent children develop reading interest earlier, broaden them more rapidly and maintain them more permanently than children of low intelligences yet there are exceptions at both ends of scale.

c. The level of reading ability

Naturally, a child's level of reading ability influences his desire to read.

d. The kind of activities and other interest

The development of an interest in reading is also influenced, in no small measure, by the kind of activities and other interest which attract children at the primary school stage.

e. The kind of guidance and help

An important element in including children to start reading for pleasure and to continue with the activity is the kind of guidance and help they obtain at certain points. If books, suitable both in level of difficulty and in content, are available at the crucial time, then most children can be started on the road to independent reading. So much depends for so many children on the kinds of books available. Here, teacher and parent have complementary roles to play.

3. The Development of Reading Interest

According to Bond and Eva (1963: 306), the reading interest can be developed through six major headings as follows:

- a. Wide reading stimulated and guided by means of many activities.
- b. Cooperation between parents and teacher.
- c. Recognition that reading interests are not achieved overnight, but are developmental in nature and that any interests, therefore, must grow out of previous interest.
- d. Ability to read has a marked influence upon interests, and therefore materials must be appropriate to the child's reading level.
- e. Activities designed to develop interests should be freed from attention to skill development.
- f. The materials used for developing reading interest should come from all of the subject-matter areas of the elementary school grades if well rounded reading interests for factual as well as fictional materials are developed.

4. Defeating Lifetime Reading Interest

Robinson (1975: 244) stated that there are three ways that teachers can stifle lifetime reading interest as follows:

a. Book reports

One sure way encouraging the reluctant reader to remain reluctant is through the use of stereotyped book reports.

b. Homework

Departmentalization makes for hazard in assigning work to be done at home.

c. Literature program

The best way of defeating lifetime reading interest is the continuance of an outdated literature program.

5. Indicator of the Students' Reading Interest Instrument

There are four aspects that people said to be interest in a certain object by Skinner (1984: 338) as follows:

a. Pleasure

Pleasure seems to be derived from simply watching the movements of people and objects. The child learns to avoid those activities perceived as unsatisfying to repeat those that have proved to be worthwhile (Skinner, 1984: 338). It is clear that pleasure will emerge one's interest in object or people satisfying him.

b. Willingness

Willingness means a motivational desire directed the purpose of life controlled by thought. This motivational desire will produce a will, attention, and concentration to a given object; then the interest of individual will appear.

c. Consciousness

Someone can be said to be interested in something if he has his consciousness to something. Consciousness has to exist in men's success.

d. Attention

The example of interest in the form of attention can be observed in the early behavior of infant. He, for example: has a need four sensory stimulation and seeks to be stimulated by being alert to their surroundings.

The Researcher can know the students' reading interest on English text from the four aspects above. From indicator pleasure, the researcher can know the students' reading interest because pleasure seems to be derived from simply watching the movements of the objects. From Willingness, reading interest will be known because it's mean that a motivational desire that directed to the purpose of life controlled by thought.

The Researcher can also be known the students' reading on English text from their consciousness to read a particular English text and consciousness can exist in an individual when the students have a will. It also be known from the students' attention in English text, whether

students try to comprehend the text or not. When the students read an English text, they perceive only what they pay attention to. It can be known whether they are interested in reading English text or not from the result in answering the questionnaire.

According to Dawson and Bamman in Rahman (1985: 6-8) also mention there are four principles that can be affecting the interest in reading, as follows:

a. Attitude

The student who can find the reading material that appropriate with him/herself means that he/she has a good attitude in reading and the attitudes refers how high his/her reading interest. Attitude here can come from two factors, attitude to the reading material especially on English text about attitude to the classmate or teacher, how the students attitude in facing the teacher or classmate who invite him to discuss about English text.

b. Habit

The students' activities and reading habit can reference his/her reading interest. How often students do reading activity, it indicates their interest their interest in reading a text especially English text. If the student has needed reading on his life, automatically his reading interest is high. Whereas if the student rarely does the reading activity, it indicates that his/her interest in reading is limited.

c. Facility

Availability of textbooks in the family is one of the factors driving the choice of reading material and reading interest. Variety of reading adequate and diverse in the family would greatly assist the child in improving reading. Availability of school library is relatively complete and perfect as well as ease the process of borrowing is a major factor that encourages student interest in reading.

d. Motivation

Suggestions from classmates or teachers as external factors may spark student interest in reading. A friend socially in school is one important factor performance formation if interest. Students who are interested in reading, it is often invite his friend was involved in reading activities both in the classrooms or library so that also had a positive effect on her.

It can be assumed that motivation from teacher or classmate can influence someone's reading interest. Students' reading interest can be known from looking for information whether the students get the motivation from the other or not. If the students get motivation from the other perhaps they have higher interest to read that the students who do not get the motivation.

From those theories from two expert above, the researcher constructed the questionnaire of the students' reading interest on English text from four aspects like mentioned by Skinner (1984: 338). Those are: pleasure, willingness, consciousness, attention.

6. Factors affecting of Reading interest

It is important to know the factors that influence interest in reading, especially interest in reading. There are two factors affecting the interest namely:

a. Internal factor

It is a factor that comes from the individual himself. It means that his ability, talent, motivation, and the purpose of life will affect his interest and it is different from one to another.

b. External factor

Environment also affects one's interest. The factors that come from outside (environment) the individual himself are called external factors. The external factors can be family, school or the society. They can be objects, people, or activities dealing with his interaction to one another.

C. Review on Self-Esteem

1. The Definition of Self-Esteem

Many experts have the statements or opinion about what is self-esteem. Self-esteem is an evaluate judgment of self-worth (woolfolk, 2007: 85). Walter (2005: 1152) said that self-esteem is belief and confidence in your own ability and value. Self-esteem is the student's evaluation and feeling about themselves.

Woolfolk (2007: 88) states that self-esteem as confidence in our ability to think , confidence in our ability to cope with the basic

challenges of life and confidence in our right to be successful and happy, the feeling of being worthy, deserving, entitled to assert our needs and wants, achieve our values.

James's definition of self-esteem in Bernice (1998: 339) is the ratio of our actualities to our supposed potentialities. According to sociometer theory in Leary (1999: 2) self-esteem is essentially a psychological meter, or gauge, that monitors the quality of people's relationships with others. According to Baumeister et al. (2003: 1), self-esteem is literally defined by how much value people place on themselves. While according to Scott and Carolyn (2007: 1) self-esteem is the value we place on what we believe to be true about ourselves, how we feel about ourselves, and/or an emotion we hold true about ourselves.

Rubio (2007: 5) defines self-esteem as a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances.

Based on the explanation above, it can be concluded that self-esteem is the way people place a value on themselves and how they respect their own ability and worth.

2. The Indicator of Self-Esteem

Coopersmith in Mruk (2006: 75) said that there are four indicators of self-esteem, such as:

- a. Power: means the ability to influence or control others.
- b. Significance: means being valued by others as shown by their acceptance.
- c. Virtue: the adherence to moral standards
- d. Competence: the meaning of competence is a successful performance in regard to a goal.

Plummer (2011: 34) states that there are seven main components that lead someone to have healthy self-esteem:

- a. Self-knowledge

It is characterized by having a sense of security and personal value, and understanding the differences and the commonalities between herself and other people.

- b. Self and others

This element is characterized by knowing how to make a relationship and to express emotion appropriately, seeing things from another person's perspective, and recognizing other people's emotion.

- c. Self-acceptance

It is characterized by knowing their own strength, knowing that they can do a best thing, accepting that making a mistake is natural, and accepting the condition of their physical body.

- d. Self-expression

It is characterized by understanding how to communicate with each other, learning to read the signals, making creativity in expressing themselves.

e. Self-confidence

It is characterized by knowing that their opinion, action, and thought have value, developing creative approach for solving the problems, and being able to accept challenges and to make choices.

Based on those two elaborations above, the indicator of self-esteem are: self-knowledge, self and others, self-acceptance, self-expressions and self-confidence, self-awareness and self-reliance.

3. Self-esteem signs

Learners' self-esteem is categorized into two classification, high level of self-esteem and low self-esteem. Each classification has their characteristic. Scott and Carolyn (2007: 1) explain the characteristics of person who high and low self-esteem, as listed below:

a. High self-esteem

The characteristics of those who have high level of self-esteem are listed below:

- 1) Believe strongly in certain principles and values
- 2) Is capable of acting in his/her own best judgment
- 3) Has fewer health problems
- 4) Genuinely enjoys him/herself and participates in a wide variety of activities
- 5) Feels confident in the ability to deal with challenging situations, despite failures and setbacks
- 6) Is sensitive to the needs of others; cares about others

7) Is more flexible and adaptable in changing situations

8) Is happy, energetic, enthusiasm, and enjoys life

According to Leary & MacDonald in Mruk (2006: 85), high self-esteem may be related to pro-social behavior, such as upholding high moral or healthy standards and relationship satisfaction. Beaumeister et al in Mruk (2006: 85) also add the characteristics of high self-esteem, such as positive group performance, especially in relation to task achievement.

b. Low Self-Esteem

People who have low self-esteem have the characteristics such as follows:

1. Is overly sensitive to criticism, and afraid to make a mistake
2. Is overly critical of others and self
3. Blames others
4. Feels persecuted
5. Has a fear of competition and/ or is reluctant to try new things
6. Is over-responsive to praise
7. Is shy, timid, or withdrawn
8. Is uncertain of own opinions and values
9. May be jealous or possessive

As quoted by Mruk (2006: 82), Leary & MacDonald give the characteristics of low self-esteem, they say “low self-esteem is associated with dysthymic disorder, major depression, anxiety disorder, eating disorder... (Leary & MacDonald, (2003: 412))”. Rosenberg and

Owen in Mruk (2006: 82) define the characteristics of low self-esteem such as hypersensitive, instability, self-consciousness, lack of self-confidence, being more concerned with protecting against a threat that actualizing possibilities and enjoying life. Lack of risk-taking, general depression, pessimism, loneliness, alienation, and so forth.

D. Previous Study

In this research, there are previous studies that the researcher used to the sources of the proposal which concerned about reading. The first previous related study comes from Eva Yulianti (2014), Teacher Training and Education faculty, the State Islamic Institute of Surakarta with the title is “A correlational study between reading interest on English text, vocabulary mastery and reading comprehension at the eighth grade students of SMP Batik Surakarta in the academic year of 2013/2014”. The result of the research shows that (1) there is a positive significant correlation between reading interest on English text and reading comprehension because the correlation value is 0,740 and sig 0,000 < 0.05; (2) there is a positive significant correlation between students’ vocabulary mastery and reading comprehension because the correlation value is 0.692 and sig 0.000 < 0.05; (3) there is a simultaneously positive significant correlation between students’ reading interest on English text, vocabulary mastery and reading comprehension because the correlation value is 0.762 and sig 0.000 < 0.05.

This previous research has similarities with her research since the researcher addressing on reading interest and used correlation design of the research. The differences are vocabulary mastery and reading comprehension as the other variables. The previous research used Junior High School as the subject while this research used Vocational High School as the subject of the research.

The second previous related study comes from Windi Astria (2014), Teacher Training and Education faculty, the State Islamic Institute of Surakarta with the title is “A Correlational Study Between Self-Esteem and Vocabulary Mastery toward Speaking Skill of the Tenth Grade Students of SMA Negeri 1 Widodaren in the Academic Year of 2013/2014. The result of the study shows that self-esteem and vocabulary mastery are important variables for speaking skill. Both, self-esteem and vocabulary mastery have the significant contribution in speaking skill. They contribute to improve speaking skill although speaking skill doesn't completely depend on the two variables.

The research conducted by Windi has some similarities with this research. The first similarity is the design of the research that used the correlational design. Second is variable of the research that is same with this research, this is self-esteem. Third is subject of the research is same, this is Senior High School.

The difference between this research and the research conducted by Windi , first the grade. The grade in the research conducted by Windi is Tenth grade students, then in this research, the researcher will conduct a

research in eleventh grade. There is a variable that researched by Windi that different with this research, it is vocabulary mastery and speaking skill while this research are students' reading interest and reading skill.

E. Rationale

Schonell and Goodrace (1975: 159) gave opinion that a child's level of reading skill influences his desire to read. While according to Bond and Eva (1963: 313) anything that is done to improve the reading skill of children will tend to increase their interest. They also said that interest give the direction, the motive power and the drive to the reading, the reading program should develop broad interest in many fields of human experience, the ability to read has a marked influence upon interest in reading. So, if the students' interest in reading English text is high, their ability of reading will improve.

To support reading skill, an aspect of psychological is needed. What is called as psychological here is self-esteem. Self-esteem is the way people place a value on themselves and how they respect their own ability and worth. According to Hisken (2003:16), 'a high level of self-esteem acts as a buffer against anxiety so students with high self-esteem as not as likely to struggle with reading challenges. It means that high self-esteem can be a successfully factor for students to get success in reading because they will not feel discourages if they struggle. Students who have high self-esteem will try and try again if they are failed. They will comprehend that failure is part of the learning process, so they will continually try to comprehend their

comprehension. So the conclusion of the statements above is if the reading interest and self-esteem is high, their reading skill will increase.

F. Hypotheses

Based on the rationale above, the researcher can formulate three hypotheses as follows:

1. Ha: There is significant correlation between reading interest on English text and reading skill.
2. Ha: There is a significant correlation between students' self-esteem and reading skill.
3. Ha: There is a simultaneously significant correlation between students' interest on reading English text, students' self-esteem and reading skill.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The design of this research is correlation. Arikunto (2006:270) states that correlation is a design whose goal is to find whether or not there is a relation between two or more variables if there is, how strong that relation. The reason for choosing this design is that the researcher wants to know the strength of the relation of two or more variables based on correlation coefficient.

This result used the correlation method. Creswell (2012:21) explains that correlation design is procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis. Based on Ary (2010:350) Correlation research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables. This index is called a coefficient of correlation. He also explains that the coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship).

This research has two kinds of variables, independent variable and dependent variable.

1. The independent variables (predictor variable)
 - a. Reading interest (X_1)

- b. Self-esteem (X_2).
2. The dependent variable (criterion variable) is reading skill (Y).

The correlation between three variables can be seen in the figure 3.1.

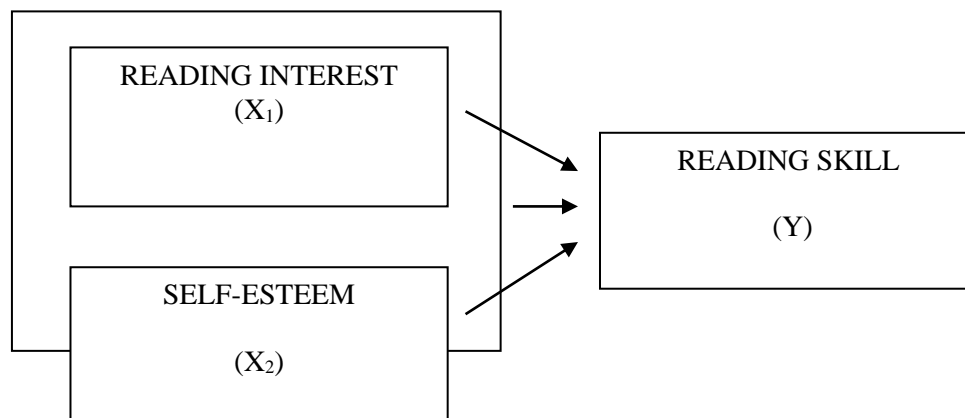


Figure 3.1. the schema of the correlation between reading skill, self-esteem and reading skill.

B. The Setting of the Research

1. The Place of the Research

The research is carrying out at the eleventh grade of SMK N 1 Sragen. It is located at Jl. Ronggowarsito, Sragen Wetan, Kec. Sragen, Kota Surakarta, Jawa Tengah 57214..

2. The Time of the Research

The researcher conducted the research in April until May 2018.

C. The Subject of the Research

1. The Population of the Research

The population of this research is all the eleventh grade students of SMK N 1 Sragen in the Academic year of 2017/2018.

Table 3.1 The Total Students of the Eleventh Grade

No	Class	Number of the Students
1	XI TKJ 1	32
2	XI TKJ 2	32
3	XI BB	32
4	XI PM I	32
5	XI PM 2	32
6	XI AP 1	32
7	XI AP 2	32
8	XI AP 3	32
9	XI AK 1	32
10	XI AK 2	32
11	XI AK 3	32
12	XI AK 4	32
13	XI AK 5	32
Total		412

2. The Sampling of the Research

Creswell (2012:142) says that sampling is a group of individuals (or group of organization) with some common defining characteristic that researcher can identify and study.

In this study, the researcher used simple random sampling. Sugiyono (2007:62) says that one of the famous ways in statistics to get the representative sample is simple random sampling. This is a method that gives every member of the population an equal chance of being selected in the study. The steps of selecting the sample were as follow:

- a. Defining the population

- b. Listing all of the students
- c. Writing the number of each student.
- d. Taking the number randomly to get 40 names of the students.

3. The Sample of the Research

Creswell (2012:142) defines that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Based on Arikunto (2006:134), if the population is less than 100 respondent, it will be better to take them all as a sample. So, the sample of the research is the population research. But, if the subject of the research is large, the researcher can take about 10-15% or 20-25% or more.

In this research, the researcher took 10% of the population as the sample. It has about 40 students from 412 students as a sample. In this study the researcher took 8 students from TKJ class, 8 students from BB class, 8 students from PM class, 8 students from AP class, 8 students from AK class.

D. The Technique of Collecting the Data

Before analyzing the data, the researcher collected the data to carry out the research. The main components of the technique of collecting the data are follows:

1. The Instrument of Collecting Data

a. Questionnaire

Questionnaire is used to get the data of the students' personality. Questionnaire is a list of questions. Sugiyono

(2010:142) A questionnaire is a technique of collecting data using some written questions that must be answered by the respondents. In the study, the researcher uses questionnaire to investigate and to collect information about the students' reading interest and students' self-esteem. The type of the questionnaire is closed-type questionnaire. It is a questionnaire which answers the questions are provided so that the respondents only choose the suitable one in the answer.

The researcher used the Likert scale as a method of summated ratings the questionnaire data. Rensis Likert (in Ary, Donald, 1985:195), Likert scale has been one of the most widely and successfully used techniques to measure attitudes toward a topic by asking respondents to indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree with each of series of statements about the topic. The score ranges from 1-5 can be seen at the table below:

Table 3.2 Category Score of Likert Scale

Statement	Option				
	SS	S	R	TS	STS
Positive	5	4	3	2	1
Negative	1	2	3	4	5

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

R = Ragu-ragu

The researcher made the questionnaire based on the aspect of reading interest by and Skinner (1984: 338) and self-esteem by

Plummer (2005:20) The questionnaire consist of 30 items and each item has five options with the scale of scoring from 1 to 5.

b. Test

Brown (2004:3) test as a method of measuring a person's ability, knowledge, or performance in a given domain. As a method, a set of techniques, procedures, or items requires performance on the part of the test taker. He explains that those characteristics of object such as skills, knowledge, ability, and interest of individual or group. This research used test to obtain the data of students' reading skill.

The test of reading skill that used in this research is multiple choice test which have 4 alternatives (A, B, C, D) to know the students' reading skill. There are 50 questions to test reading skill, the question consist of 5 indicators, they are find main idea, find explicit information, find implicit information, find the meaning of words in text and find the grammatical structure.

The score of test is amount of correct answer. The students get 1 point in every correct answer and get 0 in every incorrect answer.

2. Validity and Reliability of Instrument

An instrument can be said to be a good one if it is valid and reliable. Before the instruments where used, they had to be tried out. It

was intended by this test to find out the validity and reliability of the instruments.

a. Validity of the instrument

Ary et al (2010:225), validity is the most important consideration in developing and evaluating measuring instruments. He also states that validity is defined as the extent to which an instrument measures what it claimed to measure. There are two kind of validity; internal and external validity. In this study, the researcher uses internal validity since the researcher analyzes the items of instruments whether or not they are appropriate to use.

To measure the validity of reading interest, self-esteem and reading skill test, the researcher used Product Moment Formula. The formula is as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Information:

r_{xy} : The coefficient of correlation between X and Y

N : The number of the students

x : The sum of the scores of each item

y : The sum of the scores of each student

The criteria of validity test is that the test is valid if $r_{obtained}$ is higher than r_{table} and it is invalid if $r_{obtained}$ is lower than r_{table} . There are three data of validity instrument, namely; reading interest, self-esteem and reading skill. After being computed the

data try out of three instruments of students that consist of 32 students, we got the result as follows:

1) Validity of Reading Interest

The criteria of validity instrument of reading interest becomes valid if $r_{\text{obtained}} > r_{\text{table}}$ and it becomes invalid if $r_{\text{obtained}} < r_{\text{table}}$. The validity instrument of reading interest can be seen in the table below.

Table 3.3 The Validity of Reading Interest

Item	r_{obtained}	r_{table}	Result
1	0.111884	0.349	Invalid
2	0.556789	0.349	Valid
3	0.544235	0.349	Valid
4	0.387612	0.349	Valid
5	0.43623	0.349	Valid
6	0.662195	0.349	Valid
7	0.373425	0.349	Valid
8	0.509243	0.349	Valid
9	0.430012	0.349	Valid
10	0.401789	0.349	Valid
11	0.409418	0.349	Valid
12	0.417469	0.349	Valid
13	0.372328	0.349	Valid
14	0.374386	0.349	Valid
15	0.494529	0.349	Valid
16	0.42216	0.349	Valid
17	0.371881	0.349	Valid
18	0.512881	0.349	Valid
19	0.533581	0.349	Valid
20	0.427521	0.349	Valid
21	0.40122	0.349	Valid
22	0.520319	0.349	Valid
23	0.408702	0.349	Valid
24	0.254749	0.349	Invalid
25	0.364833	0.349	Valid
26	0.420111	0.349	Valid
27	0.364401	0.349	Valid
28	0.386839	0.349	Valid
29	0.374019	0.349	Valid
30	-0.01321	0.349	Invalid

The item of the test is considered as valid if the correlation coefficients is at least same as the r_{table} at $\alpha = 0.05$ for $N = 32$ and $df = N-2$ is 0.349.

2) Validity of Self-Esteem

The criteria of validity instrument of self-esteem becomes valid if $r_{obtained} > r_{table}$ and it becomes invalid if $r_{obtained} < r_{table}$. The validity instrument of self-esteem can be seen in the table below.

Table 3.4 The Validity of Self-Esteem

Item	$r_{obtained}$	r_{table}	Result
1	0.12	0.349	Invalid
2	0.45	0.349	Valid
3	0.43	0.349	Valid
4	0.413	0.349	Valid
5	0.37	0.349	Valid
6	0.49	0.349	Valid
7	0.47	0.349	Valid
8	0.59	0.349	Valid
9	0.52	0.349	Valid
10	0.46	0.349	Valid
11	0.57	0.349	Valid
12	0.66	0.349	Valid
13	0.501	0.349	Valid
14	0.46	0.349	Valid
15	0.598	0.349	Valid
16	0.557	0.349	Valid
17	0.373	0.349	Valid
18	0.063	0.349	Invalid
19	0.42	0.349	Valid
20	0.522	0.349	Valid
21	0.41	0.349	Valid
22	0.456	0.349	Valid
23	0.39	0.349	Valid
24	0.675	0.349	Valid

Item	$r_{obtained}$	r_{table}	Result
25	0.23	0.349	Invalid
26	0.3894	0.349	Valid
27	0.49	0.349	Valid
28	-0.02	0.349	Invalid
29	-0.11	0.349	Invalid
30	0.562	0.349	Valid

Based on the table above, the researcher concluded that 25 self-esteem questions are valid at the level of significance $\alpha = 0.05$ for $N = 30$ is 0.349. the result shows that the test is in the valid criteria because $r_{obtained} > r_{table}$.

3) Validity of the Reading Skill

The criteria of validity instrument of self-esteem becomes valid if $r_{obtained} > r_{table}$ and it becomes invalid if $r_{obtained} < r_{table}$. The validity instrument of self-esteem can be seen in the table below.

Table 3.5 The Validity of Reading Skill

Item	$r_{obtained}$	r_{table}	Result
1	0.649419	0.349	Valid
2	0.470208	0.349	Valid
3	0.425434	0.349	Valid
4	0.180276	0.349	Invalid
5	0.366252	0.349	Valid
6	0.809021	0.349	Valid
7	0.649419	0.349	Valid
8	0.373937	0.349	Valid
9	0.292072	0.349	Invalid
10	0.567043	0.349	Valid
11	-0.38069	0.349	Invalid
12	0.809021	0.349	Valid
13	0.442418	0.349	Valid
14	0.809021	0.349	Valid
15	0.408317	0.349	Valid

Item	$r_{obtained}$	r_{table}	Result
16	0.393168	0.349	Valid
17	0.452343	0.349	Valid
18	0.470208	0.349	Valid
19	0.396331	0.349	Valid
20	0.809021	0.349	Valid
21	0.700881	0.349	Valid
22	0.809021	0.349	Valid
23	0.362043	0.349	Valid
24	0.496423	0.349	Valid
25	0.809021	0.349	Valid
26	0.700881	0.349	Valid
27	0.409911	0.349	Valid
28	0.724757	0.349	Valid
29	-0.01555	0.349	Invalid
30	0.700881	0.349	Valid
31	0.4672	0.349	Valid
32	0.366098	0.349	Valid
33	0.42234	0.349	Valid
34	-0.35081	0.349	Invalid
35	-0.37435	0.349	Invalid
36	0.386626	0.349	Valid
37	0.395831	0.349	Valid
38	0.405664	0.349	Valid
39	0.514458	0.349	Valid
40	0.398412	0.349	Valid
41	0.467029	0.349	Valid
42	0.398075	0.349	Valid
43	0.387013	0.349	Valid
44	-0.40974	0.349	Invalid
45	-0.51757	0.349	Invalid
46	0.441925	0.349	Valid
47	0.389209	0.349	Valid
48	0.392305	0.349	Valid
49	-0.57246	0.349	Invalid
50	-0.49227	0.349	Invalid

Based on the table above, the researcher concluded that 40 reading skill questions are valid at the level of significance $\alpha = 0.05$ for $N = 30$ is 0.349. the result shows that the test is in the valid criteria because $r_{obtained} > r_{table}$.

The researcher can be conclude and summarize the result of the try out are as follows:

1. From 30 items of reading interest questionnaire, 27 items are valid and 3 items invalid, there are item number 1, 24, 30.
2. From 30 items of self-esteem questionnaire, 25 items are valid and 5 items are invalid there are item number 1, 18, 25, 28, 29.
3. From 50 items of reading skill test, 40 items are valid and 10 items are invalid there are item number 4, 9, 11, 29, 34, 35, 44, 45, 49, 50.

b. Reliability of the Instrument

Arikunto (2006:178) says that reliability refers to the understanding that a sufficiently reliable instrument to be used as a means of collecting data because the instrument is good. Sugiyono (2010:173) states that reliability is an instrument when used several time to measure the same object, the result of data will consistency or stability.

To measure the reliability of reading interest and self-esteem questionnaire and the reliability of the reading skill test, the researcher used the Split-Half Spearman Brown Value to compute the reliability test, and the result are as follows:

1) Reliability of Reading Interest

From the result of reliability reading interest is acquired the reliability coefficient = 0.77 in the $r_{table} = 0.349$ at the level of significance 0.05 for the number of students is 32 students. It shows that the reading interest is reliable $r_o > r_{table}$ (0.77 > 0.349).

2) Reliability of Self-Esteem

From the result of reliability self-esteem is acquired the reliability coefficient = 0.81 in the $r_{table} = 0.349$ at the level of significance 0.05 for the number of students is 32 students. It shows that the self-esteem is reliable $r_o > r_{table}$ (0.81 > 0.349).

3) Reliability of Reading Skill

From the result of reliability reading skill is acquired the reliability coefficient = 0.85 in the $r_{table} = 0.349$ at the level of significance 0.05 for the number of students is 32 students. It shows that the reading skill is reliable $r_o > r_{table}$ (0.85 > 0.349).

E. The Technique of Analyzing Data

After collecting the data, the next step is analyzing the data in order to know whether there is a significant positive correlation between students' reading interest and students' self-esteem toward their reading skill. Firstly, the researcher check the completeness of the data then give

scoring toward the questionnaire and reading skill test. Next, the researcher process the data, as follow:

1. The Description of the Data

a. Mean

Mean is the average value of the data group.

b. Median

Median is the central value of data group. It is gained by picking the middle value of the data ranged from the lowest to the highest or inversely (Arikunto, 2006:168).

c. Mode

Mode is the most frequent value of a data group. It is gained by counting the similar data and finding the highest. (Arikunto, 2006:166).

d. Range

Range is the gap between the highest and the lowest value in a data group (Arikunto, 2006:152).

e. Standard Deviation

The standard deviation is a numerical index that indicates the average variability of the scores. It tells us, in other words, about distance, on the average of the score from the mean (McMillan and Schumacher, 2001:221).

2. Prerequisite Test

a. Normality Test

Normality test is purposed to know whether the sample taken from the population has normal distribution or not (Arikunto, 2006:320). In this study, the researcher uses the Kolmogorov Smirnov (KS-Z) formula through *Microsoft excel* with the significant 5%, how to obtain the result of normality testing is available in appendix 23. The characteristic used is whether the obtained of KS-Z is higher than 0.05, it means that the data has a normal distribution.

b. Linearity Test

Linearity test was aimed to know whether two variables had significant linear regression or not (Abdurrahman, et al, 2011:214).

To find out the simple linier regression between the first independent variable (reading interest) and the dependent variable (reading skill) and the second independent variable (self-esteem) and the dependent variable (reading skill), the researcher uses *Microsoft excel*, how to obtain the result of linearity is available in appendix 26. The criteria of this test is if the value of linearity is higher than 0.05.

3. Hypothesis Testing

After conducting the prerequisite test, the next step was testing hypothesis.

a. The Test of the First and Second Hypothesis

The test of the first and second hypothesis are used to know the correlation between reading interest (X_1) and the reading skill (Y) and the correlation between self-esteem (X_2) and reading skill (Y).

The researcher used simple correlation technique using the Product Moment Formula to test the first and the second hypothesis, how to obtain the result is available in appendix 30. The formula of simple correlation is as follow:

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

Where:

R_{xy} : the coefficient of the correlation between variable X and Y

X : the independent variable

Y : the dependent variable

n : the number of the sample

The statistical hypothesis of the first and second hypothesis:

a) $H_0: r_{xy} = 0$. It means there is no correlation between X and Y.

b) $H_a: r_{xy} > 0$. It means there is a positive correlation between X and Y.

b. The Test of the Third Hypothesis

The test of the third hypothesis is used to know the correlation between reading interest, self-esteem, and reading skill.

The researcher used multiple correlation assisted by *SPSS 20 for windows* to test the third hypothesis saying there is any correlation between students reading interest, self-esteem and reading skill, how to obtain the result is available in appendix 32. The formula is as follows:

$$R_{x_1x_2y} = \sqrt{\frac{r^2_{x_1y} + r^2_{x_2y} - 2r_{x_1y} \cdot r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

c. Contribution Distribution

After that, the researcher uses coefficient of determination to calculate the distribution of variable X toward variable Y. the formula as follows:

$$CD = (r)^2 \times 100 \%$$

CD : the coefficient of determination

r : the coefficient of correlation

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Description of the Data

The data analyzed were the result of questionnaire and test. The researcher description were based on the score of questionnaire to know the reading interest and self-esteem, the reading test to know the students' reading skill of eleventh grade students of SMK N 1 Sragen in the academic year 2017/2018. In computing the data, the researcher is assisted by using Product Moment Correlation technique to analyze all data and hypothesis. It is presented in the form of mean, median, mode, standard deviation, the highest and lowest score which is completed with the variable description in the form of table and histograms.

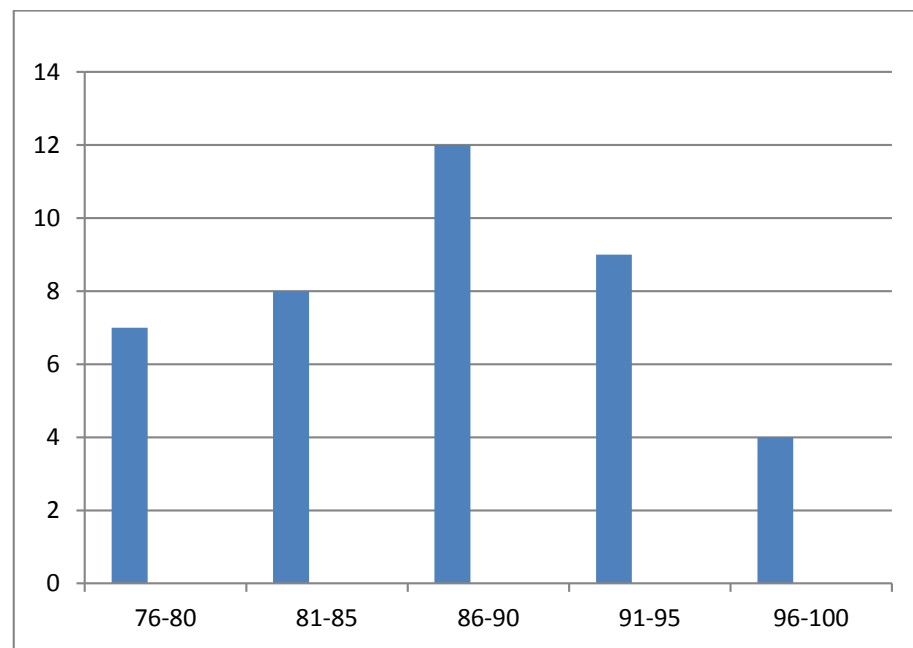
a) The Data of Reading Interest

The data of reading interest were collected by using a questionnaire. The maximum score of the test is 99, the minimum score is 76, and the range is 23. The mean is 87.75; the median is 88.9; and the modus is 80. The standar derivation is 6.220. The frequency distribution and the histogram of reading interest can be seen at the table 4.1 and the figure 4.1.

Table. 4.1 Frequency Distribution Score of Reading interest

Interval	F	X_i	$f_i X_i$
76 – 80	7	78	546
81 – 85	8	83	664
86 – 90	12	88	1056
91 – 95	9	93	837
96 -100	4	98	392
SUM	40	440	3095

Figure 4.1. Histogram of Reading Interest (X)



b) The Data of Self-Esteem

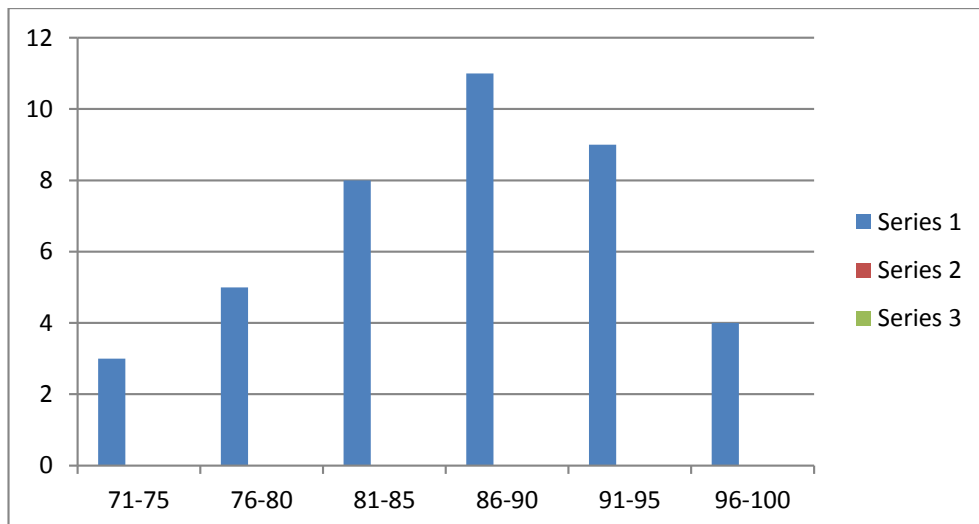
The data of self-esteem were collected by using a questionnaire. The maximum score of the test is 98, the minimum score is 74, and the range is 24. The mean is 87.02; the median is 89.1; and the modus is

79.1. The standar derivation is 7.042. The frequency distribution and the histogram of reading interest can be seen at the table 4.2 and the figure 4.2

Table 4.2. Frequency Distribution Score of Self-Esteem

Interval	F	X_i	$f_i X_i$
71 – 75	3	73	219
76 – 80	5	78	390
81 – 85	8	83	664
86 – 90	11	88	968
91 – 95	9	93	837
95 - 100	4	98	392
SUM	40	513	3470

Figure 4.2. Histogram of Self-Esteem



c) The Data of Reading Skill

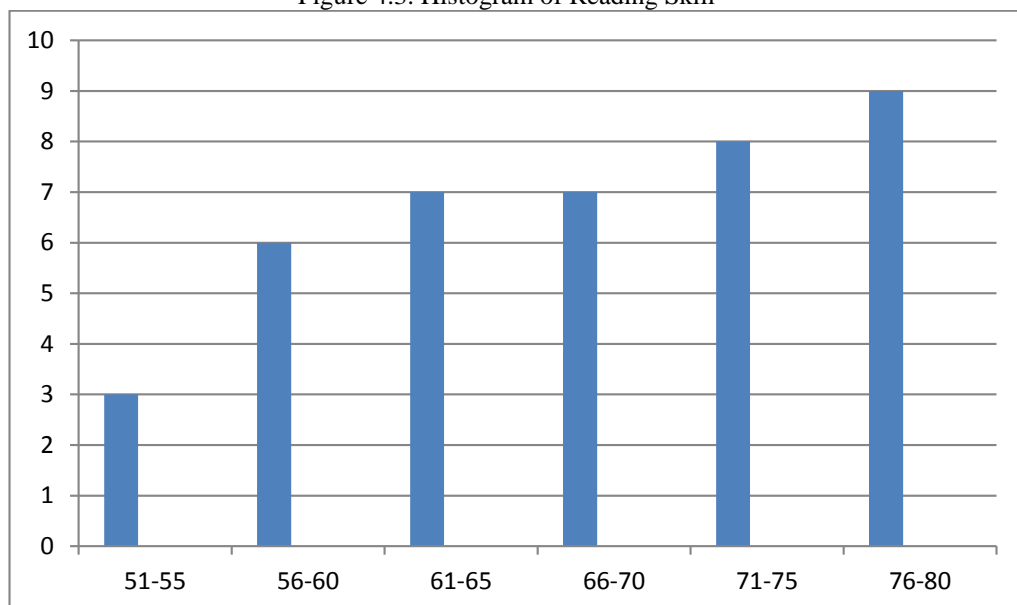
The data of reading skill were collected by using multiple choice test test. The maximum score of the test is 80, the minimum score is

53, and the range is 27. The mean is 68.75; the median is 75.7; and the modus is 79.6. The standar derivation is 8.082. The frequency distribution and the histogram of reading skill can be seen at the table 4.3 and the figure 4.3.

Table 4.3. Frequency Distribution Score of Reading Skill

Interval	F	X_i	$f_i X_i$
51 – 55	3	53	159
56 – 60	6	58	348
61 – 65	7	63	441
66 – 70	7	68	476
71 – 75	8	73	584
76 - 80	9	78	702
	40	393	2710

Figure 4.3. Histogram of Reading Skill



2. Pre-Requisite Test

a. Normality Testing

Normality testing distribution is purposed to know whether the variable data research distribution is normal or not. There are three variable of normality testing in this research, reading interest,, normality of self-esteem, and normality of reading skill. The sample is in normal distribution if L_O (L obtained) is lower than L_T (L table), $\alpha = 0.05$. L stands for Liliefors.

Table 4.4 The Normality Test

No	Data	The Number of sample	L Obtained (L_O)	L Table (L_T)	Alfa (α)	Distribution of population
1.	Score of reading interest	40	0.07	0.14	0.05	Normal
2.	Score of self-esteem	40	0.09	0.14	0.05	Normal
3.	Score of reading skill	40	0.09	0.14	0.05	Normal

The highest score (L_O max) is 0.07, 0.09 and 0.09, the L_{table} for $N:40$ is 0.140. because L_o is lower than L_t or (0.075, 0.09 and 0.09) < 0.140, the data is in normal distribution.

b. Linearity Testing

Linearity test is used to determine whether the relationship between the independent variable and the dependent variable in the form of a straight line (linear relationship) or not. Linearity test results can be seen in the following table:

1) Linearity Testing of Reading Interest (X_1) and Reading Skill (Y)

Table 4.5. The Linearity Test

Test	F_0	F_T	Linearity
Linearity test between reading interest and reading skill	1.27	4.08	Linear

The result is the F_0 number 1.27 and $F_t = 4.08$. F_0 is lower than F_t , it means that there are linearity correlation between reading interest (X) and reading skill (Y).

2) Linearity Testing of Self-Esteem (X_2) and Reading Skill (Y)

Table 4.6 The Linearity Test

Test	F_0	F_T	Linearity
Linearity test between self-esteem and reading skill	0.91	4.08	Linear

The result is the F_O number 0.91 and $F_t = 4.08$. F_O is lower than F_t it means that there are linearity correlation between self-esteem (X) and reading skill (Y).

3. The Hypothesis Testing

Since the computation of normality and linearity testing shows that the data are in normal distribution and the regression is linear, the researcher continue to test the three hypothesis of the research stated on the previous chapter. To test hypothesis, the researcher uses *SPSS 20 for windows* to analyze the data. How to obtain the result is available in appendix 30. Further explanation on correlation of instruments are presented at the Table 4.7 as follows:

Table 4.7 Correlations of the Variable

		Correlations		
		READING INTERES	SELF-ESTEEM	READING SKILL
READING INTERES	Pearson Correlation	1	.780**	.817**
	Sig. (2-tailed)		.000	.000
	N	40	40	40
SELF-ESTEEM	Pearson Correlation	.780**	1	.795**
	Sig. (2-tailed)	.000		.000
	N	40	40	40
READING SKILL	Pearson Correlation	.817**	.795**	1
	Sig. (2-tailed)	.000	.000	
	N	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be interpreted as follows:

a. First Hypotheses

The first hypothesis says that there is a positive correlation between reading interest (X_1) and reading skill (Y). That hypothesis is alternative hypothesis (H_a). To test the hypothesis, H_a is changed become null hypothesis (H_0), it says that there is no positive correlation between reading interest (X_1) and reading skill (Y).

The statistical hypothesis of the first hypothesis:

- 1) $H_0 : r_{xy} = 0$. It means there is no correlation between X_1 and Y
- 2) $H_a : r_{xy} > 0$. It means there is a positive correlation between X_1 and Y.

The result of the computation shows that the coefficient of correlation (r) reading interest (X_1) and reading skill (Y) is 0.817 with significantly (p) = 0.001. It means that there is significant correlation between reading interest and reading skill because $\rho < \alpha$ ($0.000 < 0.05$). Thereby, H_0 is rejected and H_a is accepted so it can be conclude that there is a correlation between reading interest

From the explanation above, it also can be known that the coefficient determination between reading interest (X_1) and reading skill (Y) is 0.817. The contribution of reading interest (X_1) and reading skill (Y) is that $CD = r^2 \times 100\% = (0.817)^2 \times 100\% = 54.6\%$. It means that 54.6% variance of reading skill is influenced by the reading interest, while 45.4% is contributed by other factors.

b. Second Hypothesis

The second hypothesis says that there is a positive correlation between self-esteem (X_2) and reading skill (Y). That hypothesis is alternative hypothesis (H_a). To test the hypothesis, H_a is changed become null hypothesis (H_0), it says that there is no positive correlation between self-esteem (X_2) and reading skill (Y).

The statistical hypothesis of the first hypothesis:

- 1) $H_0 : r_{xy} = 0$. It means there is no correlation between X_2 and Y
- 2) $H_a : r_{xy} > 0$. It means there is a positive correlation between X_2 and Y .

The result of the computation shows that the coefficient of correlation (r) between self-esteem (X_2) and reading skill (Y) is 0.795 with significantly (p) = 0.000. It means that there is significant correlation between self-esteem and reading skill because $p < \alpha$ ($0.000 < 0.05$).

From the explanation above, it also can be known that the coefficient determination between self-esteem (X_2) and reading skill (Y) is 0.795. The contribution of self-esteem (X_2) and reading skill (Y) is that $CD = r^2 \times 100\% = (0.795)^2 \times 100\% = 63.2\%$. It means that 63.2% variance of reading skill is influenced by students' self-esteem, while 36.8% is contributed by other factors.

c. The Third Hypothesis

The third hypothesis says that there is a positive correlation between reading interest (X_1), self-esteem (X_2), and reading skill

(Y). To test the hypothesis, the researcher uses the Multiple Linear Regression Formula with *SPSS 20 for windows*. How to obtain the result is available in the appendix 30 and the hypothesis test result can be seen in table 4.8.

Table 4.8 The Result of the Third Hypothesis

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.855 ^a	.731	.716	4.372	.731	50.236	2	37	.000	1.930

a. Predictors: (Constant), SELF-ESTEEM, READING INTERES

b. Dependent Variable: READING SKILL

The statistical hypothesis of the third hypothesis are:

- 1) $H_0 : r_{x_1x_2y} = 0$. It means there is no correlation between X_1 , X_2 , and Y
- 2) $H_a : r_{x_1x_2y} > 0$. It means there is a positive correlation between X_1 , X_2 , and Y.

The result of the computation shows that the coefficient of correlation (r) between reading interest (X_1), self-esteem (X_2) and reading skill (Y) is 0.855 with significantly (ρ) = 0.000. It means that there is significant correlation between self-esteem and reading skill because $\rho < \alpha$ ($0.000 < 0.05$).

From the explanation above, it also can be known that the coefficient determination between reading interest (X_1), self-esteem

(X₂) and reading skill (Y) is 0.855. The contribution of self-esteem (X₂) and reading skill (Y) is that $CD = r^2 \times 100\% = (0.855)^2 \times 100\% = 73.1\%$. It means that 73.1% variance of reading skill is influenced by reading interest and self-esteem, while 26.9% is contributed by other factors.

B. Discussion of the Research Finding

The discussion of the research finding focuses on the result of hypothesis testing. There are three hypothesis testing in this research is as follow:

1. The first finding of the hypothesis testing shows that there is a positive correlation between reading interest (X₁) and reading skill (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between reading interest and reading skill is significant, because $\rho < \alpha$ ($0.001 < 0.05$). The coefficient of determination between reading interest and reading skill is 54.6%. It means that 54.6% reading skill is influenced by reading interest and 45.4% is influenced by other factors.

Although reading is important, a lot of people do not like to read because they are not interested. Reading will be interesting and enjoyable if there are some intrinsic factors affect them such as interest. This intrinsic motivation is needed to encourage them in doing activity especially reading. If someone is not interested in reading, he will find some difficulties to comprehend the reading passage well. Someone who likes reading and makes it as the routine

activity will have better reading skill than others who do not like reading. So, interest can be the determinant factor for improving reading skill. If they have high reading interest, their reading skill will be better.

From the score, it can be known that reading interest gives contribution to reading skill. When the students' reading interest increases, so the reading skill will be high. It means there is positive significant correlation between reading interest and reading skill at the eleventh grade students of SMK N 1 Sragen in the academic year 2017/2018, it also means that the increase of reading interest will be followed by the enhancement of reading skill.

2. The second finding of the hypothesis testing shows that there is a positive correlation between self-esteem (X_2) and reading skill (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between self-esteem and reading skill is significant, because $\rho < \alpha$ ($0.000 < 0.05$). The coefficient of determination between self-esteem and reading skill is 63.2%. It means that 63.2% reading skill is influenced by self-esteem and 36.8% is influenced by other factors.

Having high self-esteem is an important thing in reading. Having high self-esteem will help students to cope with reading challenges because reading is a monumental task according to required effort which is needed to read for meaning in real time academic situations. There is positive significant correlation between self-esteem and reading skill at

the eleventh grade students of SMK N 1 Sragen in the academic year 2017/2018. Self-esteem can directly increase students' reading level, in particular their reading skill. A high level of self-esteem functions to fight against anxiety. So, students having high self-esteem do not experience struggle with reading challenges (Hisken, 2011). To be concluded, it is important for students to have high self-esteem in order to improve their reading skill. It also means that the increase of self-esteem will be followed by the enhancement of reading skill.

3. The third finding of the hypothesis testing shows that there is a positive correlation between reading interest (X_1), self-esteem (X_2), and reading skill (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between self-esteem and reading skill is significant, because $p < \alpha$ ($0.000 < 0.05$). The coefficient of determination between reading interest, self-esteem and reading skill is 73.1%. It means that 73.1% reading skill is influenced by reading interest and self-esteem and 26.9% is influenced by other factors. From the score, it can be known that reading interest and self-esteem give contribution to reading skill. When the students' reading interest and self-esteem increases, so the reading skill will be high. It means there is positive significant correlation between reading interest, self-esteem and reading skill at the eleventh grade students of SMK N 1 Sragen in the academic year 2017/2018.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

The aim of this study is to know whether there is positive correlation between three variables, namely, reading interest, self-esteem, and reading skill. Based on the problem statements in previous chapter and the result of the study, it can be concluded that:

1. There is a positive significant correlation between reading interest and reading skill of the eleventh grade students of SMK N 1 Sragen. It means that the improvement of reading interest will be followed by the improvement of reading skill. It also means that the reading interest has contribution to their reading skill. The relative contribution of reading interest to reading skill is 54.6% while 45.4% is contributed by other factors.
2. There is a positive significant correlation between self-esteem and reading skill of the eleventh grade students of SMK N 1 Sragen. It means that the improvement of self-esteem will be followed by the improvement of reading skill. It also means that the self-esteem has contribution to their reading skill. The relative contribution of self-esteem to reading skill is 63.2% while 36.8% is contributed by other factors.
3. There is a positive significant correlation between reading interest and self-esteem simultaneously toward reading skill of the eleventh grade students of SMK N 1 Sragen. It means that the improvement of students'

reading interest and students' self-esteem will be followed by the improvement of reading skill. It also means that the reading interest has contribution to their reading skill. The relative contribution of reading interest and to reading skill is 73.1% while 66.9% is contributed by other factors.

B. Implication

Based on the research finding, it can be conclude that there is a positive correlation between reading interest, self-esteem and reading skill of the eleventh grade students of SMK N 1 Sragen. A positive correlation means that the increase of students' reading interest and self-esteem is followed by increase of students' reading skill. Based on the research finding and conclusion, it was found that reading interest and self-esteem have contribution in reading skill. From the result of this study, the implication can be taken from this study is that enhancing students' reading interest and self-esteem have to be considered to enhance their reading skill.

C. Suggestion

Based on the conclusion and implication above, the researcher gives some suggestion bellow:

1. For the teachers
 - a. Teacher should be aware that there are many factors influencing the students' reading skill, such as: reading interest and self-esteem.
 - b. Teacher should give a close attention to teach structure in order to help the students to succeed in reading skill.
2. For the students
 - a. Students should improve their reading interest since this skill will be very important for them in learning English.
 - b. Students should maintain their self-esteem because personality can be done by knowing extrovert types learn best.
3. For other researchers

The researcher realizes that the result of this research is still far from being perfect. The writer hopes that there will be other research which concerns other aspects related to reading skill because there many factors which can affect students in improving reading skill like reading habit, vocabulary mastery and so on.

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APPENDICES

Appendix 1

List of Student Joining the Try Out

SISWA KELAS BB

SMK N 1 SRAGEN

TAHUN PELAJARAN 2017/2018

No.	Nama	L/P
1	Afia Adrista	P
2	Anggita Sari	P
3	Anis Martina	P
4	Aulia Rinda	P
5	Ayu Anggita	P
6	Ayu Sulasmi	P
7	Dede Sulistyawati	P
8	Devitasari	P
9	Diah Ayu Permatasari	P
10	Dina Ayuni	P
11	Eka Diyana	P
12	Eko Ayu Winarti	P
13	Efi Rohmatun	P
14	Ela Pasira	P
15	Elissa Ayu Widianingrum	P
16	Ema Novitasari	P
17	Ending Sumarsih	P
18	Ending Suryani	P
19	Etik Purwanti	P
20	Fatimah Nur Hasanah	P
21	Ferina Diah Rahmawati	P
22	Fenti Nopitasari	P
23	Fiqi Apriliai	P
24	Galuh Permatasari	P
25	Ida Parwati	P
26	Ikke Suci Saputri	P
27	Indah Putri	P
28	Indah Tri Yulianti	P
29	Iswanti	P

30	Kiki Oktavia	P
31	Kartika Agustina	P
32	Lili Damayanti	P

Appendix 2

List of Student Joining the Test

SISWA KELAS XI

SMK N 1 SRAGEN

TAHUN PELAJARAN 2017/2018

No	Name		
1	Listya	P	TKJ
2	Novia Ardana	P	TKJ
3	Suryanti	P	TKJ
4	Siti Nur Latifah	P	TKJ
5	Sitta Putri R	P	TKJ
6	Yeni Oktavia	P	TKJ
7	Toni Widudo	L	TKJ
8	Risma Melati	P	TKJ
9	Sinta Lutfiana	P	BB
10	Mutiarasari	P	BB
11	Silviana chintiawati	P	BB
12	Putri Nur Cahyani	P	BB
13	Sita Virma P	P	BB
14	Tirsa	L	BB
15	Farizal Rusly H	L	BB
16	Harsini	P	BB
17	Septiana Putri W	P	PM
18	Faza Maulana	L	PM
19	Fatimah	P	PM
20	Priesca Anindya Nur Fatimah	P	PM

21	Afifah Nurul F	P	PM
22	Ferina Rahma Sari	P	PM
23	Yasda Malista A.M	P	PM
24	Raihani Nur P	P	PM
25	Deviani Agustin	P	AP
26	Anisa Firdaus	P	AP
27	Fauzi Emir	L	AP
28	Shela Puspita Putri	P	AP
29	Wasis Desti C.S	P	AP
30	Tiyas Eka Wulandari	P	AP
31	Nungkita L.S	P	AP
32	Ria Permatasari	P	AP
33	Siti Fatimah	P	AK
34	Tri Wulandari	P	AK
35	Arlin F.I	P	AK
36	Anis Fadilah	P	AK
37	Annisa N	P	AK
38	Esti	P	AK
39	Adelia Oktha	P	AK
40	Alfita Afna Sofiah	P	AK

Appendix 3

The Blue Print of the Research Instrument of Reading Interest

(Try Out)

The concept	Indicator	Number of items	Total of items
Students' interest is the motivating force which cause individual to give attention to activity on English text.	Pleasure	4,9,23,28,7,15,16	7
	Willingness	3,5,10,17,26,30,13,21	8
	Consciousness	1,8,12,19,22,25,29,	7
	Attention	2,6,11,14,18,20,24,27	8
Total			30

Appendix 4

Questionnaire for Reading Interest

(Try Out)

Nama :

Kelas/jurusan :

PETUNJUK

1. Kerjakanlah sesuai keadaan diri anda sendiri
2. Pilihlah kolom jawaban yang sesuai dengan diri anda dengan tanda (

No	Pertanyaan	SS	S	R	TS	STS
1	Bahasa inggris adalah bahasa internasional yang sangat penting untuk dipelajari					
2	Ketika membaca teks berbahasa inggris saya hanya membacanya dan tanpa memahami apa artinya dalam bahasa Indonesia					
3	Saya senang mengikuti lomba Bahasa Inggris					
4	Kegemaran yang menyenangkan adalah membaca teks bahasa inggris					
5	Saya merasa teks bahasa inggris penting untuk saya					
6	Saya memperhatikan guru bahasa inggris ketika menerangkan isi teks bacaan berbahasa inggris					
7	Saya tidak suka membaca teks bahasa inggris					
8	Pada waktu pelajaran membaca (reading) saya mau bertanya pada guru jika memang saya tidak tahu					
9	Saya sangat senang dengan bacaan bahasa inggris dengan topic yang menarik					

10	Pelajaran membaca adalah pelajaran yang menyenangkan					
11	Saya mudah memahami pelajaran bahasa inggris utamanya materi reading					
12	Ketika saya mendapatkan kesulitan dalam menterjemahkan bacaan berbahasa inggris saya mencari bantuan (tanya guru, teman atau lihat kamus)					
13	Saya selalu mengabaikan jika menjumpai teks bahasa inggris					
14	Saya mengulang kembali pelajaran bahasa inggris dirumah, setelah diberikan disekolah agar lebih paham					
15	Untuk menambah pemahaman teks bahasa inggris, saya tidak berusaha memperbanyak membaca bacaan berbahasa inggris					
16	Ada pameran buku bacaan berbahasa inggris tetapi saya tidak berusaha mampir untuk melihat atau membelinya					
17	Saya senang membaca buku-buku penunjang pelajaran bahasa inggris walaupun tidak di tugaskan oleh guru saya					
18	Lebih menyenangkan bermain daripada membaca buku					
19	Saya terpaksa mengikuti pelajaran bahasa inggris disekolah					
20	Saya belajar bahasa inggris dengan tekun agar dipuji para guru, teman dan orangtua					
21	Saya tidak suka berdiskusi tentang materi bahasa inggris					
22	Saya merasa takut bertanya jika kesulitan memahami teks berbahasa inggris					
23	Saya selalu meluangkan waktu untuk membaca buku-buku berbahasa inggris setiap hari					
24	Minat membaca teks berbahasa inggris					

	saya berasal dari orang lain					
25	Saya tidak berkeinginan untuk meningkatkan kemampuan membaca teks bahasa inggris					
26	Pada saat membaca teks bahasa inggris saya merasa kesulitan dalam memahami teks bahasa inggris					
27	Saya lebih suka bertanya kepada orang lain daripada mencari tahu sendiri					
28	Saya mendapat hiburan dan informasi dari kegiatan membaca					
29	Saya terpaksa pergi ke perpustakaan untuk membaca bacaan berbahasa inggris					
30	Saya tidak memiliki banyak waktu untuk membaca teks bahasa inggris					

Appendix 5

The blue-print of students' reading interest text questionnaire

(Test)

The concept	Indicator	Number of items	Total of items
Students' interest is the motivating force which cause individual to give attention to activity on English text.	Pleasure	4,9,23,28,7,15,16	7
	Willingness	3,5,10,17,26,13,21	7
	Consciousness	8,12,19,22,25,29,	6
	Attention	2,6,11,14,18,20,27	7
Total			27

Appendik 6

Questionnaire for Reading Interest

Test

Nama :

Kelas/jurusan :

PETUNJUK

1. Kerjakanlah sesuai keadaan diri anda sendiri
2. Pilihlah kolom jawaban yang sesuai dengan diri anda dengan tanda (V)

KETERANGAN

Pernyataan Positif

Sangat Setuju = 5

Setuju = 4

Ragu = 3

Tidak Setuju = 2

Sangat Tidak Setuju = 1

Pernyataan Negatif

Sangat Setuju = 1

Setuju = 2

Ragu = 3

Tidak Setuju = 4

Sangat Tidak Setuju = 5

No	Pertanyaan	SS	S	R	TS	STS
1.	Ketika membaca teks berbahasa inggris saya hanya membacanya dan tanpa memahami apa artinya dalam bahasa Indonesia					
2.	Saya senang mengikuti lomba Bahasa Inggris					
3	Kegemaran yang menyenangkan adalah membaca teks bahasa inggris					
4	Saya merasa teks bahasa inggris penting untuk saya					
5	Saya memperhatikan guru bahasa inggris ketika menerangkan isi teks bacaan berbahasa inggris					
6	Saya tidak suka membaca teks bahasa inggris					
7	Pada waktu pelajaran membaca					

	(reading) saya mau bertanya pada guru jika memang saya tidak tahu					
8	Saya sangat senang dengan bacaan bahasa inggris dengan topic yang menarik					
9	Pelajaran membaca adalah pelajaran yang menyenangkan					
10	Saya mudah memahami pelajaran bahasa inggris utamanya materi reading					
11	Ketika saya mendapatkan kesulitan dalam menterjemahkan bacaan berbahasa inggris saya mencari bantuan (tanya guru, teman atau lihat kamus)					
12	Saya selalu mengabaikan jika menjumpai teks bahasa inggris					
13	Saya mengulang kembali pelajaran bahasa inggris dirumah, setelah diberikan disekolah agar lebih paham					
14	Untuk menambah pemahaman teks bahasa inggris, saya tidak berusaha memperbanyak membaca bacaan berbahasa inggris					
15	Ada pameran buku bacaan berbahasa inggris tetapi saya tidak berusaha mampir untuk melihat atau membelinya					
16	Saya senang membaca buku-buku penunjang pelajaran bahasa inggris walaupun tidak di tugaskan oleh guru saya					
17	Lebih menyenangkan bermain daripada membaca buku					
18	Saya terpaksa mengikuti pelajaran bahasa inggris disekolah					
19	Saya belajar bahasa inggris dengan tekun agar dipuji para guru, teman dan orangtua					
20	Saya tidak suka berdiskusi tentang					

	materi bahasa inggris					
21	Saya merasa takut bertanya jika kesulitan memahami teks berbahasa inggris					
22	Saya selalu meluangkan waktu untuk membaca buku-buku berbahasa inggris setiap hari					
23	Saya tidak berkeinginan untuk meningkatkan kemampuan membaca teks bahasa inggris					
24	Pada saat membaca teks bahasa inggris saya merasa kesulitan dalam memahami teks bahasa inggris					
25	Saya lebih suka bertanya kepada orang lain daripada mencari tahu sendiri					
26	Saya mendapat hiburan dan informasi dari kegiatan membaca					
27	Saya terpaksa pergi ke perpustakaan untuk membaca bacaan berbahasa inggris					

Appendix 7

Blue-print of the Research Instrument of Self-Esteem

(Try Out)

Concept	Indicator	Item number		Total
		Positive	Negative	
Self-esteem is how to the person values his self, how is the person accept everything abilities and disabilities of his self and how to the person makes a good relationships with other people	Self-knowledge	3,23,29	11,18,28	6
	Self and other	1,12,26	6,19,27	6
	Self-acceptance	4,8,25	2,17,24	6
	Self-expression	7,14,21	9,13,30	6
	Self-confidence	5,10,20	15,16,22	6
TOTAL				30

Apendix 8

Questionnaire for Self-esteem

Try out

Nama :

Kelas/jurusan :

PETUNJUK

1. Kerjakanlah sesuai keadaan diri anda sendiri
2. Pilihlah kolom jawaban yang sesuai dengan diri anda dengan tanda (V)

No	Pertanyaan	SS	S	R	TS	STS
1	Saya menghargai teman yang mengambil keputusan yang berbeda dengan saya.					
2	Saya malu ditertawakan teman ketika melakukan kesalahan.					
3	Saya menghargai kelebihan dan kekurangan saya.					
4	Saya tidak merasa malu saat gagal dalam menyelesaikan tugas.					
5	Saya selalu optimis dalam menghadapi hidup.					
6	Saya sering memilih-milih teman.					
7	Saya suka melakukan perubahan agar bisa menjadi lebih baik.					
8	Saya yakin bisa menyelesaikan masalah bahkan yang paling sulit sekalipun.					
9	Saya seorang yang pemalu.					
10	Saya mampu memberi solusi baru untuk menyelesaikan masalah.					
11	Saya sering melempar kesalahan pada					

	teman agar tidak mendapat masalah.					
12	Saya berani mengakui kesalahan.					
13	Saya lebih baik pergi daripada dimarahi teman, saat saya melakukan kesalahan.					
14	Saya berusaha agar tidak canggung saat berbicara dengan teman yang baru dikenal.					
15	Saya tidak suka bekerja kelompok.					
16	Saya tidak suka mengambil resiko.					
17	Saya sering mengeluh dengan apa yang Tuhan beri pada saya.					
18	Apapun akan saya lakukan agar terlihat kompeten tanpa melihat kemampuan saya.					
19	Saya mudah tersinggung dengan ucapan teman saya, walau sebenarnya hanya bercanda.					
20	Saya mampu tampil didepan umum dengan baik.					
21	Saya ingin menghasilkan karya yang berbeda dari yang lain.					
22	Saya merasa tidak mempunyai kemampuan yang hebat seperti teman-teman saya.					
23	Saya akan menjadikan kekurangan menjadi kelebihan yang bisa dibanggakan.					
24	Saya membantu orang jika ada balasannya.					
25	Saya lebih suka menyelesaikan masalah secara damai daripada secara fisik.					
26	Jika ada teman yang bersedih, saya akan menghibur dan membantunya.					

27	Saya sering meluapkan masalah pribadi pada teman-teman.					
28	Saya lebih mengerti diri saya daripada diri teman.					
29	Saya sering mengeluh kenapa tidak seandai teman yang lain.					
30	Saya lebih suka meniru pekerjaan orang lain daripada mengerjakan sendiri.					

Appendix 9

Blue-print of the Research Instrument of Self-Esteem

(Test)

Concept	Indicator	Item number		Total
		Positive	Negative	
Self-esteem is how to the person values his self, how is the person accept everything abilities and disabilities of his self and how to the person makes a good relationships with other people	Self-knowledge	3,23,	11,	3
	Self and other	12,26	6,19,27	5
	Self-acceptance	4,8,	2,17,24	5
	Self-expression	7,14,21	9,13,30	6
	Self-confidence	5,10,20	15,16,22	6
TOTAL				25

Appendix 10

Questionnaire for Self-esteem

TEST

Nama :

Kelas/jurusan :

PETUNJUK

1. Kerjakanlah sesuai keadaan diri anda sendiri
2. Pilihlah kolom jawaban yang sesuai dengan diri anda dengan tanda (V)

KETERANGAN

Pernyataan Positif

Sangat Setuju = 5

Setuju = 4

Ragu = 3

Tidak Setuju = 2

Sangat Tidak Setuju = 1

Pernyataan Negatif

Sangat Setuju = 1

Setuju = 2

Ragu = 3

Tidak Setuju = 4

Sangat Tidak Seuju = 5

No	Pertanyaan	SS	S	R	TS	STS
1	Saya malu ditertawakan teman ketika melakukan kesalahan.					
2	Saya menghargai kelebihan dan kekurangan saya.					
3	Saya tidak merasa malu saat gagal dalam menyelesaikan tugas.					
4	Saya selalu optimis dalam menghadapi hidup.					
5	Saya sering memilih-milih teman.					
6	Saya suka melakukan perubahan agar bisa menjadi lebih baik.					
7	Saya yakin bisa menyelesaikan masalah bahkan yang paling sulit sekalipun.					
8	Saya seorang yang pemalu.					

9	Saya mampu memberi solusi baru untuk menyelesaikan masalah.					
10	Saya sering melempar kesalahan pada teman agar tidak mendapat masalah.					
11	Saya berani mengakui kesalahan.					
12	Saya lebih baik pergi daripada dimarahi teman, saat saya melakukan kesalahan.					
13	Saya berusaha agar tidak canggung saat berbicara dengan teman yang baru dikenal.					
14	Saya tidak suka bekerja kelompok.					
15	Saya tidak suka mengambil resiko.					
16	Saya sering mengeluh dengan apa yang Tuhan beri pada saya.					
17	Saya mudah tersinggung dengan ucapan teman saya, walau sebenarnya hanya bercanda.					
18	Saya mampu tampil didepan umum dengan baik.					
19	Saya ingin menghasilkan karya yang berbeda dari yang lain.					
20	Saya merasa tidak mempunyai kemampuan yang hebat seperti teman-teman saya.					
21	Saya akan menjadikan kekurangan menjadi kelebihan yang bisa dibanggakan.					
22	Saya membantu orang jika ada balasannya.					
23	Jika ada teman yang bersedih, saya akan menghibur dan membantunya.					
24	Saya sering meluapkan masalah pribadi pada teman-teman.					
25	Saya lebih suka meniru pekerjaan orang lain daripada mengerjakan					

	sendiri.					
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Appendix 11

The Blueprint of Reading Skill (Try Out)

Construct	Indicators	Item Number	Total
Reading skill is the ability of reader to search, predict, and think in order to extract the required information from the text that comes from training and technique.	1. Finding the main Idea	2,8,21,26,29,39,40,42,45,49	10
	2. Finding Explicit information of text	1,24,25,27,30,37,38,44,47,48,50	11
	3. Finding implicit information of text	3,5,6,9,22,31,33,34,46	9
	4. Finding the meaning of words in text	4,7,10,23,29,32,35,36,41,43	10
	5. Finding grammatical structure	11,12,13,14,15,16,17,18,19,20	10
	Total number of the questions		

Appendix12

Text 1 (for number 1-3)

One day, when Sangkuriang was hunting, he accidentally killed his beautiful black dog Si Tumang. This Dog is actually Sangkuriang's father who had been condemned to live the life of a dog by his GURU. However, Sangkuriang never knew it.

Sangkuriang had been separated from his mother since childhood. On his way home, he stopped at a small village and fell in love with a beautiful girl. He didn't realized that the village was his homeland nor that the beautiful girl was his own sacred mother who remained young and pretty.

Their love grew naturally and one day, when they were discussing their wedding plans, Dayang Sumbi suddenly realized that the profile of Sangkuriang's head matched that of her son's who had left twenty years earlier. How could she marry her own son? But she did not wish to dissapoint him. So she agreed to marry Sangkuriang only on the condition that he would provide her with a lake and a boat with which they could sail on their wedding day the next day at dawn.

Sangkuriang accepted this condition. He dammed up the Citarum river to make a lake. Dayang Sumbi realized that Sangkuriang would fulfil the condition she had set. With a wave of her supranatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang realized that he failed to finish the boat. With all his anger, he kicked the unfinished boat upside - down. The boat is now known as the mount TANGKUBAN PARAHU. In Sundanese TANGKUBAN means upturned or upside down, and PARAHU means boat. With the dam torn asunder, the water drained off the lake and made the lake wide plain. It is now called Bandung from the word BENDUNG which means dam.

1. Where did Sangkuriang meet the beautiful girls?
 - a. At Tangkuban Perahu
 - b. At Citarum water
 - c. On his way home
 - d. At a small village
2. Paragraph 4 mainly tells that...
 - a. Dayang Sumbi used her supernatural shawl to fail Sangkuriang on his effort to build lake and a boat.
 - b. Dayang Sumbi thought that the condition she offered to Sangkuriang would not be carried out.
 - c. Sangkuriang had finished building a lake and a boat before the cock began crowing.
 - d. Sangkuriang felt sure that he could finish building the lake and boat before dawn.
3. The moral message of the story is...

- a. Tell the truth to avoid something unexpected.
 - b. Thing has been done, should be completed.
 - c. Never trust anyone completely
 - d. True love sacrifices everything
4. "With a wave of her supranatural shawl, she lit up the eastern horizon with flashes of light." (paragraph 4)
The meaning of the word "wave" is...
- a. Bumpy
 - b. Curly
 - c. Billow
 - d. Set in motion

Text 2 (for number 5-8)

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you sure that you are worry of my dinner or your dinner?"

5. From the story we know that...
- a. The wolf was very hungry
 - b. The goat was in danger
 - c. The wolf was a kind animal
 - d. The wolf was eager to eat the goat
6. What can we learn from the story?
- a. Don't underestimate other creatures
 - b. Don't easily believe in well behaved creatures
 - c. Don't ever believe in other creatures' behavior
 - d. Don't judge other by their appearance
7. "You would be warmer grazing down here beside me in this sheltered area." (paragraph 3)
The word "sheltered area" means...
- a. Hidden area
 - b. Peace area
 - c. Safe are

d. Rest area

Text 3 (for number 8-10)

A young and very beautiful princess lost her ball in the water while she was playing by the side of a lake. She began to cry so sadly that the frog who sat beside the lake croaked to her,

“What will you give me if I get you your ball back?”

“All the gold you could wish for!” replied the princess. “No, I ask only that I’ll be allowed to stay with you and be your friend,” said the frog. The princess gave her word (what did such a promise cost her if it meant she could have her ball back?) but she had absolutely no intention of keeping her promise. In fact, the moment she had her ball back she ran off so fast that the frog could not keep up with her. Nevertheless, after a while the frog arrived at the palace.

As soon as she saw the frog, the princess was frightened. She ran to ask for help from her father, but the king, who knew what had happened, ordered his daughter to keep her promise. So the princess picked the frog up gently in her hand, but, with a shiver of disgust, she let it drop to the ground again. But that one brief touch was enough to break the spell that bound the frog, and caused it to turn back into a young and handsome prince he had been before.

The story ends with the happiest wedding ceremonies.

8. Paragraph three mainly talks about...
 - a. The King ordered his daughter to keep her promise
 - b. The princess was very sad
 - c. The frog wished to stay forever with the princess
 - d. The frog get the ball out of the water
9. Which of the following statement is true according to the text?
 - a. The princess hid at the back of the place
 - b. The princess tried not to keep her promise
 - c. The frog couldn’t help the beautiful princess
 - d. The frog paid no attention to the princess
10. “...but the king, who knew what had happened, ordered his daughter to keep her promise.” (paragraph 3)
The word “ordered” means...
 - a. Regulation
 - b. Commission
 - c. Sequence
 - d. Command

Teks 4 (for number 11-20)

BEAUTY AND THE BEAST

Beauty (be) 11.....a beautiful girl. She was also hard working. She always (help) 12.....her father on the farm. One day, her father set out for the

city. He (see) 13..... an old castle and went in. No one was in there but there was food on the table ! He picked a rose from the garden for beauty. Suddenly an angry beast appeared. He (want) 14.....to kill Beauty's father unless Beauty was (bring) 15..... to him.

Beauty's father told his daughter what had (happen) 16..... Beauty's sisters ordered her to see the beast and had to stay at the castle. She felt scared, lonely and sad. She (try) 17..... to run away but was stopped by the beast.

The Beast (treat) 18..... Beauty well. Soon Beauty began to like the Beast. One day through the Beast's magic mirror, Beauty saw that her father was sick. The Beast (allow) 19..... her to go home. Her father was happy to see her.

One night Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell on to the Beast. Suddenly the Beast (changed) 20..... in to a handsome prince. Beauty and the Beast got married and lived happily ever after.

11. a. Is
b. Am
c. Was
d. Are
12. a. Helped
b. help
c. Was help
d. Helping
13. a. See
b. Seeing
c. Saw
d. Soon
14. a. Will
b. Wanted
c. Would
d. Want
15. a. Brought
b. Bringing
c. Bring
d. Was Brought
16. a. Happening
b. Is happening
c. Happen
d. Happened
17. a. Triyed
b. Tried
c. Trying
d. Was tried

18. a. A threatened
 b. Treat
 c. Treated
 d. Treating
19. a. Allow
 b. Alone
 c. Allowing
 d. Allowed
20. a. Choose
 b. Choosing
 c. Change
 d. Changed

Teks 5 (for number 21-24)

Elephants are the largest land animals alive today. These animals have special body characteristics, among them are tusks and trunks.

Elephants' tusks are made of a hard, white substance like bone. When an Elephant is angry, its tusks can be very dangerous. The tusks of an Elephant are actually its front teeth. People pay a lot of money for the ivory of an Elephant's tusk. The ivory from the tusks is made into many beautiful things.

The trunk of an Elephant is a fusion of the nose and upper lip. An Elephant uses its trunk in many ways. It pulls up trees with its trunk when it wants to make a path through the jungle. It also uses its trunk to get water. The trunk can hold a lot of water, as an Elephant needs to drink three hundred pints of water every day.

21. What is the main idea of paragraph 3?
- An elephants have special body characteristics
 - Elephant's tusks is very dangerous
 - Elephant's trunk has many functions
 - An elephants need to drink three hundred pints of water everyday
22. According to the text, elephants...
- Are very weak animals
 - Are the largest land animals in the world
 - Are the only animal with tusks
 - are the most beautiful animal in the world
23. "These animals have special body characteristics, among them are tusks and trunks." (paragraph 1)
 The meaning of "trunk" is...
- Chest
 - Baggage
 - Suitcase
 - Proboscis

24. How much water do the elephants need for drink?
- Fifteen hundred pints of water
 - Three hundred pints of water
 - Four hundred pints of water
 - Two hundred pints of water

Teks 6 (for number 25-26)

Once there was a king who loved new clothes. One day two men came to the castle and told the king, "For two bags of gold, we are going to make you some beautiful, magic clothes. Only you are going to be able to see them."

The king was very excited. The men said, "Your clothes are going to be finished in two weeks, on July 14." The king went to his calendar and marked July fourteenth to be a holiday. "Everyone is going to celebrate my new clothes with me," he said. On July sixth, the king went to see the two men. They worked fast and hard, but the king didn't see any clothes. The men said, "Remember, these are magic clothes."

On July fourteenth, the king's magic clothes were ready. After two men helped the king get dressed, the king rode into town. He wanted everyone to see his magic clothes. The people were surprised. There were no clothes to see! A small boy said, "The king isn't wearing any clothes!" The king looked at himself and quickly rode back to his castle. He looked for the two men, but they and the gold were gone. "I was very foolish," said the king.

25. How much should the king pay for his new clothes?
- Two bags of gold
 - All the gods in his country
 - With jewels
 - With all the lands in his country
26. What is the main idea of the last paragraph?
- Two men are going to make magic clothes for the king
 - The king's new clothes are going to finished on July 14
 - The king was very excited
 - the king's magic clothes were ready

teks 7 (for number 27-29)

The water buffalo, or Asian buffalo, as it is called, is the largest member of the Bovini tribe, which includes yak, bison, African buffalo, various species of wild cattle, and others.

Water buffalo spends much of their day submerged in the muddy waters of Asia's tropical and subtropical forests. Their wide-splayed hooved feet prevent them from sinking too deeply in the mud and allow them to move about in wetlands and swamps. These marshes provide good cover and rich aquatic plant

forage on, although water buffalo actually prefer to feed in grasslands on grass or herbs.

Water buffalo has been domesticated for more than 5,000 years. They have buttressed humanity's survival with their meat, horns, hides, milk, butterfat, and power, plowing and transporting people and crops.

Wild water buffalo are endangered and live only in a small number of protected areas stretching across India, Nepal, and Bhutan, and a wildlife reserve in Thailand. And populations are likely to diminish as they are interbred with domesticated- water buffalo.

27. What prevents water buffalo from sinking?
- Their body weight
 - Their tail
 - Their ability to swim
 - Their wide splayed hooved feet
28. What is the main idea of paragraph 3?
- Water buffalo has many advantages for human being
 - Wild water buffalo live in small number
 - Water buffalo is the largest member of Bovini tribe
 - Water buffalo like to spend their day submerged in the muddy waters
29. "Water buffalo spend much of their day submerged in the muddy waters of Asia's tropical and subtropical forests." (paragraph 2)
The underlined word means...
- Take outside
 - Finish off
 - Make use of
 - Stay

Teks 8 (for number 30-32)

All plants need water to grow. They get this water from the soil. In some places nature supplies all the water that is needed. But in other places people must find ways to supplement nature's supply. The system of supplying water to ensure proper growth of plants and to increase the field of crops is called irrigation.

The use of irrigation is one of the most important practices ever developed. Only about 15% of the world's farmland is irrigated. But the irrigated land supplies a large percentage of the world's food supply. Irrigation is a practiced on every continent except Antarctica.

Irrigation is used to supplement rainfall. Even in humid areas, irrigation is needed to grow certain crops. For example, rice-fields must be flooded until harvest time.

30. Where do the plants get water from?
- The rain fall
 - Humid areas

- c. The soil
 - d. The flood
31. Which of the following statements is true according to the text?
- a. irrigation is used in addition to rainfall
 - b. Nature supplies all the water everywhere
 - c. All the world's farmland use irrigation
 - d. In the rainy season we don't need irrigation
32. "The use of irrigation is one of the most important practices ever developed." (paragraph 2)
- The underlined word means...
- a. Step
 - b. Rehearsal
 - c. Habit
 - d. Deed

Teks 10 (for number 33-35)

Once upon a time there was a fisherman armed with his fishing rod who would make his way every day from his village to the river bank. There he would wait patiently for the fish to bite. As soon as he had caught exactly three fish, he would leave the river and went his way slowly home to the cottage where and went his way slowly home to the cottage where he lived with his wife and son. This strange routine was much commented in the village. Then one day, a tourist arrived and began to go for daily walks to the river bank. After few days of watching the lone fisherman, he finally spoke to him.

"Excuse me, but I've been observing your unusual routine for several days. You always catch exactly three fish and then go away.

"Why on earth should I want to wait around here after that?"

"For more fish to take the bait."

"But I only need three fish. There are only three of us at home."

"And you've never thought of trying to catch more fish?"

"What for?"

"To sell, so that you could buy nets and fishing boat."

"What for?"

"So that you can buy a bigger house and then may be another boat and have people working for you."

"What for?"

"So that you could have other things, be very rich and do all the things you like doing."

"The things I like doing? But what I like doing is fishing!"

33. Why did the tourist finally decide to speak with the fisherman ?
- a. The tourist wanted to fishing together with him
 - b. The tourist wanted to buy the fish

- c. The tourist was curious with the fisherman
 - d. The tourist wanted to buy a bigger house
34. What is the moral value of the story above?
- a. Live with the simplicity will be happy and peace
 - b. Patience will bring a luxury
 - c. Anxious feeling will be a disaster
 - d. To much asking is better that silent
35. “This strange routine was much commented in the village.” (paragraph 1)
The underlined word means...
- a. Odd
 - b. Queer
 - c. Foreign
 - d. Awkward

Teks 11 (for number 36)

Wasley International present
Swan lake

Performed by Saturday, 28 Sept-Friday, 4 Oct
2013

The Royal Moscow Ballet Company Evening performance: 08.00 p.m
With a guest soloist: Elena Serova Matinee St/ Sun: 2.00 p.m

At the Princess Theatre Tickets: Rp. 300.000,00 – Rp.
900.000,00

No concessions.

Book your ticket online at: www.si.ticket.com or call: 91133556

36. “Book your ticket online at: www.si.ticket.com or call: 91133556”
The meaning of the underlined word is...
- a. Joint
 - b. Knuckle
 - c. Order
 - d. Register

Teks 12 (for number 37-39)

Komodo Dragons

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, *ora*, or *buaya darat* (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows rows of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick dragons.

37. Which of the following is NOT the characteristic of a komodo dragon?
- Rough skin
 - Strong claws
 - Short, strong legs
 - Rows of red teeth
38. Komodo dragons are cannibals because...
- They hunt deer, wild pigs, water buffalo and horses
 - They prey on young ones as well as old and sick dragons
 - They feed on eggs, lizards, snake, and rodents
 - They eat anything they meet
39. The main idea of paragraph 5 is...
- Komodo dragons feed on young dragons
 - Komodo dragons get their food by hunting
 - Komodo dragons are carnivorous and also cannibals
 - Komodo dragons are carnivorous because they eat eggs, meat and rodents

Teks 13 (for number 40-41)

Once upon a time, there lived as neighbours, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the

blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

40. What is the main idea of the second paragraph?
- The bear and the rabbit were neighbor
 - The youngest bear was very kind
 - Both the rabbit and the bear have different characteristic
 - The bear was very clumsy
41. "...always gave him an extra large piece of meat.." (paragraph 3)
The underlined word means...
- A cut
 - Unit
 - Slab
 - Section

teks 14 (for number 42-43)

CABBAGE

A cabbage belongs to vegetable. The word cabbage derives from the French word caboche, a colloquial term for 'head'. The cabbage family is wide and varied such as Brussels sprouts, broccoli, cauliflower and kale.

The cabbage itself comes in many forms. The shapes can be flat, conical, and round. The heads are compact of loose. The leaves are curly or plain.

Savory cabbage and Chinese cabbage are considered culinary superlor but are less readily available.

The cabbage may be refrigerated and tightly wrapped for a week. It can be cooked in a variety of ways of eaten raw, as in salads. The cabbage, a cruciferous vegetable, contains a good amount of vitamin C and some vitamin A.

42. The main idea of second paragraph is...
- The price idea of cabbage
 - The leaves of cabbage
 - The shape of cabbage
 - The color of cabbage
43. "It can be cooked in a variety of ways of eaten raw, as in salads." (paragraph 4)
The word "ways" means...
- Style

- b. Road
- c. Direction
- d. Matter

teks 16 (for number 43-44)

Once upon a time, there was a king of the Antah Berantah Kingdom wishes Dewi Sekartaji became his wife. To do so, he kidnapped her. Fortunately, the God Narada saved Dewi Sekartaji by changing her into a golden snail: Keong Emas. The God told Keong Emas to drift along the river in order to find her husband, Panji Asmoro Bangun. One day a poor old widow, Mbok Rondo Dadapan, who always fished along the river, found the golden snail and took it home. There, she put the snail in a jar and took good care of it. All of a sudden, unexpected good things took place in Mbok Rondo's life. Coming back from her daily fishing, she would find delicious dishes on the table and the house cleaned. She wondered who had been so nice to take care of her house and to do the cooking. When this went, on for several days, she could not resist the temptation to find out who the mysterious kind person was. So, one day, instead of fishing, she peeped through a hole in the wall of her house. To her amazement she saw a beautiful princess coming out of the jar and starting to clean the house and preparing a meal. The next day, the same thing happened. Without wasting any time Mbok Rondo rushed in to the house and smashed the jar. 'Homeless' Dewi Sekartaji could not tum back in to snail. She was then adopted by Mbok Rondo. Meanwhile, Raden Panji Asmoro Bangun searching for his wife, wandered from one village to another, finally reaching Dadapan where he found his beloved. Filled with happiness and love, they went back to their kingdom, taking along good Mbok Rondo.

44. What did Dewi Sekartaji's husband do to find his wife?

- a. He took Dewi along with him
- b. He went back to his kingdom
- c. He changed Dewi into a golden snail
- D. He wandered from one village to another

45. What does the text mainly talk about?

- a. God Narada changed Dewi Sekartaji into a golden snail
- b. Raden Panji Asmoro Bangun searched for his wife
- c. A golden snail
- d. A beautiful princess

Teks 17 (for number 45-47)

<p>THE PALMER HOTEL Room type and daily rate (tax not included) <u>Double \$8.00 per night</u></p>

Arrival Date	4-25
Departure Date	4-28
Guest	2
Arrival time	4:00 p.m
Number of Rooms	1
Confirmation number	24-0726
Check-in time is	3:00 p.m
Check-out time is	1:00 p.m
<u>Guest Name: Mr. and Mrs. R Wolf</u>	

46. How many days Mr. and Mrs. R. Wolf stayed in that hotel?
- 3 days
 - 5 days
 - 4 days
 - 6 days
47. What kind of room has been requested?
- A single room
 - A double room
 - A comfortable room
 - A quiet room
48. What is added to the daily room rate?
- A service fee
 - A reservation charge
 - Tax
 - Tips for the maid

Teks 18 (for number 48-50)

A survey has found about 13 percent of first-time smokers in the country are junior high school students. It also revealed 89 percent of young female employees were smokers.

The survey was conducted in five major cities across the country, including Surakarta in Central Java.

Muhammad Syahril Mansyur, the Surakarta Health Agency's respiratory illness division, said that the finding of the survey showed an alarming growth rate of Indonesian smokers. "This situation is a cause for concern," he said. "It appears the country's younger generation is uneducated about the health risks of smoking."

The Indonesian anti-tobacco campaign has reportedly been deemed as ineffective as the government refuses to sign the international convention on tobacco control. It said that cigarette producers contributed to a large amount to state revenue and gave jobs to thousands of workers.

49. The text mainly tells you about
- The increase of Indonesian smokers
 - The health risks of smoking
 - Large amount of cigarettes
 - Young female smokers
50. Why does the growth of Indonesian smokers have to be concerned?
- It decreases the selling of cigarette
 - It cannot make people work at cigarette factory
 - There are increasing younger smokers in Indonesia
 - It is likely that younger generation is uneducated to the risks of smoking

(Adapted from Thesis by Sita Putri Wardani)

Appendix 13

Answer key of Reading Skill instrument

(Try Out)

1. C	11. C	21. C	31. D	41. A
2. A	12. A	22. B	32. A	42. C
3. A	13. C	23. D	33. C	43. A
4. D	14. C	24. B	34. A	44. D
5. D	15. A	25. A	35. A	45. C
6. B	16. D	26. D	36. C	46. C
7. C	17. B	27. D	37. D	47. B
8. A	18. C	28. A	38. B	48. C
9. B	19. D	29. B	39. C	49. A
10. D	20. D	30. C	40. C	50. D

Appendix 14

The Blueprint of Reading Skill (Test)

Construct	Indicators	Item Number	Total
Reading skill is the ability of reader to search, predict, and think in order to extract the required information from the text that comes from training and technique.	6. Finding the main Idea	2,7,18,23,25,33,34,36	8
	7. Finding Explicit information of text	1,21,22,24,26,31,32,39,40	9
	8. Finding implicit information of text	3,4,5,19,27,29,38	7
	9. Finding the meaning of words in text	6,8,20,28,30,35,37	7
	10. Finding grammatical structure	9,10,11,12,13,14,15,16,17	9
	Total number of the questions		

Appendix 15

Choose the best answer of the following questions by crossing A, B, C, or D on your Answer Sheet.

Text 1 (for number 1-3)

One day, when Sangkuriang was hunting, he accidentally killed his beautiful black dog Si Tumang. This Dog is actually Sangkuriang's father who had been condemned to live the life of a dog by his GURU. However, Sangkuriang never knew it.

Sangkuriang had been separated from his mother since childhood. On his way home, he stopped at a small village and fell in love with a beautiful girl. He didn't realized that the village was his homeland nor that the beautiful girl was his own sacred mother who remained young and pretty.

Their love grew naturally and one day, when they were discussing their wedding plans, Dayang Sumbi suddenly realized that the profile of Sangkuriang's head matched that of her son's who had left twenty years earlier. How could she marry her own son? But she did not wish to dissapoint him. So she agreed to marry Sangkuriang only on the condition that he would provide her with a lake and a boat with which they could sail on their wedding day the next day at dawn. Sangkuriang accepted this condition. He dammed up the Citarum river to make a lake. Dayang Sumbi realized that Sangkuriang would fulfil the condition she had set. With a wave of her supranatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang realized that he failed to finish the boat. With all his anger, he kicked the unfinished boat upside - down. The boat is now known as the mount TANGKUBAN PARAHU. In Sundanese TANGKUBAN means upturned or upside down, and PARAHU means boat. With the dam torn asunder, the water drained off the lake and made the lake wide plain. It is now called Bandung from the word BENDUNG which means dam.

1. Where did Sangkuriang meet the beautiful girls?
 - a. At Tangkuban Perahu
 - b. At Citarum water

- c. On his way home
 - d. At a small village
2. Paragraph 4 mainly tells that...
- a. Dayang Sumbi used her supernatural shawl to fail Sangkuriang on his effort to build lake and a boat.
 - b. Dayang Sumbi thought that the condition she offered to Sangkuriang would not be carried out.
 - c. Sangkuriang had finished building a lake and a boat before the cock began crowing.
 - d. Sangkuriang felt sure that he could finish building the lake and boat before dawn.
3. The moral message of the story is...
- a. Tell the truth to avoid something unexpected.
 - b. Thing has been done, should be completed.
 - c. Never trust anyone completely
 - d. True love sacrifices everything

Text 2 (for number

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you sure that you are worry of my dinner or your dinner."

4. From the story we know that...
 - a. The wolf was very hungry
 - b. The goat was in danger
 - c. The wolf was a kind animal
 - d. The wolf was eager to eat the goat
5. What can we learn from the story?
 - a. Don't underestimate other creatures
 - b. Don't easily believe in well behaved creatures
 - c. Don't ever believe in other creatures' behavior
 - d. Don't judge other by their appearance
6. "You would be warmer grazing down here beside me in this sheltered area."
(paragraph 3)
The word "sheltered area" means...
 - a. Hidden area
 - b. Peace area
 - c. Safe are
 - d. Rest area

Text 3 (for number

A young and very beautiful princess lost her ball in the water while she was playing by the side of a lake. She began to cry so sadly that the frog who sat beside the lake croaked to her,

"What will you give me if I get you your ball back?"

"All the gold you could wish for!" replied the princess. "No, I ask only that I'll be allowed to stay with you and be your friend," said the frog. The princess gave her word (what did such a promise cost her if it meant she could have her ball back?) but she had absolutely no intention of keeping her promise. In fact, the moment she sad her ball back she ran off so fast that the frog could not keep up with her. Nevertheless, after a while the frog arrived at the palace.

As soon as she saw the frog, the princess was frightened. She ran to ask for help from her father, but the king, who knew what had happened, ordered his daughter to keep her promise. So the princess picked the frog up gently in her

hand, but, with a shiver of disgust, she let it drop to the ground again. But that one brief touch was enough to break the spell that bound the frog, and caused it to turn back into a young and handsome prince he had been before.

The story ends with the happiest wedding ceremonies.

7. Paragraph three mainly talks about...
- The King ordered his daughter to keep her promise
 - The princess was very sad
 - The frog wished to stay forever with the princess
 - The frog get the ball out of the water
8. "...but the king, who knew what had happened, ordered his daughter to keep her promise." (paragraph 3). The word "ordered" means...
- Regulation
 - Commission
 - Sequence
 - Command

Teks 4 (for number

BEAUTY AND THE BEAST

Beauty was a beautiful girl. She was also hard working. She always (help) 9.....her father on the farm. One day, her father set out for the city. He (see) 10..... an old castle and went in. No one was in there but there was food on the table ! He picked a rose from the garden for beauty. Suddenly an angry beast appeared. He (want) 11.....to kill Beauty's father unless Beauty was (bring) 12..... to him.

Beauty's father told his daughter what had (happen) 13..... Beauty's sisters ordered her to see the beast and had to stay at the castle. She felt scared, lonely and sad. She (try) 14..... to run away but was stopped by the beast.

The Beast (treat) 15..... Beauty well. Soon Beauty began to like the Beast. One day through the Beast's magic mirror, Beauty saw that her father was sick. The Beast (allow) 16..... her to go home. Her father was happy to see her.

One night Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell on to the Beast.

Suddenly the Beast (changed) 17..... in to a handsome prince. Beauty and the Beast got married and lived happily ever after.

9. a. Helped
b. help
c. Was help
d. Helping
10. a. See
b. Seeing
c. Saw
d. Soon
11. a. Will
b. Wanted
c. Would
d. Want
12. a. Brought
b. Bringing
c. Bring
d. Was Brought
13. a. Happening
b. Is happening
c. Happen
d. Happened
14. a. Triyed
b. Tried
c. Trying
d. Was tried
15. a. A threatened
b. Treat
c. Treated
d. Treating
16. a. Allow
b. Alone

- c. Allowing
 - d. Allowed
17. a. Choose
- b. Choosing
 - c. Change
 - d. Changed

Teks 5 (for number

Elephants are the largest land animals alive today. These animals have special body characteristics, among them are tusks and trunks.

Elephants' tusks are made of a hard, white substance like bone. When an Elephant is angry, its tusks can be very dangerous. The tusks of an Elephant are actually its front teeth. People pay a lot of money for the ivory of an Elephant's tusk. The ivory from the tusks is made into many beautiful things.

The trunk of an Elephant is a fusion of the nose and upper lip. An Elephant uses its trunk in many ways. It pulls up trees with its trunk when it wants to make a path through the jungle. It also uses its trunk to get water. The trunk can hold a lot of water, as an Elephant needs to drink three hundred pints of water every day.

18. What is the main idea of paragraph 3?
- a. An elephants have special body characteristics
 - b. Elephant's tusks is very dangerous
 - c. Elephant's trunk has many functions
 - d. An elephants need to drink three hundred pints of water everyday
19. According to the text, elephants...
- a. Are very weak animals
 - b. Are the largest land animals in the world
 - c. Are the only animal with tusks
 - d. are the most beautiful animal in the world
20. "These animals have special body characteristics, among them are tusks and trunks." (paragraph 1)
- The meaning of "trunk" is...
- a. Chest

- b. Baggage
- c. Suitcase
- d. Proboscis

21. How much water do the elephants need for drink?

- a. Fifteen hundred pints of water
- b. Three hundred pints of water
- c. Four hundred pints of water
- d. Two hundred pints of water

Teks 6 (for number

Once there was a king who loved new clothes. One day two men came to the castle and told the king, “For two bags of gold, we are going to make you some beautiful, magic clothes. Only you are going to be able to see them.”

The king was very excited. The men said, “Your clothes are going to be finished in two weeks, on July 14.” The king went to his calendar and marked July fourteenth to be a holiday. “Everyone is going to celebrate my new clothes with me,” he said. On July sixth, the king went to see the two men. They worked fast and hard, but the king didn’t see any clothes. The men said, “Remember, these are magic clothes.”

On July fourteenth, the king’s magic clothes were ready. After two men helped the king get dressed, the king rode into town. He wanted everyone to see his magic clothes. The people were surprised. There were no clothes to see! A small boy said, “The king isn’t wearing any clothes!” The king looked at himself and quickly rode back to his castle. He looked for the two men, but they and the gold were gone. “I was very foolish,” said the king.

22. How much should the king pay for his new clothes?

- a. Two bags of gold
- b. All the gods in his country
- c. With jewels
- d. With all the lands in his country

23. What is the main idea of the last paragraph?

- a. Two men are going to make magic clothes for the king

- b. The king's new clothes are going to be finished on July 14
- c. The king was very excited
- d. The king's magic clothes were ready

teks 7 (for number

The water buffalo, or Asian buffalo, as it is called, is the largest member of the Bovini tribe, which includes yak, bison, African buffalo, various species of wild cattle, and others.

Water buffalo spend much of their day submerged in the muddy waters of Asia's tropical and subtropical forests. Their wide-splayed hooved feet prevent them from sinking too deeply in the mud and allow them to move about in wetlands and swamps. These marshes provide good cover and rich aquatic plant forage on, although water buffalo actually prefer to feed in grasslands on grass or herbs.

Water buffalo has been domesticated for more than 5,000 years. They have buttressed humanity's survival with their meat, horns, hides, milk, butterfat, and power, plowing and transporting people and crops.

Wild water buffalo are endangered and live only in a small number of protected areas stretching across India, Nepal, and Bhutan, and a wildlife reserve in Thailand. And populations are likely to diminish as they are interbred with domesticated- water buffalo.

24. What prevents water buffalo from sinking?
- a. Their body weight
 - b. Their tail
 - c. Their ability to swim
 - d. Their wide splayed hooved feet
25. What is the main idea of paragraph 3?
- a. Water buffalo has many advantages for human being
 - b. Wild water buffalo live in small number
 - c. Water buffalo is the largest member of Bovini tribe
 - d. Water buffalo like to spend their day submerged in the muddy waters

Teks 8 (for number

All plants need water to grow. They get this water from the soil. In some places nature supplies all the water that is needed. But in other places people must find ways to supplement nature's supply. The system of supplying water to ensure proper growth of plants and to increase the field of crops is called irrigation.

The use of irrigation is one of the most important practices ever developed. Only about 15% of the world's farmland is irrigated. But the irrigated land supplies a large percentage of the world's food supply. Irrigation is a practiced on every continent except Antartica.

Irrigation is used to supplement rainfall. Even in humid areas, irrigation is needed to grow certain crops. For example, rice-fields must be flooded until harvest time.

26. Where do the plants get water from?

- a. The rain fall
- b. Humid areas
- c. The soil
- d. The flood

27. Which of the following statements is true according to the text?

- a. irrigation is used in addition to rainfall
- b. Nature supplies all the water everywhere
- c. All the world's farmland use irrigation
- d. In the rainy season we don't need irrigation

28. "The use of irrigation is one of the most important practices ever developed."

(paragraph 2)

The underlined word means...

- a. Step
- b. Rehearsal
- c. Habit
- d. Deed

Teks 10

Once upon a time there was a fisherman armed with his fishing rod who would make his way every day from his village to the river bank. There he would wait patiently for the fish to bite. As soon as he had caught exactly three fish, he would leave the river and went his way slowly home to the cottage where and went his way slowly home to the cottage where he lived with his wife and son. This strange routine was much commented in the village. Then one day, a tourist arrived and began to go for daily walks to the river bank. After few days of watching the lone fisherman, he finally spoke to him.

“Excuse me, but I’ve been observing your unusual routine for several days. You always catch exactly three fish and then go away.

”Why on earth should I want to wait around here after that?”

“For more fish to take the bait.”

“But I only need three fish. There are only three of us at home.”

“And you’ve never thought of trying to catch more fish?”

“What for?”

“To sell, so that you could buy nets and fishing boat.”

“What for?”

“So that you can buy a bigger house and then may be another boat and have people working for you.”

“What for?”

“So that you could have other things, be very rich and do all the things you like doing.”

“The things I like doing? But what I like doing is fishing!”

29. Why did the tourist finally decide to speak with the fisherman ?

- a. The tourist wanted to fishing together with him
- b. The tourist wanted to buy the fish
- c. The tourist was curious with the fisherman
- d. The tourist wanted to buy a bigger house

Teks 11

Wasley International present

Swan lake

Performed by

Saturday, 28 Sept-Friday, 4 Oct 2013

The Royal Moscow Ballet Company

Evening performance: 08.00 p.m

With a guest soloist: Elena Serova

Matinee St/ Sun: 2.00 p.m

At the Princess Theatre

Tickets: Rp. 300.000,00 – Rp.

900.000,00

No concessions.

Book your ticket online at: www.si.ticket.com or call: 91133556

30. “Book your ticket online at: www.si.ticket.com or call: 91133556”

The meaning of the underlined word is...

- a. Joint
- b. Knuckle
- c. Order
- d. Register

Teks 12 (for number

Komodo Dragons

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red moth, it shows row of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick dragons.

31. Which of the following is NOT the characteristic of a komodo dragon?
- Rough skin
 - Strong claws
 - Short, strong legs
 - Rows of red teeth
32. Komodo dragons are cannibals because...
- They hunt deer, wild pigs, water buffalo and horses
 - They prey on young ones as well as old and sick dragons
 - They fed on eggs, lizards, snake, and rodents
 - They eat anything they meet
33. The main idea of paragraph 5 is...
- Komodo dragons feed on young dragons
 - Komodo dragons get their food by hunting
 - Komodo dragons are carnivorous and also cannibals
 - Komodo dragons are carnivorous because they eat eggs, meat and rodents

Teks 13

Once upon a time, there lived as neighbours, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot

and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

34. What is the main idea of the second paragraph?

- a. The bear and the rabbit were neighbor
- b. The youngest bear was very kind
- c. Both the rabbit and the bear have different characteristic
- d. The bear was very clumsy

35. "...always gave him an extra large piece of meat.." (paragraph 3). The underlined word means...

- a. A cut
- b. Unit
- c. Slab
- d. Section

teks 14

CABBAGE

A cabbage belongs to vegetable. The word cabbage derives from the French word *caboche*, a colloquial term for 'head'. The cabbage family is wide and varied such as Brussels sprouts, broccoli, cauliflower and kale.

The cabbage itself comes in many forms. The shapes can be flat, conical, and round. The heads are compact of loose. The leaves are curly or plain.

Savory cabbage and Chinese cabbage are considered culinary superlors but are less readily available.

The cabbage may be refrigerated and tightly wrapped for a week. It can be cooked in a variety of ways or eaten raw, as in salads. The cabbage, a cruciferous vegetable, contains a good amount of vitamin C and some vitamin A.

36. The main idea of second paragraph is...

- a. The price idea of cabbage
- b. The leaves of cabbage
- c. The shape of cabbage
- d. The color of cabbage

37. "It can be cooked in a variety of ways or eaten raw, as in salads." (paragraph

4). The word "ways" means...

- a. Style
- b. Road
- c. Direction
- d. Matter

Teks 16

THE PALMER HOTEL

Room type and daily rate (tax not included)

Double \$8.00 per night

Arrival Date	4-25
Departure Date	4-28
Guest	2
Arrival time	4:00 p.m
Number of Rooms	1
Confirmation number	24-0726
Check-in time is	3:00 p.m
Check-out time is	1:00 p.m

Guest Name: Mr. and Mrs. R Wolf

38. How many days Mr. and Mrs. R. Wolf stayed in that hotel?

- a. 3 days

- b. 5 days
 - c. 4 days
 - d. 6 days
39. What kind of room has been requested?
- a. A single room
 - b. A double room
 - c. A comfortable room
 - d. A quiet room
40. What is added to the daily room rate?
- a. A service fee
 - b. A reservation charge
 - c. Tax
 - d. Tips for the maid

(Adapted from Thesis by Sita Putri Wardhani)

Appendix 16**Answer Key**

1. C	11. C	21. B	31. D
2. A	12. A	22. A	32. B
3. A	13. D	23. D	33. C
4. D	14. B	24. D	34. C
5. B	15. C	25. A	35. A
6. C	16. D	26. C	36. C
7. A	17. D	27. D	37. A
8. D	18. C	28. A	38. C
9. A	19. B	29. C	39. B
10. C	20. D	30. C	40. C

17	18	19	20	21	22	23	24	25	26	27	28	29	30	JUMLAH
4	5	5	4	4	4	3	4	5	3	3	5	4	4	117
3	2	5	4	4	4	3	2	4	3	4	5	4	4	116
2	5	2	5	4	2	3	4	4	2	3	5	4	2	102
4	5	5	2	5	2	3	2	3	1	4	3	4	3	117
3	2	4	1	3	4	3	2	5	2	3	5	3	4	105
5	4	5	5	5	5	3	4	5	4	4	5	5	1	128
4	4	4	4	4	4	3	2	3	3	2	5	1	2	109
3	4	5	5	4	4	3	1	4	2	1	4	4	4	105
3	4	3	3	3	3	3	3	3	3	4	4	4	3	97
3	4	4	3	4	3	3	4	4	2	4	4	4	4	113
4	5	5	5	5	5	3	2	5	2	4	5	5	5	131
3	4	4	2	4	4	3	4	4	2	4	5	4	4	112
4	5	5	4	4	4	5	4	5	3	5	4	3	2	124
4	2	1	3	5	3	1	4	3	2	3	3	2	3	94
3	3	4	4	3	3	2	4	3	3	3	4	3	4	98
3	2	4	3	4	2	3	4	4	2	3	4	3	3	105
2	3	4	4	3	4	3	4	4	3	3	4	5	2	100
3	4	4	3	4	3	3	3	4	2	3	5	4	4	101
3	4	4	5	3	4	3	4	3	3	4	4	4	4	107
3	4	4	4	4	4	3	4	4	2	3	4	4	3	110
3	2	4	4	4	4	3	4	4	3	2	4	2	4	114
3	5	5	4	5	5	3	2	2	3	4	5	3	4	122
5	2	1	4	1	4	5	3	1	4	5	5	2	2	113
3	2	4	3	4	3	3	1	4	3	4	2	2	1	94
3	2	5	5	4	4	3	3	4	5	4	5	4	2	117
2	4	4	5	4	4	3	5	4	5	3	4	5	3	123
4	2	3	3	4	3	4	2	3	3	4	4	1	5	97
3	4	3	4	5	3	3	5	5	5	3	4	3	5	117
4	5	5	5	5	4	4	4	5	5	4	4	4	3	130
3	2	4	4	4	4	3	3	4	4	3	3	4	4	105
3	3	3	3	3	3	3	2	3	1	3	5	3	3	104
4	4	4	4	4	3	4	5	4	5	5	5	3	2	124
106	112	126	121	126	115	100	104	122	95	111	137	110	103	3551
0.37188	0.51288	0.53358	0.42752	0.40122	0.52032	0.4087	0.25475	0.36483	0.42011	0.3644	0.38684	0.37402	-0.0132	
0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	
valid	valid	valid	valid	valid	valid	valid		valid	valid	valid	valid	valid		

Test of Validity Questionnaire

The calculation below is the example in order to get the validity of item number 1:

No	X	Y	X ²	Y ²	x.y
1	4	117	16	13689	468
2	5	116	25	13456	580
3	5	102	25	10404	510
4	5	117	25	13689	585
5	5	105	25	11025	525
6	5	128	25	16384	640
7	5	109	25	11881	545
8	4	105	16	11025	420
9	5	97	25	9409	485
10	5	113	25	12769	565

11	4	131	16	17161	524
12	5	112	25	12544	560
13	5	124	25	15376	620
14	5	94	25	8836	470
15	5	98	25	9604	490
16	5	105	25	11025	525
17	5	100	25	10000	500
18	5	101	25	10201	505
19	5	107	25	11449	535
20	5	110	25	12100	550
21	5	114	25	12996	570
22	5	122	25	14884	610
23	5	113	25	12769	565
24	5	94	25	8836	470
25	5	117	25	13689	585
26	5	123	25	15129	615
27	2	97	4	9409	194
28	5	117	25	13689	585
29	5	130	25	16900	650
30	5	105	25	11025	525
31	5	104	25	10816	520
32	5	124	25	15376	620
	154	3551	752	397545	17111

Further, based on the table above the data is entered in the product moment guideline.

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

$$\begin{aligned}
&= \frac{32*17111 - (154)(3551)}{\sqrt{\{32*752 - (154)^2\}\{32*397545 - (3551)^2\}}} \\
&= \frac{547552 - 546854}{\sqrt{\{24064 - 23716\}\{12721440 - 12609601\}}} \\
&= \frac{698}{\sqrt{\{348\}\{11839\}}} \\
&= \frac{698}{\sqrt{38919972}} \\
&= \frac{698}{6238.58} \\
&= 0.1118
\end{aligned}$$

Based on the result of item calculation by using formula above, so that r item 0.1118 is lower than r table N=32 with significant of 5% = 0.349. So r of data < r table (0.1118<0.349) and the item number are called invalid. For the order item, it is used the same way.

Appendix 18 Test of Reliability of Reading Interest Questionnaire

Odd items

1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	
4	3	3	4	4	4	3	4	4	5	4	3	5	3	4	57
5	5	5	4	5	3	4	4	3	5	4	3	4	4	4	62
5	2	4	3	4	3	3	4	2	2	4	3	4	3	4	50
5	4	5	5	5	5	5	2	4	5	5	3	3	4	4	64
5	2	4	4	5	4	4	4	3	4	3	3	5	3	3	56
5	5	4	4	5	3	4	4	5	5	5	3	5	4	5	66
5	3	5	5	5	3	4	4	4	4	4	3	3	2	1	55
4	3	3	3	3	3	4	4	3	5	4	3	4	1	4	51
5	3	3	3	3	3	3	3	3	3	3	3	3	4	4	49
5	4	4	4	4	3	4	4	3	4	4	3	4	4	4	58
4	4	5	5	5	4	5	5	4	5	5	3	5	4	5	68
5	3	4	3	4	3	4	4	3	4	4	3	4	4	4	56
5	4	5	3	4	3	5	5	4	5	4	5	5	5	3	65
5	4	3	3	3	3	3	4	4	1	5	1	3	3	2	47
5	2	4	4	3	3	5	4	3	4	3	2	3	3	3	51
5	4	4	4	5	3	4	4	3	4	4	3	4	3	3	57
5	1	3	3	3	2	4	3	2	4	3	3	4	3	5	48
5	3	4	3		3	3	3	3	4	4	3	4	3	4	49
5	4	4	3	2	3	3	3	3	4	3	3	3	4	4	51
5	3	4	4	4	3	3	4	3	4	4	3	4	3	4	55
5	3	5	5	4	4	4	4	3	4	4	3	4	2	2	56
5	4	4	3	5	5	4	5	3	5	5	3	2	4	3	60
5	3	5	4	5	5	4	1	5	1	1	5	1	5	2	52
5	3	4	3	4	3	4	3	3	4	4	3	4	4	2	53
5	3	4	4	5	3	4	4	3	5	4	3	4	4	4	59
5	3	3	4	4	4	5	5	2	4	4	3	4	3	5	58
2	2	4	4	5	4	4	3	4	3	4	4	3	4	1	51
5	5	4	3	5	3	4	4	3	3	5	3	5	3	3	58
5	4	5	3	4	4	4	5	4	5	5	4	5	4	4	65
5	2	4	3	4	4	4	3	3	4	4	3	4	3	4	54
5	3	4	3	4	3	3	4	3	3	3	3	3	3	3	50
5	3	4	5	4	4	3	5	4	4	4	4	4	5	3	61

Even items

2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	
4	3	4	3	5	5	4	3	5	4	4	4	3	5	4	60
3	4	5	4	4	5	3	2	2	4	4	2	3	5	4	54
3	3	4	3	5	4	2	3	5	5	2	4	2	5	2	52
3	5	4	5	5	5	3	5	5	2	2	2	1	3	3	53
2	3	4	4	5	5	3	3	2	1	4	2	2	5	4	49
4	3	5	5	4	5	3	5	4	5	5	4	4	5	1	62
4	3	5	1	4	5	4	4	4	4	4	2	3	5	2	54
4	3	4	4	4	5	3	3	4	5	4	1	2	4	4	54
3	3	3	3	3	4	3	3	4	3	3	3	3	4	3	48
3	4	4	4	5	4	4	3	4	3	3	4	2	4	4	55
5	3	5	5	4	5	4	3	5	5	5	2	2	5	5	63
4	3	4	5	4	5	3	3	4	2	4	4	2	5	4	56
3	4	5	4	4	5	4	4	5	4	4	4	3	4	2	59
3	3	3	3	4	5	3	3	2	3	3	4	2	3	3	47
3	4	2	2	3	4	2	2	3	4	3	4	3	4	4	47
4	3	4	3	4	4	3	3	2	3	2	4	2	4	3	48
4	3	4	4	3	4	3	3	3	4	4	4	3	4	2	52
3	3	4	3	4	5	3	3	4	3	3	3	2	5	4	52
4	3	4	4	3	4	3	3	4	5	4	4	3	4	4	56
2	4	4	4	4	4	4	4	4	4	4	4	2	4	3	55
4	4	5	4	5	5	3	3	2	4	4	4	3	4	4	58
4	3	4	5	4	5	4	5	5	4	5	2	3	5	4	62
4	5	5	5	5	4	5	4	2	4	4	3	4	5	2	61
3	3	4	4	1	5	3	3	2	3	3	1	3	2	1	41
3	5	5	4	4	5	3	3	2	5	4	3	5	5	2	58
5	5	4	5	4	5	4	3	4	5	4	5	5	4	3	65
3	4	3	3	4	1	3	3	2	3	3	2	3	4	5	46
4	3	4	4	3	5	3	3	4	4	3	5	5	4	5	59
5	5	5	4	5	5	3	3	5	5	4	4	5	4	3	65
3	1	4	4	4	5	3	3	2	4	4	3	4	3	4	51
3	4	4	5	5	5	5	3	3	3	3	2	1	5	3	54
4	5	4	4	5	5	4	4	4	4	3	5	5	5	2	63

Reliability (Split-Half)

N	I	J	I2	J2	IJ
1	57	60	3249	3600	3420
2	62	54	3844	2916	3348
3	50	52	2500	2704	2600
4	64	53	4096	2809	3392
5	56	49	3136	2401	2744
6	66	62	4356	3844	4092
7	55	54	3025	2916	2970
8	51	54	2601	2916	2754
9	49	48	2401	2304	2352
10	58	55	3364	3025	3190
11	68	63	4624	3969	4284
12	56	56	3136	3136	3136
13	65	59	4225	3481	3835
14	47	47	2209	2209	2209
15	51	47	2601	2209	2397
16	57	48	3249	2304	2736
17	48	52	2304	2704	2496
18	49	52	2401	2704	2548
19	51	56	2601	3136	2856
20	55	55	3025	3025	3025
21	56	58	3136	3364	3248
22	60	62	3600	3844	3720
23	52	61	2704	3721	3172
24	53	41	2809	1681	2173
25	59	58	3481	3364	3422
26	58	65	3364	4225	3770
27	51	46	2601	2116	2346
28	58	59	3364	3481	3422
29	65	65	4225	4225	4225
30	54	51	2916	2601	2754
31	50	54	2500	2916	2700
32	61	63	3721	3969	3843
	1792	1759	101368	97819	99179

$$r_{ii} = \frac{N \sum IJ - (\sum I)(\sum J)}{\sqrt{\{N \sum I^2 - (\sum I)^2\} \{N \sum J^2 - (\sum J)^2\}}}$$

$$= \frac{32 * 99179 - (1792)(1759)}{\sqrt{\{32 * 101368 - (1792)^2\} \{32 * 97819 - (1759)^2\}}}$$

$$\begin{aligned}
& \sqrt{\{32 \cdot 101368 - (1792)^2\} \{32 \cdot 97819 - (1759)^2\}} \\
= & \frac{3173728 - 3152128}{\sqrt{\{3243776 - 3211264\} \{3130208 - 3094081\}}} \\
= & \frac{21600}{\sqrt{\{32512\} \{36127\}}} \\
= & \frac{21600}{\sqrt{1174561024}} \\
= & \frac{21600}{34271.86} \\
= & 0.63
\end{aligned}$$

	ganjil	genap
ganjil	1	
genap	0.77	1

Then, the use the coefficient in Spearman Brown formula as follows:

$$\begin{aligned}
r_{11} &= \frac{2r}{1+r} \\
&= \frac{2(0.63)}{1+0.63} \\
&= \frac{1.26}{1.63} \\
r_{11} &= 0.77
\end{aligned}$$

That the $r_{11} = 0.77$ is bigger than $r_{\text{table}} N 32$ with signification 5% = 0.349. So $r_{11} > r_{\text{table}}$ ($0.77 > 0.349$) and the questionnaire are called reliable. According to Arikunto (2006;276), the criteria of reliability coefficient are:

$0.80 < r_{11} = 1.00$ very high reliability

$0.60 < r_{11} = 0.80$ high reliability

$0.40 < r_{11} = 0.60$ fair reliability

$0.20 < r_{11} = 0.40$ low reliability

$0.00 < r_{11} = 0.20$ very low reliability

Reliability test result obtain reliability coefficient (r_{11}) is 0.77, where value is in the category of high reliability provision, so it can be concluded that the questionnaire is highly reliable.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	JML
4	3	4	3	5	4	5	5	5	5	4	1	2	5	123
3	4	4	2	5	3	5	5	5	5	4	3	2	4	113
5	3	2	3	3	5	4	5	5	4	2	1	1	4	105
5	2	4	5	5	4	5	5	5	5	5	2	2	5	129
3	2	3	4	5	2	5	4	5	5	4	1	4	5	111
5	4	3	5	5	4	5	5	5	5	4	3	2	5	133
5	3	3	3	5	3	5	5	3	5	2	1	1	4	108
4	4	4	3	4	4	5	5	4	5	4	3	3	5	120
4	4	3	3	4	4	4	4	4	4	3	2	2	4	100
4	4	4	3	4	3	4	4	4	4	3	3	2	4	103
5	3	5	4	4	5	5	5	5	5	2	3	2	4	117
4	2	3	3	4	4	5	5	5	5	4	2	4	4	117
5	3	4	4	4	3	5	5	4	4	5	4	2	5	124
4	3	5	3	4	4	4	5	4	3	5	2	2	4	117
4	4	4	2	4	1	3	4	4	3	4	3	2	2	93
4	3	2	3	4	3	5	4	5	5	2	1	3	2	100
4	3	4	3	3	4	4	4	5	5	3	3	2	3	108
3	3	4	3	4	3	4	4	5	4	3	4	2	4	116
4	4	4	4	4	3	4	4	4	4	4	3	2	3	111
4	3	2	3	4	2	4	4	4	4	4	3	2	4	106
3	2	3	4	5	4	4	4	5	5	4	3	2	1	110
5	5	4	3	5	5	5	5	5	5	2	1	2	4	127
4	3	2	3	5	4	1	5	5	5	2	2	2	4	116
5	2	4	3	4	4	5	4	3	4	2	2	2	4	108
3	4	4	2	4	3	5	5	5	5	4	2	3	4	114
5	3	4	4	5	5	5	5	3	5	5	3	2	4	129
4	2	3	3	5	2	4	3	4	5	2	4	5	2	99
3	5	5	3	5	4	5	5	5	5	5	2	3	5	120
5	2	4	4	5	5	4	4	5	5	4	2	2	4	123
3	2	4	4	5	4	4	4	4	5	4	2	4	4	111
1	3	3	4	5	3	5	4	5	5	3	2	3	3	105
5	3	5	4	5	2	5	5	5	5	5	2	3	3	130
129	100	116	107	142	113	142	144	144	148	113	75	77	122	3646
0.373	0.063	0.42	0.522	0.41	0.456	0.349	0.675	0.23	0.3894	0.49	-0.02	-0.11	0.562	
0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0.35	0.349	0.349	0.349	
valid		valid	valid	valid	valid	valid	valid		valid	valid			valid	

Test of Validity Questionnaire

The calculation below is the example in order to get the validity of item number 1:

No	X	Y	X ²	Y ²	x.y
1	5	123	25	15129	615
2	5	113	25	12769	565
3	5	105	25	11025	525
4	5	129	25	16641	645
5	5	111	25	12321	555
6	5	131	25	17161	655
7	5	108	25	11664	540
8	2	120	4	14400	240
9	5	100	25	10000	500
10	4	103	16	10609	412
11	3	117	9	13689	351
12	5	117	25	13689	585
13	5	124	25	15376	620
14	5	117	25	13689	585
15	4	93	16	8649	372
16	4	100	16	10000	400
17	4	108	16	11664	432
18	5	116	25	13456	580
19	4	111	16	12321	444
20	4	106	16	11236	424
21	4	110	16	12100	440
22	4	127	16	16129	508
23	4	116	16	13456	464
24	4	108	16	11664	432
25	5	114	25	12996	570
26	4	129	16	16641	516

27	4	99	16	9801	396
28	5	120	25	14400	600
29	4	122	16	14884	488
30	4	111	16	12321	444
31	5	105	25	11025	525
32	5	130	25	16900	650
	141	3643	637	13271449	16078

Further, based on the table above the data is entered in the product moment guideline.

$$\begin{aligned}
 r_{xy} &= \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}} \\
 &= \frac{32*16078 - (141)(3643)}{\sqrt{\{32*637 - (141)^2\} \{32*13271449 - (3643)^2\}}} \\
 &= \frac{514496 - 513663}{\sqrt{\{20384 - 19881\} \{424686368 - 13271449\}}} \\
 &= \frac{833}{\sqrt{\{503\} \{411414919\}}} \\
 &= \frac{833}{\sqrt{206941704257}} \\
 &= \frac{833}{454908.45} \\
 &= 0.1203
 \end{aligned}$$

Based on the result of item calculation by using formula above, so that r item 0.1203 is lower than r table $N=32$ with significant of 5% = 0.349. So r of data $<$ r table (0.1203 $<$ 0.349) and the item number are called invalid. For the order item, it is used the same way.

Even items

2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	JM L
5	4	4	4	4	4	4	4	3	3	4	5	5	1	5	59
2	3	3	3	4	4	5	2	4	2	3	5	5	3	4	52
1	4	4	3	3	3	3	3	3	3	5	5	4	1	4	49
1	4	4	5	4	5	4	3	2	5	4	5	5	2	5	58
2	1	3	3	5	5	4	3	2	4	2	4	5	1	5	49
4	4	5	4	4	5	5	5	4	5	4	5	5	3	5	67
2	4	4	3	4	4	4	4	3	3	3	5	5	1	4	53
3	5	5	3	3	5	5	1	4	3	4	5	5	3	5	59
1	2	4	4	3	4	2	3	4	3	4	4	4	2	4	48
1	1	5	2	3	4	4	3	4	3	3	4	4	3	4	48
1	1	5	3	3	4	5	4	3	4	5	5	5	3	4	55
3	4	5	3	3	5	4	2	2	3	4	5	5	2	4	54
3	3	5	4	4	4	4	5	3	4	3	5	4	4	5	60
3	4	4	3	4	5	3	4	3	3	4	5	3	2	4	54
1	3	4	3	3	3	4	2	4	2	1	4	3	3	2	42
2	2	3	3	3	4	4	3	3	3	3	4	5	1	2	45
3	3	4	3	3	3	4	4	3	3	4	4	5	3	3	52
4	4	5	3	3	4	4	4	3	3	3	4	4	4	4	56
2	4	4	4	3	4	4	4	4	4	3	4	4	3	3	54
4	4	4	3	3	4	4	3	3	3	2	4	4	3	4	52
3	2	5	3	3	5	4	2	2	4	4	4	5	3	1	50
3	4	4	5	4	4	5	5	5	3	5	5	5	1	4	62
3	5	5	4	4	4	4	5	3	3	4	5	5	2	4	60
3	3	4	3	4	4	4	3	2	3	4	4	4	2	4	51
2	3	4	4	3	4	4	2	4	2	3	5	5	2	4	51
2	3	5	4	4	5	5	5	3	4	5	5	5	3	4	62
2	3	2	3	3	3	4	2	2	3	2	3	5	4	2	43
2	2	4	3	3	4	4	4	5	3	4	5	5	2	5	55
4	5	4	4	4	5	4	4	2	4	5	4	4	2	4	59
3	2	4	2	4	4	4	2	2	4	4	4	5	2	4	50
3	2	3	4	4	3	4	3	3	4	3	4	5	2	3	50
4	4	5	5	4	5	4	5	3	4	2	5	5	2	3	60

Reliability (Split-Half)

I	J	I2	J2	IJ
64	59	4096	3481	3776
61	52	3721	2704	3172
56	49	3136	2401	2744
71	58	5041	3364	4118
62	49	3844	2401	3038
64	67	4096	4489	4288
55	53	3025	2809	2915
61	59	3721	3481	3599
52	48	2704	2304	2496
55	48	3025	2304	2640
62	55	3844	3025	3410
63	54	3969	2916	3402
64	60	4096	3600	3840
63	54	3969	2916	3402
51	42	2601	1764	2142
55	45	3025	2025	2475
56	52	3136	2704	2912
60	56	3600	3136	3360
57	54	3249	2916	3078
54	52	2916	2704	2808
60	50	3600	2500	3000
65	62	4225	3844	4030
56	60	3136	3600	3360
57	51	3249	2601	2907
63	51	3969	2601	3213

67	62	4489	3844	4154
56	43	3136	1849	2408
65	55	4225	3025	3575
63	59	3969	3481	3717
61	50	3721	2500	3050
55	50	3025	2500	2750
70	60	4900	3600	4200
1924	1719	116458	93389	103979

$$\begin{aligned}
 r_{ii} &= \frac{N \sum IJ - (\sum I)(\sum J)}{\sqrt{\{N \sum I^2 - (\sum I)^2\} \{N \sum J^2 - (\sum J)^2\}}} \\
 &= \frac{32 * 103979 - (1924)(1719)}{\sqrt{\{32 * 116458 - (1924)^2\} \{32 * 93389 - (1719)^2\}}} \\
 &= \frac{3327328 - 3307356}{\sqrt{\{3726656 - 3701776\} \{2988448 - 2954961\}}} \\
 &= \frac{19972}{\sqrt{\{24880\} \{33487\}}} \\
 &= \frac{19972}{\sqrt{833156560}} \\
 &= \frac{19972}{28864.4515} \\
 &= 0.691
 \end{aligned}$$

	ganjil	genap
ganjil	1	
genap	0.81	1

Then, the use the coefficient in Spearman Brown formula as follows:

$$\begin{aligned}
 r_{11} &= \frac{2r}{1+r} \\
 &= \frac{2(0.69)}{1+0.69} \\
 &= \frac{1.38}{1.69} \\
 r_{11} &= 0.81
 \end{aligned}$$

That the $r_{11} = 0.81$ is bigger than r_{table} N 32 with signification 5% = 0.349. So $r_{11} > r_{table}$ ($0.81 > 0.349$) and the questionnaire are called reliable. According to Arikunto (2006;276), the criteria of reliability coefficient are:

$0.80 < r_{11} = 1.00$	very high reliability
$0.60 < r_{11} = 0.80$	high reliability
$0.40 < r_{11} = 0.60$	fair reliability
$0.20 < r_{11} = 0.40$	low reliability
$0.00 < r_{11} = 0.20$	very low reliability

Reliability test result obtain reliability coefficient (r_{11}) is 0.81, where value is in the category of very high reliability provision, so it can be concluded that the questionnaire is highly reliable.

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	1	0	1	0	0	0	0
1	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1
0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0	1	1
1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	1
0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0
1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1
0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1
0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1
0	1	0	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0
0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	1	0	1	0	0	0	0
1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	0	1	1	1	1	1
0	0	0	0	1	0	0	0	0	1	0	1	1	1	1	1	0	1	1	1	1	0
1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1
1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	0	1	0	0	0	0
0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0
1	1	1	0	1	1	1	0	1	1	1	0	0	0	1	0	0	1	0	0	0	0
1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	0	0	0
0	0	0	1	1	0	0	0	0	1	0	0	1	0	1	1	0	1	0	0	0	0
0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	1
1	0	1	0	1	1	0	1	1	1	0	0	1	0	0	0	1	1	0	1	0	1
0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
0	1	0	0	0	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0
0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0
1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1
0	0	0	0	1	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	0
15	15	15	15	24	15	15	10	14	26	15	6	17	13	27	20	10	23	14	16	14	17
0.809	0.701	0.809	0.362	0.496	0.809	0.701	0.41	0.72	-0.02	0.701	0.47	0.37	0.422	-0.35	-0.37	0.387	0.396	0.406	0.514	0.398	0.467
0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.35	0.35	0.349	0.35	0.35	0.349	0.35	0.349	0.349	0.349	0.349	0.349	0.349	0.349
valid	valid	valid	valid	valid	valid	valid	valid	valid		valid	valid	valid	valid			valid	valid	valid	valid	valid	valid

42	43	44	45	46	47	48	49	50	
0	0	1	1	0	0	1	1	1	18
1	0	1	0	1	0	1	1	1	24
1	0	0	1	1	0	0	0	1	20
1	0	1	1	1	0	1	1	1	18
1	0	0	1	0	0	1	1	0	38
0	0	1	1	0	0	1	1	1	16
1	1	1	1	1	1	1	1	1	39
1	0	1	0	1	1	1	0	1	21
1	1	0	1	0	0	0	1	1	13
0	0	1	1	0	1	0	1	1	24
0	0	1	1	0	0	0	1	0	12
1	1	1	0	1	1	1	0	1	35
0	0	1	1	1	1	1	1	1	24
1	1	1	0	1	1	1	0	1	34
0	0	1	1	0	0	0	1	1	20
1	0	1	1	0	0	1	1	1	18
0	0	1	0	0	0	1	0	1	25
1	1	0	0	1	1	1	0	1	36
1	0	1	1	0	0	1	1	1	31
1	0	1	1	0	0	1	1	1	17
0	1	1	1	1	0	1	0	1	20
1	0	1	1	1	1	1	0	0	38
0	1	1	1	0	1	1	1	1	17
1	1	0	0	1	1	1	0	0	41
1	0	0	0	0	0	1	0	1	33
1	1	0	0	1	0	1	0	0	34
0	1	0	0	0	0	1	1	0	32
1	0	0	0	0	0	1	1	1	20
0	0	1	1	0	0	1	1	1	17
0	0	0	0	1	0	1	0	0	37
1	1	0	0	0	0	1	0	0	33
0	0	1	1	0	0	1	1	1	18
19	11	21	19	14	12	27	18	24	823
0.398075	0.387013	-0.40974	-0.51757	0.441925	0.389209	0.392305	-0.57246	-0.49227	
0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	
valid	valid			valid	valid	valid			

Test of Validity Test

The calculation below is the example in order to get the validity of item number 1:

No	X	Y	X ²	Y ²	x.y
1	0	18	0	324	0
2	0	24	0	576	0
3	1	20	1	400	20
4	0	18	0	324	0
5	1	38	1	1444	38
6	0	16	0	256	0
7	1	39	1	1521	39
8	0	21	0	441	0
9	0	13	0	169	0
10	0	24	0	576	0
11	0	12	0	144	0
12	1	35	1	1225	35
13	0	24	0	576	0
14	1	34	1	1156	34
15	0	20	0	400	0
16	0	18	0	324	0
17	1	25	1	625	25
18	1	36	1	1296	36
19	1	31	1	961	31
20	0	17	0	289	0
21	1	20	1	400	20
22	0	38	0	1444	0
23	0	17	0	289	0
24	1	41	1	1681	41
25	1	33	1	1089	33
26	1	34	1	1156	34
27	0	32	0	1024	0

28	0	20	0	400	0
29	0	17	0	289	0
30	1	37	1	1369	37
31	0	33	0	1089	0
32	0	18	0	324	0
	13	823	13	23581	423

Further, based on the table above the data is entered in the product moment guideline.

$$\begin{aligned}
 r_{xy} &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{32*423 - (13)(823)}{\sqrt{\{32*13 - (13)^2\} \{32*23581 - (823)^2\}}} \\
 &= \frac{13536 - 10699}{\sqrt{\{416 - 169\} \{754592 - 677329\}}} \\
 &= \frac{2837}{\sqrt{\{247\} \{77263\}}} \\
 &= \frac{2837}{\sqrt{19083961}} \\
 &= \frac{2837}{4368.51} \\
 &= 0.6494
 \end{aligned}$$

Based on the result of item calculation by using formula above, so that r item 0.6494 is bigger than r table N=32 with significant of 5% = 0.349. So r of

data > r table (0.6494>0.349) and the item number are called valid. For the order item, it is used the same way.

31	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	0
32	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1

N	35	37	39	41	43	45	47	49	JML
1	1	1	0	0	0	1	0	1	9
2	0	0	0	0	0	0	0	1	9
3	0	0	0	1	0	1	0	0	12
4	1	1	0	1	0	1	0	1	7
5	1	0	0	1	0	1	0	1	19
6	1	1	0	0	0	1	0	1	7
7	1	1	1	1	1	1	1	1	17
8	0	1	1	1	0	0	1	0	8
9	1	0	0	1	1	1	0	1	8
10	1	1	1	0	0	1	1	1	12
11	1	0	0	0	0	1	0	1	8
12	0	1	1	1	1	0	1	0	14
13	1	1	1	0	0	1	1	1	11
14	0	1	1	1	1	0	1	0	14
15	1	0	0	0	0	1	0	1	9
16	1	1	0	0	0	1	0	1	8
17	0	1	0	0	0	0	0	0	8
18	0	1	1	1	1	0	1	0	15
19	1	1	0	0	0	1	0	1	13
20	1	1	0	0	0	1	0	1	7
21	0	0	0	1	1	1	0	0	10
22	1	1	1	1	0	1	1	0	15
23	1	0	1	1	1	1	1	1	10
24	0	1	1	1	1	0	1	0	19
25	1	1	1	1	0	0	0	0	16
26	0	1	1	1	1	0	0	0	16
27	0	1	1	1	1	0	1	0	18
28	1	1	1	0	0	0	1	1	11
29	1	1	0	0	0	1	0	1	8

30	0	1	1	0	0	0	0	0	18
31	1	1	0	1	1	0	0	0	14
32	1	0	1	0	0	1	0	1	6

Even items

N	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34
1	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1
2	1	1	1	0	0	1	1	0	1	1	1	0	0	0	0	1	1
3	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1
4	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
6	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1
7	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1
8	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1
9	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
10	0	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1
11	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
12	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0
13	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	1	1
14	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1
15	0	1	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1
16	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1
17	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1
18	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1
19	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1
20	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1
21	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0
22	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
25	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1
26	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0

27	1	1	0	0	0	0	0	1	1	0	0	1	1	1	1	1	1
28	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1
29	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1
30	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0
31	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
32	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1

36	38	40	42	44	46	48	50	JML
0	0	0	0	1	0	1	1	9
0	0	0	1	1	1	1	1	15
0	0	0	1	0	1	0	1	8
0	0	1	1	1	1	1	1	11
0	0	1	1	0	0	1	0	19
0	0	0	0	1	0	1	1	9
0	1	1	1	1	1	1	1	22
0	1	1	1	1	1	1	1	13
0	0	0	1	0	0	0	1	5
1	1	1	0	1	0	0	1	12
0	0	0	0	1	0	0	0	4
0	1	1	1	1	1	1	1	21
0	1	1	0	1	1	1	1	13
0	1	1	1	1	1	1	1	20
0	0	0	0	1	0	0	1	11
0	0	0	1	1	0	1	1	10
0	0	0	0	1	0	1	1	17
0	1	1	1	0	1	1	1	21
0	0	0	1	1	0	1	1	18
0	0	0	1	1	0	1	1	10
0	0	0	0	1	1	1	1	10
1	1	1	1	1	1	1	0	23
1	1	1	0	1	0	1	1	7
1	1	1	1	0	1	1	0	22
1	0	0	1	0	0	1	1	17

1	0	0	1	0	1	1	0	18
1	1	1	0	0	0	1	0	14
0	1	0	1	0	0	1	1	9
0	0	0	0	1	0	1	1	9
1	1	0	0	0	1	1	0	19
1	0	0	1	0	0	1	0	19
1	1	1	0	1	0	1	1	12

Reliability (Split-Half)

N	I	J	I ²	J ²	i.j
1	9	9	81	81	81
2	9	15	81	225	135
3	12	8	144	64	96
4	7	11	49	121	77
5	19	19	361	361	361
6	7	9	49	81	63
7	17	22	289	484	374
8	8	13	64	169	104
9	8	5	64	25	40
10	12	12	144	144	144
11	8	4	64	16	32
12	14	21	196	441	294
13	11	13	121	169	143
14	14	20	196	400	280
15	9	11	81	121	99
16	8	10	64	100	80
17	8	17	64	289	136
18	15	21	225	441	315
19	13	18	169	324	234
20	7	10	49	100	70
21	10	10	100	100	100
22	15	23	225	529	345

23	10	7	100	49	70
24	19	22	361	484	418
25	16	17	256	289	272
26	16	18	256	324	288
27	18	14	324	196	252
28	11	9	121	81	99
29	8	9	64	81	72
30	18	19	324	361	342
31	14	19	196	361	266
32	6	12	36	144	72
	376	447	4918	7155	5754

$$\begin{aligned}
 r_{ii} &= \frac{N \sum IJ - (\sum I)(\sum J)}{\sqrt{\{N \sum I^2 - (\sum I)^2\} \{N \sum J^2 - (\sum J)^2\}}} \\
 &= \frac{32 * 5754 - (376)(447)}{\sqrt{\{32 * 4918 - (376)^2\} \{32 * 7155 - (447)^2\}}} \\
 &= \frac{184128 - 168072}{\sqrt{\{157376 - 141376\} \{228960 - 199809\}}} \\
 &= \frac{16056}{\sqrt{\{16000\} \{29151\}}} \\
 &= \frac{16056}{\sqrt{466416000}} \\
 &= \frac{16056}{21596.6664} \\
 &= 0.74
 \end{aligned}$$

ganjil genap

ganjil	1	
genap	0.85	1

Then, the use the coefficient in Spearman Brown formula as follows:

$$r_{11} = \frac{2r}{1+r}$$

$$= \frac{2(0.74)}{1+0.74}$$

$$= \frac{1.48}{1.74}$$

$$r_{11} = 0.85$$

That the $r_{11} = 0.85$ is bigger than r_{table} N 32 with signification 5% = 0.349. So $r_{11} > r_{table}$ ($0.85 > 0.349$) and the test are called reliable. According to Arikunto (2006;276), the criteria of reliability coefficient are:

$0.80 < r_{11} = 1.00$ very high reliability

$0.60 < r_{11} = 0.80$ high reliability

$0.40 < r_{11} = 0.60$ fair reliability

$0.20 < r_{11} = 0.40$ low reliability

$0.00 < r_{11} = 0.20$ very low reliability

Reliability test result obtain reliability coefficient (r_{11}) is 0.85, where value is in the category of very high reliability provision, so it can be concluded that the questionnaire is highly reliable.

**NORMALITY OF READING
INTEREST, SELF-ESTEEM,
READING SKILL**

Appendix 23

Normality Test for Students' Reading Interest

x1	z	f(z)	s (z)	f (z)-s (z)
76	-1.9292605	0.0268493	0.025	0.0018493
78	-1.607717	0.0539486	0.075	0.0210514
80	-1.2861736	0.0991912	0.175	0.0758088
82	-0.9646302	0.167365	0.225	0.057635
83	-0.8038585	0.2107393	0.25	0.0392607
84	-0.6430868	0.2600839	0.275	0.0149161
85	-0.4823151	0.3147911	0.375	0.0602089
86	-0.3215434	0.3738993	0.4	0.0261007
87	-0.1607717	0.4361366	0.475	0.0388634
88	0	0.5	0.55	0.05
89	0.1607717	0.5638634	0.625	0.0611366
90	0.3215434	0.6261007	0.675	0.0488993
91	0.4823151	0.6852089	0.7	0.0147911
92	0.6430868	0.7399161	0.75	0.0100839
93	0.8038585	0.7892607	0.775	0.0142607
94	0.9646302	0.832635	0.825	0.007635
95	1.1254019	0.8697906	0.9	0.0302094
96	1.2861736	0.9008088	0.95	0.0491912
97	1.4469453	0.9260439	0.975	0.0489561
99	11	1	1	0

Conclusion :

$$L_v = 0,075$$

$$L_t = \frac{0.886}{\sqrt{N}} = \frac{0.886}{\sqrt{40}} = \frac{0.886}{\sqrt{6.3}} = 0.14$$

$0,075 < 0,14$ ($L_v < L_t$ it means that the data is in normal distribution)

Appendix 24

Normality Test for Students' Self-Esteem

x1	z	f(z)	s (z)	f (z)-s (z)
74	-1.8465909	0.0324032	0.05	0.0175968
75	-1.7045455	0.0441396	0.075	0.0308604
78	-1.2784091	0.1005526	0.1	0.0005526
79	-1.1363636	0.1279022	0.2	0.0720978
80	-0.9943182	0.160034	0.25	0.089966
82	-0.7102273	0.2387816	0.3	0.0612184
83	-0.5681818	0.2849558	0.375	0.0900442
85	0	0.5	0.45	0.05
87	0	0.5	0.5	0
88	0.1420455	0.5564779	0.55	0.0064779
89	0.2840909	0.6118296	0.575	0.0368296
90	0.4261364	0.6649958	0.65	0.0149958
91	0.5681818	0.7150442	0.725	0.0099558
92	0.7102273	0.7612184	0.775	0.0137816
93	0.8522727	0.8029686	0.825	0.0220314
94	0.9943182	0.839966	0.9	0.060034
95	1.1363636	0.8720978	0.925	0.0529022
96	1.2784091	0.8994474	0.95	0.0505526
97	1.4204545	0.9222623	0.975	0.0527377
98	1.5625	0.9409149	1	0.0590851

Conclusion :

$$L_v = 0,090$$

$$L_t = \frac{0.886}{\sqrt{N}} = \frac{0.886}{\sqrt{40}} = \frac{0.886}{\sqrt{6.3}} = 0.14$$

0,090 < 0,14 (L_v < L_t it means that the data is in normal distribution)

Appendix 25

Normality Test for Students' Reading Skill

x1	Z	f(z)	s (z)	f (z)-s (z)
53	-1.9802	0.023841	0.05	0.026159
55	-1.73267	0.041577	0.075	0.033423
58	-1.36139	0.086696	0.15	0.063304
60	-1.11386	0.132669	0.225	0.092331
63	-0.74257	0.22887	0.3	0.07113
65	-0.49505	0.310283	0.4	0.089717
68	-0.12376	0.450752	0.5	0.049248
70	0.123762	0.549248	0.575	0.025752
73	0.49505	0.689717	0.675	0.014717
75	0.742574	0.77113	0.775	0.00387
78	1.113861	0.867331	0.875	0.007669
80	1.361386	0.913304	1	0.086696

Conclusion :

$$L_v = 0.092$$

$$L_t = \frac{0.886}{\sqrt{N}} = \frac{0.886}{\sqrt{40}} = \frac{0.886}{\sqrt{6.3}} = 0.14$$

$0.092 < 0.14$ ($L_v < L_t$ it means that the data is in normal distribution)

LINEARITY TEST

Appendix 26

LINEARITY TEST

No	Interest (X ₁)	Self-Esteem (X ₂)	Reading Skill (Y)
1	84	74	63
2	88	90	70
3	95	91	75
4	80	78	58
5	85	87	65
6	94	91	75
7	78	79	55
8	85	80	65
9	85	83	68
10	89	87	70
11	90	89	63
12	86	92	75
13	88	90	68
14	87	80	58
15	95	83	68
16	89	85	60
17	94	96	78
18	89	85	65
19	99	98	80
20	92	94	80
21	82	82	73
22	96	95	80
23	93	97	78
24	90	91	78
25	85	90	68
26	95	94	78
27	91	94	75
28	87	99	65
29	96	97	80
30	88	85	70
31	92	88	73
32	97	93	80
33	76	79	53
34	87	93	73
35	83	82	73

36	78	79	53
37	80	74	60
38	80	79	60
39	82	83	63
40	80	75	58

Conclusion :

a. Linearity between reading interest and reading skill

SUMMARY OUTPUT									
<i>Regression Statistics</i>									
Multiple R	0.81703								
R Square	0.667537								
Adjusted R Square	0.658788								
Standard Error	4.794584								
Observations	40								
<i>ANOVA</i>									
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>				
Regression	1	1753.955	1753.955	76.29857	1.27				
Residual	38	873.5455	22.98804						
Total	39	2627.5							
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>	
Intercept	-30.1954	11.35292	-2.6597	0.011388	-53.1781488	-7.21257	-53.1781	-7.21257	
X Variable	1.127582	0.129089	8.734905	1.27E-10	0.866254913	1.38891	0.866255	1.38891	

The result of F_0 number = 1.27 and F_t 4,08. F_0 is lower than F_t . It means that there are linearity correlations between students' reading interest and reading skill.

b. Linearity between self-esteem and reading skill

SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.7948576							
R Square	0.6317986							
Adjusted R	0.6221091							
Standard Error	5.0457101							
Observations	40							
<i>ANOVA</i>								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1	1660.0508	1660.0508	65.204382	0.91			
Residual	38	967.44923	25.45919					
Total	39	2627.5						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	-11.31979	9.9479002	-1.1379075	0.262283	-31.45826102	8.8186812	-31.458261	8.8186812
X Variable 1	0.920078	0.1139426	8.0749231	9.087E-10	0.689413214	1.1507428	0.6894132	1.1507428

The result of F_o number = 0.91 and F_t 4,08. F_o is lower than F_t . It means that there are linearity correlations between students' self-esteem and reading skill.

Descriptive Statistic of Reading Interest

Appendix 27

Distribution Frequency of Reading interest (Mean, Median, Mode and Standard Deviation)

A. Limitation of Class

$$\begin{aligned} \text{Formula : } & 1 + 3,3 \log N \\ & : 1 + 3,3 \log 40 \\ & : 1 + 3,3 (1,6) \\ & : 1 + 5,2 \\ & : 6,2 \text{ or } 6 \end{aligned}$$

B. Interval Class

$$\text{Interval Class} = \frac{\text{Score Max} - \text{Score Min}}{\text{Limit Class}}$$

1. Students' Reading Interest

$$\frac{98 - 76}{6}$$

$$= 22/6 = 3.6 \text{ or } 4$$

Interval	F	Xi	fiXi
76 – 80	7	78	546
81 – 85	8	83	664
86 – 90	12	88	1056
91 – 95	9	83	837
96 – 100	4	98	392
Sum	40	440	3095

a. Mean

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{3510}{40} = 87.75 \text{ or } 80 \end{aligned}$$

b. Median

Interval	F	fk _a	Fk _b
76 – 80	7	7	40
81 – 85	8	15	33
86 – 90	12	27	25
91 – 95	9	36	13
96 – 100	4	40	4

Formula :

$$\text{Median} = u - \frac{\left(\frac{n}{2}\right) - f_{ka}}{f_i} \times i$$

$$\text{Interval} = 86 - 90$$

$$F_i = 12$$

$$F_{k_a} = 15$$

$$\text{Interval} = 4$$

$$u = 90 + 0,5 = 90,5$$

$$\text{Median} = 90,5 - \frac{\left(\frac{40}{2}\right) - 15}{12} \times 4$$

$$= 90,5 - \frac{20}{12}$$

$$= 90,5 - 1,6$$

$$= 88,9$$

c. Mode

$$M_o = u + \left(\frac{f_a}{f_a + f_b}\right)$$

$$= 79,5 + \left(\frac{2}{2+2}\right)$$

$$= 79,5 + 0,5 = 80$$

d. Standard Deviasi

x_i	F	$(f_i x_i)$	X^2	$(f_i x_i^2)$
78	7	546	6084	42588
83	8	664	6889	55112
88	12	1056	7744	92928
93	9	837	8649	77841
98	4	392	9604	38416
Sum	40	3495	38970	306885

Formula :

$$\begin{aligned}
 SD &= \frac{\sqrt{\sum f x^2 - \frac{(\sum f x)^2}{n}}}{n-1} \\
 &= \frac{\sqrt{306885 - \frac{(3495)^2}{40}}}{40-1} \\
 &= \frac{\sqrt{306885 - 305375,6}}{39} = \frac{\sqrt{1509,3}}{39} = \sqrt{38,7} = 6,22
 \end{aligned}$$

Descriptive Statistic of Self-Esteem

Appendix 28

Distribution Frequency of Self-Esteem (Mean, Median, Mode and Standard Deviation)

A. Limitation of Class

$$\begin{aligned} \text{Formula} &: 1 + 3,3 \log N \\ &: 1 + 3,3 \log 40 \\ &: 1 + 3,3 (1,6) \\ &: 1 + 5,2 \\ &: 6,2 \text{ or } 6 \end{aligned}$$

B. Interval Class

$$\text{Interval Class} = \frac{\text{Score Max} - \text{Score Min}}{\text{Limit Class}}$$

$$\begin{aligned} \text{Students' Self-Esteem} \\ = \frac{98 - 74}{6} = 24 / 6 = 4 \end{aligned}$$

Interval	F	Xi	fiXi
71 – 75	3	73	219
76 – 80	5	78	390
81 – 85	8	83	664
86 – 90	11	88	968
91 – 95	9	93	837
96 – 100	4	98	392
Sum	40	514	3470

a. Mean

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{3481}{40} = 87.02 \text{ or } 80 \end{aligned}$$

b. Median

Interval	F	fk _a	Fk _b
71 – 75	3	3	40
76 – 80	5	8	37
81 – 85	8	16	32
86 – 90	11	27	24
91 – 95	9	36	13
96 – 100	4	40	4

Formula :

$$\text{Median} = u - \frac{\left(\frac{n}{2}\right) - fka}{fi} \times i$$

$$\text{Interval} = 86 - 90$$

$$F_i = 11$$

$$Fk_a = 16$$

$$\text{Interval} = 4$$

$$u = 90 + 0,5 = 90,5$$

$$\begin{aligned} \text{Median} &= 90,5 - \frac{\left(\frac{40}{2}\right) - 16}{11} \times 4 \\ &= 90,5 - \frac{16}{11} \\ &= 90,5 - 1,4 \\ &= 89,1 \end{aligned}$$

c. Mode

$$\begin{aligned} Mo &= u + \left(\frac{fa}{fa+fb}\right) \\ &= 78,5 + \left(\frac{3}{3+2}\right) \\ &= 78,5 + 0,6 = 79,1 \end{aligned}$$

d. Standard Deviasi

x_i	F	$(f_i x_i)$	X^2	$(f_i x_i^2)$
71 – 75	3	219	5329	15987
76 – 80	5	390	6084	30420
81 – 85	8	664	6889	55112
86 – 90	11	968	7744	85184
91 – 95	9	837	8649	77841
96 – 100	4	392	9604	38416
Sum	40	3470	44299	302960

Formula :

$$\begin{aligned}
 SD &= \frac{\sqrt{\sum f x^2 - \frac{(\sum f x)^2}{n}}}{n-1} \\
 &= \frac{\sqrt{302960 - \frac{(3470)^2}{40}}}{40-1} = \frac{\sqrt{302960 - 301022.5}}{39} = \frac{\sqrt{1937.5}}{39} = \\
 &\sqrt{49.67} = 7.042
 \end{aligned}$$

Descriptive Statistic of Reading Skill

Appendix 29

Distribution Frequency of Reading Skill (Mean, Median, Mode and Standard Deviation)

A. Limitation of Class

$$\begin{aligned} \text{Formula} &: 1 + 3,3 \log N \\ &: 1 + 3,3 \log 40 \\ &: 1 + 3,3 (1,6) \\ &: 1 + 5,2 \\ &: 6,2 \text{ or } 6 \end{aligned}$$

B. Interval Class

$$\text{Interval Class} = \frac{\text{Score Max} - \text{Score Min}}{\text{Limit Class}}$$

$$\begin{aligned} &\text{Students' Self-Esteem} \\ &= \frac{80 - 53}{6} = 27 / 6 = 4,5 \end{aligned}$$

Interval	F	Xi	fiXi
51 – 55	3	53	159
56 – 60	6	58	348
61 – 65	7	63	441
66 – 70	7	68	476
71 – 75	8	73	584
76 – 80	9	78	702
Sum	40	393	2710

a. Mean

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{2750}{40} = 68.75 \text{ or } 70 \end{aligned}$$

b. Median

Interval	F	fk _a	Fk _b
51 – 55	3	3	40
56 – 60	6	6	37
61 – 65	7	7	32
66 – 70	7	7	24
71 – 75	8	8	13
76 – 80	9	9	4
Sum	40	40	

Formula :

$$\text{Median} = u - \frac{\left(\frac{n}{2}\right) - f_{ka}}{f_i} \times i$$

$$\text{Interval} = 76 - 80$$

$$F_i = 9$$

$$F_{k_a} = 31$$

$$\text{Interval} = 4$$

$$u = 80 + 0,5 = 80,5$$

$$e. \text{ Median} = 80,5 - \frac{\left(\frac{40}{2}\right) - 31}{9} \times 4$$

$$= 80,5 - \frac{-44}{9}$$

$$= 80,5 - -4,8$$

$$= 75,7$$

Mode

$$\text{Mo} = u + \left(\frac{f_a}{f_a + f_b}\right)$$

$$= 79,5 + \left(\frac{1}{1+5}\right)$$

$$= 79,5 + 0,1 = 79,6$$

c. Standard Deviasi

x_i	F	$(f_i x_i)$	X^2	$(f_i x_i^2)$
71 – 75	3	219	5329	15987
76 – 80	5	390	6084	30420
81 – 85	8	664	6889	55112
86 – 90	11	968	7744	85184
91 – 95	9	837	8649	77841
96 – 100	4	392	9604	38416
Sum	40	3470	44299	302960

Formula :

$$\begin{aligned}
 SD &= \frac{\sqrt{\sum f x^2 - \frac{(\sum f x)^2}{n}}}{n-1} \\
 &= \frac{\sqrt{186150 - \frac{(2710)^2}{40}}}{40-1} \\
 &= \frac{\sqrt{186150 - 183602.5}}{39} = \frac{\sqrt{2547.5}}{39} = \sqrt{65.3} = 8.082
 \end{aligned}$$

Test of Hypothesis

Appendix 30

Test of Hypothesis (Correlation Analysis)

Table data of correlation between students' reading interest, students' self-esteem and reading skill.

No	(X ₁)	(X ₂)	(Y)	(X ₁ ²)	(X ₂ ²)	(Y ²)	(X ₁ .Y)	(X ₂ .Y)
1	84	74	63	7056	5476	3969	5292	4662
2	88	90	70	7744	8100	4900	6160	6300
3	95	91	75	9025	8281	5625	7125	6825
4	80	78	58	6400	6084	3364	4640	4524
5	85	87	65	7225	7569	4225	5525	5655
6	94	91	75	8836	8281	5625	7050	6825
7	78	79	55	6084	6241	3025	4290	4345
8	85	80	65	7225	6400	4225	5525	5200
9	85	83	68	7225	6889	4624	5780	5644
10	89	87	70	7921	7569	4900	6230	6090
11	90	89	63	8100	7921	3969	5670	5607
12	86	92	75	7396	8464	5625	6450	6900
13	88	90	68	7744	8100	4624	5984	6120
14	87	80	58	7569	6400	3364	5046	4640
15	95	83	68	9025	6889	4624	6460	5644
16	89	85	60	7921	7225	3600	5340	5100
17	94	96	78	8836	9216	6084	7332	7488
18	89	85	65	7921	7225	4225	5785	5525
19	99	98	80	9801	9604	6400	7920	7840
20	92	94	80	8464	8836	6400	7360	7520
21	82	82	73	6724	6724	5329	5986	5986
22	96	95	80	9216	9025	6400	7680	7600

23	93	97	78	8649	9409	6084	7254	7566
24	90	91	78	8100	8281	6084	7020	7098
25	85	90	68	7225	8100	4624	5780	6120
26	95	94	78	9025	8836	6084	7410	7332
27	91	94	75	8281	8836	5625	6825	7050
28	87	99	65	7569	9801	4225	5655	6435
29	96	97	80	9216	9409	6400	7680	7760
30	88	85	70	7744	7225	4900	6160	5950
31	92	88	73	8464	7744	5329	6716	6424
32	97	93	80	9409	8649	6400	7760	7440
33	76	79	53	5776	6241	2809	4028	4187
34	87	93	73	7569	8649	5329	6351	6789
35	83	82	73	6889	6724	5329	6059	5986
36	78	79	53	6084	6241	2809	4134	4187
37	80	74	60	6400	5476	3600	4800	4440
38	80	79	60	6400	6241	3600	4800	4740
39	82	83	63	6724	6889	3969	5166	5229
40	80	75	58	6400	5625	3364	4640	4350
	3510	3481	2750	309382	304895	191690	242868	241123
MIN	76	74	53					
MAX	98	99	80					

$$\Sigma X_1 = 3510$$

$$\Sigma X_2 = 3481$$

$$\Sigma Y = 2750$$

$$\Sigma X_1^2 = 309382$$

$$\Sigma X_2^2 = 304895$$

$$\Sigma Y^2 = 191690$$

$$\Sigma X_1 \cdot X_2 \cdot Y = 21380885$$

$$N = 40$$

1. The statistic number of correlation between Reading Interest (X_1) and Reading skill (Y) entered to the product moment:

Formula :

$$r_{ii} = \frac{N\Sigma X_1 Y - (\Sigma X_1)(\Sigma Y)}{\sqrt{\{N\Sigma X_1^2 - (\Sigma X_1)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

r_{xy} = koefisien korelasi

X = variabel reading interest

Y = variabel reading skill

N = jumlah subjek

The statistic number entered to the product moment:

$$\begin{aligned} r_{ii} &= \frac{N\Sigma X_1 Y - (\Sigma X_1)(\Sigma Y)}{\sqrt{\{N\Sigma X_1^2 - (\Sigma X_1)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}} \\ &= \frac{40 \cdot 242868 - (3510)(2750)}{\sqrt{\{40 \cdot 309382 - (3510)^2\} \{40 \cdot 191690 - (2750)^2\}}} \\ &= \frac{9714720 - 9652500}{\sqrt{\{12375289 - 123201000\} \{7667600 - 7562500\}}} \\ &= \frac{62220}{\sqrt{55180 \cdot 105100}} \\ &= \frac{62220}{579941800} = \frac{62220}{76153.9} = 0,817 \end{aligned}$$

Based on the calculation, it is gotten the R_{x1y} is 0.817, then it related to the r_{table} with $N=40$ and the significantly 5% is 0,308 So it can be compared that r_{x1y} is bigger than r_{table} ($0.817 > 0,308$). It means that there is significantly positive correlation between students' reading interest and students' reading skill.

The coefficient of determination between reading interest and reading skill is 54.6%. The coefficient determination is gotten from $100\% = (0,817)^2 \times 100\% = 54.6\%$. It means that 54.6% variance of students reading skill is influenced by reading interest while the other 45.4% is contributes by other factors.

2. The statistic number of correlation between Self-Esteem (X_2) and Reading skill (Y) entered to the product moment:

Formula :

$$r_{ii} = \frac{N\Sigma X_2 Y - (\Sigma X_2)(\Sigma Y)}{\sqrt{\{N\Sigma X_2^2 - (\Sigma X_2)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

r_{xy} = koefisien korelasi

X = variabel self-esteem

Y = variabel reading skill

N = jumlah subjek

The statistic number entered to the product moment:

$$\begin{aligned} r_{ii} &= \frac{N\Sigma X_2 Y - (\Sigma X_2)(\Sigma Y)}{\sqrt{\{N\Sigma X_2^2 - (\Sigma X_2)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}} \\ &= \frac{40*241123 - (3481)(2750)}{\sqrt{\{40*304895 - (3481)^2\} \{40*191690 - (2750)^2\}}} \\ &= \frac{9644920 - 9572750}{\sqrt{\{40*304895 - (3481)^2\} \{40*191690 - (2750)^2\}}} \end{aligned}$$

$$\begin{aligned} & \sqrt{\{12195800 - 12117361\}\{7667600 - 7562500\}} \\ &= \frac{72170}{\sqrt{78439 \cdot 105100}} \\ &= \frac{72170}{8243938900} = \frac{72170}{90796.13} = 0.795 \end{aligned}$$

Based on the calculation, it is gotten the R_{x_2y} is 0.795, then it related to the r_{table} with $N=40$ and the significantly 5% is 0.308. So it can be compared that r_{x_2y} is bigger than r_{table} ($0.795 > 0.308$). It means that there is significantly positive correlation between students' self-esteem and students' reading skill.

The coefficient of determination between reading interest and reading skill is 63.2%. The coefficient determination is gotten from $100\% = (0.795)^2 \times 100\% = 63.2\%$. It means that 63.2% variance of students reading skill is influenced by self-esteem while the other 36.8% is contributes by other factors.

3. The statistic number of correlation between Reading Interest (X_1), Self-Esteem (X_2) and Reading skill (Y) entered to the product moment:

Formula :

$$r_{ij} = \sqrt{\frac{(r^2_{x_1y} + r^2_{x_2y}) - (2r_{x_1y} * r_{x_2y} * r_{x_1x_2})}{1 - r^2_{x_1x_2}}}$$

r_{xy} = koefisien korelasi

X_1 = variabel reading interest

X_2 = variabel self-esteem

Y = variabel reading skill

N = jumlah subjek

The statistic number entered to the product moment:

$$\begin{aligned}
 r_{ii} &= \sqrt{\frac{(0.8172 + 0.7952) - (2 * 0.817 + 0.795 + 0.780)}{1 - 0.780^2}} \\
 &= \sqrt{\frac{(0.667489 + 0.632025) - (1.0132434)}{1 - 0.6084}} \\
 &= \sqrt{\frac{1.299514 - 1.0132434}{0.3916}} = \sqrt{\frac{0.2862706}{0.3916}} = \sqrt{0.73102809} = 0.855
 \end{aligned}$$

Based on the calculation, it is gotten the $r_{x_1x_2y}$ is 0.855, then it related to the r_{table} with $N=40$ and the significantly 5% is 0.308. So it can be compared that $r_{x_1x_2y}$ is bigger than r_{table} ($0.855 > 0.308$). It means that there is significantly positive correlation between students' reading interest, students' self-esteem and students' reading skill.

The coefficient of determination between reading interest and reading skill is 73.1%. The coefficient determination is gotten from $100\% = (0.795)^2 \times 100\% = 73.1\%$. It means that 73.1% variance of students reading skill is influenced by self-esteem and reading interest while the other 26.9% is contributes by other factors.

4. The statistic number of correlation between Reading Interest (X_1) and Self-Esteem (X_2)

Formula :

$$r_{ii} = \frac{N\Sigma X_1 X_2 - (\Sigma X_1)(\Sigma X_2)}{\sqrt{\{N\Sigma X_1^2 - (\Sigma X_1)^2\} \{N\Sigma X_2^2 - (\Sigma X_2)^2\}}}$$

$r_{x_1x_2}$ = koefisien korelasi

X_1 = variabel reading interest

X_2 = variabel self-esteem

N = jumlah subjek

The statistic number entered to the product moment:

$$\begin{aligned}
 r_{ii} &= \frac{N\sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{\{N\sum X_1^2 - (\sum X_1)^2\} \{N\sum X_2^2 - (\sum X_2)^2\}}} \\
 &= \frac{40*306741 - (3510)(3481)}{\sqrt{\{40*309382 - (3510)^2\} \{40*304895 - (3481)^2\}}} \\
 &= \frac{12269640 - 12218310}{\sqrt{\{12375280 - 12320100\} \{12195800 - 12117361\}}} \\
 &= \frac{51330}{\sqrt{55180*78439}} \\
 &= \frac{51330}{4328264020} = \frac{51330}{65789.54} = 0.780
 \end{aligned}$$

Based on the calculation, it is gotten the R_{x_2y} is 0.780, then it related to the r_{table} with $N=40$ and the significantly 5% is 0.308. So it can be compared that $r_{x_1x_2}$ is bigger than r_{table} ($0.780 > 0.308$). It means that there is significantly positive correlation between students' self-esteem and students' reading interest.

Appendix 31

The result of students' reading interest, students' self-esteem and reading skill test (main data)

No	Name	Reading interest	Self-esteem	Reading skill
1	L	84	74	63
2	NA	88	90	70
3	S	95	91	75
4	SNL	80	78	58
5	SPR	85	87	65
6	YO	94	91	75
7	TW	78	79	55
8	RM	85	80	65
9	SL	85	83	68
10	M	89	87	70
11	Sc	90	89	63
12	PNC	86	92	75
13	SVP	88	90	68
14	T	87	80	58
15	FRH	95	83	68
16	H	89	85	60
17	SPW	94	96	78
18	FM	89	85	65
19	F	99	98	80
20	PANF	92	94	80
21	ANF	82	82	73
22	FRS	96	95	80
23	YMAM	93	97	78
24	RNP	90	91	78

25	DA	85	90	68
26	AF	95	94	78
27	FE	91	94	75
28	SPP	87	99	65
29	WDCS	96	97	80
30	TEKW	88	85	70
31	NLS	92	88	73
32	RP	97	93	80
33	SF	76	79	53
34	TW	87	93	73
35	AFI	83	82	73
36	AF	78	79	53
37	AN	80	74	60
38	E	80	79	60
39	AO	82	83	63
40	AAS	80	75	58