

**THE CORRELATION STUDY BETWEEN STUDENTS' INTEREST IN  
READING AND LISTENING ABILITY TOWARD ENGLISH  
PRONUNCIATION OF ELEVENTH GRADE STUDENTS OF SMK  
MUHAMMADIYAH 5 MIRI IN THE ACADEMIC YEAR OF 2018/2019**

**THESIS**

**Submitted as a Partial Requirements**

**For the Undergraduate Degree in English Education Department**



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


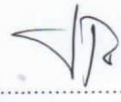
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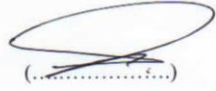
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RATIFICATION

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## **DEDICATION**

This thesis is dedicated to:

My Beloved Mother, Kusmini

My Beloved Husband, Yoga Adi Suranto

My Brother, Aron Nur Ilahi

And All of My Friends and Family

Thanks for the encouragement and love.

## MOTTOS

Dream, Believe And Make it Happen.

~Agnes Mo~

It always seems imposible until it's done.

~Nelson Mandela~

Life can get hard and things can go wrong but you just got to stand up and stay strong.

~Joker~

## PRONUNCEMENT

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I hereby sincerely state that the thesis entitled "The Correlation Study between Students' Interest in Reading and Listening Ability Toward English Pronunciation of Eleventh Grade Students of SMK Muhammadiyah 5 Miri In The Academic Year Of 2018/2019" is my real masterpiece. The things out in this thesis are signed by citation and referred in bibliography.

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

Surakarta, January 3<sup>rd</sup> 2020

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The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, January 3<sup>rd</sup> 2020

The Researcher,



Chindy Zarra Kuswara



## TABLE OF CONTENT

TITLE.....	i
ADVISORS SHEET.....	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO.....	v
PRONOUNCEMENT.....	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENT.....	ix
ABSTRACT.....	xi
LIST OF TABLE.....	xiii
CHAPTER I: INTRODUCTION.....	1
A. Background of Study.....	1
B. The Identification of Problem.....	6
C. The Limitation Of Problem.....	6
D. The Problem Formulations.....	7
E. The Objective of Study.....	7
F. The benefit of Study.....	8
G. The definitions of Key Terms.....	9
CHAPTER II: REVIEW ON RELATED LITERATURE.....	10
A. Theoretical Description.....	10
B. Previous Studies.....	38
C. Rationale.....	40
D. Hypothesis.....	41
CHAPTER III: METHOD OF RESEARCH.....	42
A. Research Method.....	42
B. Place and Time of The Research.....	43
C. Population, Sample and Sampling of the Research.....	45
D. Technique of Collecting of Data.....	48
E. Technique of Analyzing Data.....	59

F. Hypothesis Testing.....	64
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	69
A. Finding.....	69
B. Discussion.....	97
CHAPTER V: CONCLUSION AND SUGGESTIONS.....	105
A. Conclusion.....	105
B. Suggestion.....	106
C. Implication.....	108
BIBLIOGRAPHY.....	109
APPENDICES.....	111

## ABSTRACT

Chindy Zarra Kuswara. 2019. " *The Correlation Study between Students' Interest in Reading and Listening ability Toward English Pronunciation of Eleventh Grade Students of SMK Muhammadiyah 5 Miri In The Academic Year Of 2018/2019*. Thesis. English Language Education Cultures and Languages Faculty.

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In this research, the researcher examined The Correlation Study between Students' Interest in Reading and Listening ability Toward English Pronunciation of Eleventh Grade Students of SMK Muhammadiyah 5 Miri in the Academic Year of 2018/2019. The aim of the research was to find out whether or not there is any significant correlation between students' interest in reading and pronunciation. To find out whether or not there is any significant correlation between students' listening and pronunciation. To find out whether or not there is any significant correlation between students' interest in Reading and students' listening ability toward pronunciation.

This is a quantitative research. The researcher used correlational research design. The research was conducted at SMK Muhammadiyah 5 Miri started from March 21<sup>st</sup> until April 6<sup>th</sup> 2017. The population of this research is all the Eleventh Grade Students of SMK Muhammadiyah 5 Miri in the Academic Year of 2018/2019. The sum of population is 120 students. The sample of test in this study is 60 students that consist of TKJ A and TKJ B. The sampling technique that used is proportionate cluster random sampling. The techniques of collecting data used the tests and questionnaire. The techniques of analyzing data used simple and multiple linear regression and person product moment formula. To test the hypothesis, the researcher used SPSS 20 for windows.

This research can be categorized as correlation method which studies the correlation between two or more variables. In this research, the researcher examined the relationship between three variables: two independent variables (X) and one dependent variable(Y).For the first hypothesis is known if the correlation between interets in reading and students' pronunciation is positive because the result of the computation shows that the correlation coefficient (r) between interest in reading (X1) and students' pronunciation (Y) is 0.532. It is higher than r table for N = 60 is 0.213. Then, at the level of significant 0.05 and the number of respondents are 60, the sig. (2-tailed) is 0.000. It is lower than 0.05. Therefore, the correlation is significant and it has a strong correlation. The second hypothesis of this research is that there is a positive correlation between listening ability and students' Pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri because the coefficient correlation between listening ability (X2) and English Pronunciation ( Y ) or  $r_{x_2y}$  is 0.548. The coefficient of correlation table (  $r_{table}$  ) for N = 60 at the level of significant  $\alpha = 0.05$  is 0.102.The third hypothesis of the

research is there is a positive correlation between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) at the eleventh grade students of SMK Muhammadiyah 5 Miri. Because the result of computation shows that the correlation coefficient (R) between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) is 0.552. To test the significance of the R, the researcher uses F-test. From the computation, it can be seen that F-obtained is 100.371. The value is then consulted to F-table is 3.11 at the level of significance  $\alpha = 0.05$ .

## LIST OF TABLE

Table 2.1 The Indicator of Pronunciation.....	16
Table 2.2 Mouth Position.....	18
Table 2.3 Phonetic Symbols.....	19
Table 3.1 The Relationship of Three Variables.....	43
Table 3.2 Time of Research .....	44
Table 3.3 the sample of the research .....	46
Table 3.4 the Scoring of Students' Interest in Reading .....	49
Table 3.5 The Blue Print of the Try out of Research Instruments of $X_1$ .....	50
Table 3.6 The blue print of the Test of the research instruments of $X_1$ .....	50
Table 3.7 Categories Score of Listening.....	51
Table 3.8 The blue print of the Test of the research instruments of $X_2$ .....	52
Table 3.9 Categories Score of Pronunciation.....	52
Table 3.10 The blue print of the Test of the research instruments of Y .....	53
Table 3.11 the validity of $X_1$ .....	54
Table 3.12. The Reliability of Coefficient Criteria.....	58
Table 3.13 The Result of the Reliability of $X_1$ .....	58
Table 3.14 the Interpretation of r value.....	65
Table 4.1 The computation of Mean, Median Mode.....	69
Table 4.2 The Frequency of distribution $X_1$ .....	71
Table 4.3 Histogram of $X_1$ .....	74
Table 4.4 The Frequency of distribution $X_2$ .....	75
Table 4.5 Histogram of $X_2$ .....	78
Table 4.6 The Frequency of distribution Y.....	79

Table 4.7 Histogram of Y.....	82
Table 4.8 Test of Normality.....	83
Table 4.9 Linearity of $X_1$ and Y.....	86
Table 4.10 Linearity of $X_2$ and Y.....	87
Table 4.11 The correlation of $X_1$ and Y.....	89
Table 4.12 Simple Linear Regretion of $X_1$ and Y.....	90
Table 4.13 The correlation of $X_2$ and Y.....	92
Table 4.14 Simple Linear Regretion of $X_2$ and Y.....	93
Table 4.15 Multiple correlation of $X_1$ , $X_2$ , and Y.....	95
Table 4.16 Multiple Linear regretio of $X_1$ , $X_2$ , and Y.....	96

# CHAPTER I

## INTRODUCTION

### **A. Background of study**

Pronunciation is a key element of the learning of oral skills in a second language. The role it plays in an English language program varies and the amount of time and effort devoted to it seems to depend to a large degree on the individual teacher. This means that it may or may not form part of regular classroom activity or student self-study. However, students often cite pronunciation as being very important and a priority for them (Willing, 1988). A review of Australian studies of teacher attitudes and practices revealed that pronunciation is an area that some teachers avoid or are reluctant to teach.

Kriedler (1989) states that correct and clear pronunciation are considerably important in language learning. Without them, learners may not be understood and may be poorly perceived by other English speakers. They need to have confidence in their ability to speak. They have a good pronunciation takes time to build up, as there are many factors involved. Learners need to hear a lot of English before they can develop a feel for the sounds of English.

Proper pronunciation and ability to understand other speakers can be of paramount importance for any English language learner. For good or bad, pronunciation is the most noticeable factor when people communicate for the first time. As a matter of fact, learning the skills and components of English

language is somehow dependent on pronunciation for instance vocabulary learning is achieved by pronunciation processing of words. Delivery of speaking and listening is also through the medium of pronunciation (Gass & Selinker, 2001). Whether we like it or not, English pronunciation is considered as an indicator of English proficiency in many EFL contexts. A.S Hornby (1974: P. 473) said that pronunciation is also “the act or manner of pronouncing something, articulate utterance or the way or ways in which a unit of language is usually spoken or on the basis of analogy probably would be spoken by persons qualified by education or otherwise to be speakers worthy of imitation.

According to another researcher, in the research of “*Correlation between Listening skill and Pronunciation Accuracy*” by Hanistiya (2007), pronunciation has often been viewed as a skill in second language learning that is most important to improve and therefore the least useful to learn nowadays, pronunciation tends to be emphasized in language learning, an explicit instruction in this aspect of language considered as representing outmoded education practice. In learning pronunciation there are subjects that can improve the student’s pronunciation, such as a listening. Listening ability has a big influence to student’s pronunciation. This is obvious and reasonable, as it is difficult indeed for one to produce a good pronunciation when students have never heard of it before.



According to (Wilga M. Rivers: 2000) “it is obvious that the students should hear it correctly before endeavoring to reproduce it”. In addition, to achieve such fluency, it suggested that a student should listen to a certain speech many times, repeatedly. According to Rothwell, J. Dan (2010), listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and nonverbal component. Listening is an essential part of the communication process. Students spent the majority of each school day listening and much of what students know is acquired through listening (Rost, 2000). It is a term daily used without giving it much thought. It is suggested that listening can be done in a narrow and limited way, or it can be done in a way that enriches communication (Goodwin, 1994) said that listening is not merely not talking, it means taking a vigorous human interest in what is being told us. You can listen like blank mall or like a splendid auditorium where every sound comes back fuller and richer, Miller, J.S (2012).

According to Smith, (2002) in learning language students should have a stronger motivation from themselves. The motivation can be many aspects such as interesting to something. This research will find the correlation between students reading interest and pronunciation. Reading plays an important role for language acquisition. When students are provided with comprehensible linguistic inputs, the foreign language will stick in their minds as part of the language acquisition process. When reading texts are very interesting and engaging, the acquisition process will be more successful (Fauzan, 2010: 32).

According to Tingker Badawi (2005: 10), reading interest is self-inclination gained gradually to responds something selectively and positively, and

followed by satisfied feeling to particular object which is read. While, Rachman (1985: 11) stated that reading interest is the strong curiosity from someone with the consciousness or not which can be satisfied through reading. According to McKool (2007), reading interest is defined as readings done when students are outside the school compound. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials.

According to research conducted by Zurina Khairuddin (2013) reading interest has a strong positive relationship with the success of students both in school and life also become the way to improving their pronunciation. When students read, they will gain more knowledge and they will study the correct pronunciation in many times and always repeat the word.

One of many studies about pronunciation was about students' errors in pronouncing English voiced stops in words final position. This study was conducted by Muis (2008); his object study was the tenth grade students of SMA Al Asror Patemon Gunung Pati Semarang. He found out that the students had problems in pronouncing English voiced stops. He analyzed the students' mastery in pronunciation using Tinambunan's criterion. Then, the percentage showed that the students are still very poor in pronouncing English voiced stops in word final position (because only 435 out of 990 utterances or 43.9% utterances were correct), they faced difficulty in pronouncing the sound.

The other research was conducted by Febriani (2007), on the eleventh-grade of language class of SMA Kesatrian 1 Semarang in the academic year of 2006/2007. It was about listening skill to improve student's pronunciation. Based

on the research, most of those students in SMA Kesatrian were not able to pronounce them properly (26.96%). She used listening to improve the student's pronunciation.

The next research was done by Kusumaningrum (2008). It was about students' ability in pronouncing weak forms of English words at the sixth semester students of English Department of Semarang State University in the academic year of 2007/2008. She try to find out the students interest in reading, and how far that variable can improve student's pronunciation. Fron her research it can be seen that was 40% from reading interest on improving pronunciation ability.

According to the background of the study, the researcher is interested in carrying out the research dealing with listening skill and student's interest in reading toward pronunciation. The reason why the researcher took the title is because those variables are important for the students if they want to be able in speaking English. The researcher will find out how strong this correlation. The researcher will carry out the research in SMK Muhammadiyah 5 Miri. The researcher takes the eleventh students as the population and takes 50% students for sample. SMK Muhammadiyah 5 Miri is located at Jl. Solo-Purwodadi KM 26 Soko, Miri, Sragen. SMK Muhammadiyah 5 Miri is one of the favorite schools in Miri, Sragen. The school has a good method on teach students on listening and pronunciation. The teacher is modern and still young. It makes the English class more interested for the students.

Based on the explanation above, the researcher take the research with the title: **THE CORRELATION STUDY BETWEEN STUDENTS' INTEREST IN READING AND LISTENING ABILITY TOWARD ENGLISH**

## **PRONUNCIATION OF ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 5 MIRI IN THE ACADEMIC YEAR OF 2018/2019**

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

Based on the background of the study, there are many problems that may arise. The problems are as follows:

1. What are the factors which influence the student's English pronunciation?
2. How far is the correlation between the student's listening ability and English pronunciation?
3. How far is the correlation between the student's interests in reading and English pronunciation?
4. How far is the correlation between listening ability and the student's interest in reading toward English pronunciation?

### **C. Limitation of the problem**

This study focuses on three variables there are student's listening ability and student's interest in Reading as independent variable whereas for dependent variable is English pronunciation. Therefore, the researcher limited this study to analyzed a correlation among student's listening ability and student's interest in reading toward English pronunciation of eleventh grade students of SMK Muhammadiyah 5 Miri in the Academic years 2018/2019.

#### **D. Problems formulation**

The problems are formulated as follows:

1. Is there significant correlation between students' listening ability and English pronunciation of eleventh grade students of SMK Muhammadiyah 5 Miri?
2. Is there significant correlation between students' interest in Reading and English pronunciation of eleventh grade students of SMK Muhammadiyah 5 Miri?
3. Is there significant correlation between students' listening ability and students' interest in reading toward English pronunciation of eleventh grade students of SMK Muhammadiyah 5 Miri?

#### **E. The objective of the study**

1. To discover whether or not there is significant correlation between students' listening ability and English pronunciation of eleventh grade students of SMK Muhammadiyah 5 Miri.
2. To discover whether or not there is significant correlation between students' interest in reading and English pronunciation of eleventh grade students of SMK Muhammadiyah 5 Miri.
3. To discover whether or not there is significant correlation between students' listening ability and students' interest in reading toward English pronunciation of eleventh grade students of SMK Muhammadiyah 5 Miri.

## **F. The benefit of the study**

The benefits of the research result are as follows:

### **1. Theoretical Benefit**

The researcher hopes that this research would become learning perspective and solving problem in teaching learning English especially on pronunciation. Meanwhile, it also found of a correlation between The Correlation Study between Listening ability and Students' Interest in Reading toward English Pronunciation.

### **2. Practical Benefit**

#### **a. For the students**

- 1) To help the students more thoughtful in listening so they can improve their English pronunciation.
- 2) To help students increase their interest in reading English text, so they can know a lot of knowledge in English.
- 3) To help students in English pronunciation, can improve their pronouns so they can read vocab correctly.

#### **b. For the teacher**

- 1) To help the teacher to improve students' listening through improving their Interest in learning English.
- 2) To help teacher in teaching listening, so they can more creative when give a listening lesson.

## **G. Definition of the key term**

### **1. Listening ability**

According to Robert DeKeyser (2007), listening ability is aptitude on listen and learn a second language that was become important component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and nonverbal component.

### **2. Interest in reading**

According to Mc Kool (2007), reading interest is defined as readings done when students are outside the school compound. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres English and types of English reading materials.

### **3. English Pronunciation**

A.S Hornby (1974: P. 473) said that pronunciation is also “the act or manner of pronouncing something, articulate utterance or the way or ways in which a unit of language is usually spoken or on the basis of analogy probably would be spoken by persons qualified by education or otherwise to be speakers worthy or imitation.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

#### **A. Theoretical Description**

##### **1. Definition of Pronunciation**

Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning. Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

Pronunciation is a key element of the learning of oral skills in a second language. The role it plays in an English language program varies and the amount of time and effort devoted to it seems to depend to a large degree on the individual teacher. This means that it may or may not form part of regular classroom activity or student self-study.



However, students often cite pronunciation as being very important and a priority for them (Willing, 1988). A review of Australian studies of teacher attitudes and practices revealed that pronunciation is an area that some teachers avoid or are reluctant to teach.

Pronunciation is the foundation of speaking. English, both written and spoken, has been accepted as the dominant means of communication for most of the world but some misunderstandings have been caused by inappropriate pronunciation (Yong, 2004). Poor pronunciation can condemn learners to less social, academic and work advancement than they deserved (Fraser, 1999, 2000). Good pronunciation may make the communication easier and more relaxed and thus more successful (Dan, 2006). Almost all learners rate pronunciation as a priority and an area in which they need more guidance (Willing, 1993; Australian Bureau of Statistics, 1997). Although the study of foreign accents has always been a fascination for some researchers, the teaching of pronunciation and oral skills in general in foreign and second language classrooms has often been low on the list of priorities (Peterson, 2000).

Kriedler (1989) states that correct and clear pronunciation are considerably important in language learning. Without them, learners may not be understood and may be poorly perceived by other English speakers. They need to have confidence in their ability to speak. They have a good pronunciation takes time to build up, as there are many factors involved. Learners need to hear a lot of English before they can

develop a feel for the sounds of English. The learners become more confident and motivated in learning the language because of the teaching aids and materials such as tape recordings of native speakers, pictures of mouth and articulations used in the class along with the provision positive reinforcement.

(Phinit-Akson, 2002; Quilter, 2002; Estrada & Streiff, 2002; Wu, 2002; and Jay, 1966) Pronunciation is a too important factor in the speech process (spoken language) when the speaker achieves the goal to communicate effectively by being understood. The speech process is a process that involves several stages, beginning with the speaker's ideas and ending with the understanding of those ideas by the listener (Dauer, 1993). Dauer (1993:8) states that the speaker thinks, decides what he or she is going to say and puts the ideas into words and sentences of a particular language. The speaker's brain then transforms the words and sentences into nerve impulses that it sends to the muscles in the speech organs. The speaker's speech organs move. The lungs push air up through the larynx and into the mouth and nose. The air is shaped by the tongue and lips and comes out of the speaker's mouth as sound waves. The sound travels through the air. Sometimes, the sound is changed into electrical signals, as in a telephone or tape recorder, and then is changed back into sound waves by an electronic speaker. The listener hears the sounds when the sound waves hit his or her ear. The ear changes the sound waves into nerve impulses and sends them to the brain. Then the listener can understand the message.

The listener's brain identifies specific speech sounds, interprets them as words and sentences of a particular language, and figures out their meaning. The importance of good pronunciation starts from the process of the speech organs move (pronunciation) which is related to the proficiency of the speakers until the sounds travels through the air.

a. The strategies of Pronunciation

Learners need to be taught pronunciation, as all other aspects of language, in a communicative method. Though communicative methods for teaching vocabulary, grammar and pragmatics have been around for decades, there has been little development of a communicative method for pronunciation teaching. We consider here some aspects of what is involved in a communicative approach to pronunciation. One thing learners need is teachers with confidence to assure them that the communicative methods do fulfill their needs. Some learners believe that what they need is instruction in the articulation of specific English sounds. Some teachers justify a focus on articulation with reference to the learners' desire for this information. As a whole, what learners need are as follows:

1) *Conversation*

What learners most want (Willing, 1993; Volkoff & Golding, 1998) - and what will help them most - is plenty of authentic conversation practice (Burns & Joyce, 1997),

supplemented by expert guidance on how to understand and correct their mistakes. Teachers can help with strategies for how to initiate and maintain conversation with native speakers outside the classroom, but ultimately this is something that learners have to do themselves. They can be greatly helped or hindered in this by the attitudes of the native speakers with whom they interact. Native speakers who encourage conversation, and are not themselves awkward in cross cultural communication, are one of the biggest boons a learner can have.

## 2) *Drilling*

Learners also need considerable drilling and repetition - but this must directly exercise the speech that they will actually use in real life. Old fashioned drilling of sounds and minimal pairs or more modern practice with chants and tongue twisters is useful only in so far as it is directly related in the learners' minds with the speech that they will actually use outside the classroom.

## 3) *Expert guidance*

Essentially what learners need to do to pronounce a new language in a way that is easily intelligible to its native speakers is to stop thinking about speech in terms of the categories of their first language and start thinking about it in terms that are appropriate to the new language. If they can do this, even though the exact realization of some of the sounds is

likely to be a bit ‘foreign’, their meaning will be evident. Learners are most helped by teachers who themselves can appreciate and imaginatively explore what the sounds seem like to learners, gradually leading them to more appropriate ways of thinking about English pronunciation. Indeed some of the most gifted teachers are probably those who are themselves good at pronunciation and have an openness to hearing sounds in different ways but this in itself is not enough for teachers. It is also necessary to be able to articulate what one does.

This requires understanding of cross-language - as well as English - phonetics and phonology, and of speech perception and production (psycholinguistics). It also requires an ability beyond simple reproduction of this knowledge in technical terms which are unlikely to be meaningful to learners. Where a learner has difficulty in pronouncing specific sounds or sound sequences of English, they need *appropriate* description of how to *think* about the sounds in terms they can understand and ‘latch on to’. They need to be terms based on the way the learner thinks about the sounds, not the way English speakers do. A variety of ‘tricks’ can be found for most learners (Burns & Joyce, 1997).

#### 4) *Critical listening*

Learners need ample opportunity to listen to their own speech and that of fellow learners in comparison with that of

native speakers, and to learn to distinguish the aspects of learner pronunciation that make comprehension difficult for NSs. Listening to your own speech as you are speaking is very difficult. So is discussion of particular aspects of the pronunciation of a phrase or sentence which has just disappeared into thin air. For these reasons it is essential for learners and teachers to work with recorded voices so that the speech they are discussing is external to both of them, and can be referred to objectively without distortion. Computer technology makes this type of recording and play back extremely easy.

b. Indicator of Pronunciation

According to Burns & Joyce, (1997) there are some indicators of pronunciation:

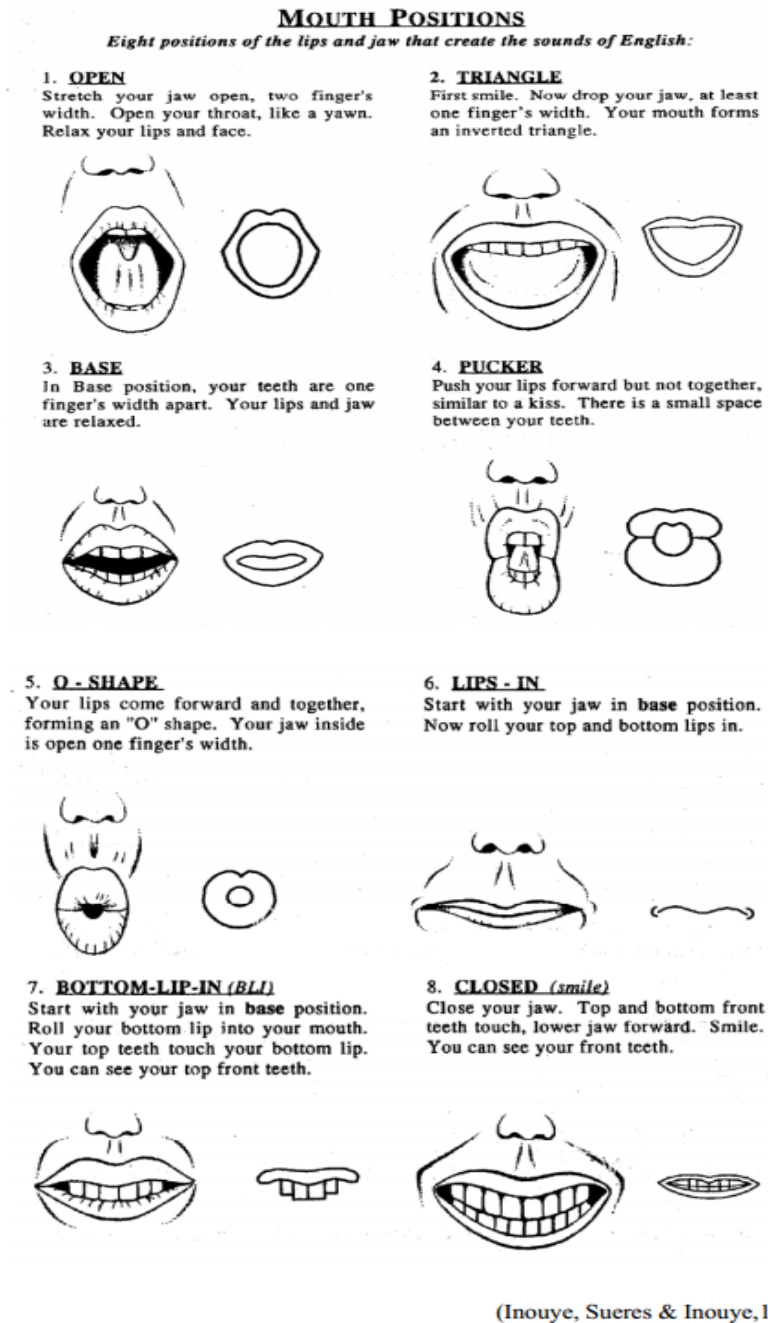
**Table 2.1***The indicator of pronunciation*

<b>Pronunciation feature</b>	<b>Focus of lingua franca core</b>	<b>Focus for teaching American English pronunciation</b>
Consonantal inventory	All consonant sounds except /t/, /d/, and /l/	All consonant sounds in English
Phonetic realizations	Aspiration after /p/, /t/, /k/; Appropriate vowel length before consonants (e.g., /b/p/, /v/f/, /z/s/)	Aspiration after /p/, /t/, /k/; Appropriate vowel length before consonants (e.g., /b/p/, /v/f/, /z/s/)
Consonant clusters	Preserve consonant clusters word initially (e.g., <i>stop</i> ) and	Preserve consonant clusters word initially (e.g., <i>stop</i> ) and medially

	medially (e.g., <i>sister</i> )	(e.g., <i>sister</i> )
Vowel quantity	Consistent regional qualities can be preserved (e.g., Singaporean English vowel pronunciation)	Consistent regional qualities can be preserved (e.g., if teaching English in the South, southern vowels will be taught)
Weak forms of vowels	Contrast between weak and strong forms (e.g., <i>I can</i> [kin] <i>swim/I can't</i> [kant] <i>dance</i> )	Contrast between weak and strong forms (e.g., <i>I can</i> [kin] <i>swim/I can't</i> [kant] <i>dance</i> )
Stress-timed rhythm	Not necessary to teach; use rhythm of the regional variety of English	Stress timing of American English rhythm (e.g., where major stress in words, phrases, and sentences falls: <i>Iam sick</i> )
Word stress	Difficult to teach in some areas of the world where the variety of English used is syllable timed	Needed in American English (e.g., <i>project/project,object/object</i> )
Nuclear (tonic) stress	Important to teach the most prominent syllable in a sequence of pitches (e.g., <i>My sister bought a new dress</i> ; <i>dress</i> is the most important piece of information, so it carries the most stress)	Important to teach the most prominent syllable in a sequence of pitches (e.g., <i>My sister bought a new dress</i> ; <i>dress</i> is the most important piece of information, so it carries the most stress)

### c. Mouth Position

Figure 2.2 tell about the position when learners say some vowels or words in learning English.



**Figure 2.2 the mouth position**

According to the Inouye, Sueres & Inouye, (1996) the are some phonetic spelling in Learning English;



**Table 2.3 Phonetic Symbols**

Vowels		Consonants	
i:	ʌ	p	s
i	ɜ:	b	z
ɪ	ə	t	ʃ
e	eɪ	d	ʒ
æ	aɪ	k	h
ɑ:	əʊ	g	m
ɒ	aʊ	tʃ	n
ɔ:	ɔɪ	dʒ	ŋ
ʊ	ɪə	f	l
u:	eə	v	r
u	ʊə	θ	j
		ð	w

#### d. Testing of Pronunciation

There are some kinds of testing in pronunciation according to Cross ( 1991: 193 – 195 ) are as follows :

##### 1) Sound Discrimination

The test-takers listen to one word or sentence and circle the one they hear. The option should have similar pronunciation.

##### 2) Sound Comparison

The test-takers listen to a pair of words and indicate whether they are the same or different pronunciation.

### 3) Sound Definition

Test-takers listen to a word, and several different definitions including one that is correct for the word are given. Test-takers are asked to select the correct definition for the word they heard. It implies lexis and grammar knowledge.

### 4) Same Sound

The test-takers will listen to two same words and one different word. The test-taker should choose two same words.

### 5) Odd Man Out

This is an opposite of the same sound technique. The test-takers will listen to two same words and one different word. The test-taker should choose one different words.

### 6) Gap-Filling

Test-takers listen to a sentence and select from a set of words the one they hear.

### 7) Sound Recognition

Test-takers receive a set of card with words. The test-maker pronounces a certain word and the test-takers should show the card which contains word pronounced.

#### 8) Intonation Pattern

Test-takers listen and identify the speaker's intention according to his intonation pattern.

#### 9) Word Stress

The test-takers are given words then the test-makers pronounce the words. The test-takers should give the stress by underlining the syllabic.

## **2. Interest in Reading**

The point will discuss about the nature of reading interest, the nature of reading interest, the factor contributing to interest, The Development of reading Interest, and the indicator of students' reading instrument.

### a. Nature of reading instrument

Webster's dictionary (1974: 502) defined that interest is feeling of attentiveness or curiosity aroused by something; a particular feeling of the kind; as, varied intellectual interest; the power of quality in something which arouses such feeling; the position of being affected by something either to advantage or detriment; benefit of advantage; regard for one's own profit or advantage; self-interest. Hidi and Anderson (in Ellis, 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 readers more creative, so that the reader are reading actively and thinking about material.

Robinson (1975: 9) said that the important type of utilization is the development of the desire and need to turn to reading as a life time activity. It can be concluded that interest is the high heart tendency to center the attention or the activity toward a particular subject. Meanwhile, there are many opinions about the definition of reading interest. Tingker in Badawi (in Santosa, 2005: 10) gave his opinion that reading interest is self-inclination gained gradually to responds something selectively and positively, and followed by satisfied felling to particular object which is read. While, Rachman (1985: 11) stated that reading interest is the strong curiosity from someone with the consciousness or not which can be satisfied through reading.

Hidayat and Aisah (2013: 102) stated that reading interest is someone tendency to enjoy poured reading by wri so become an understood conclusion or abstract by reader. From some opinions

above, it can be conclude that reading interest is attention or someone's heart inclination to do reading activity.

b. Nature of Reading Interest

According to research conducted by Zurina Khairuddin (2013) reading interest has a strong positive relationship with the success of students both in school and life. When students read, they will gain more knowledge and this will help them to have wider and broader perspectives on certain issues. Accordingly, understanding students' reading interest in reading English materials and the factors that lead to having high or low reading interest will assist parents, teachers and the society to address students' reading needs more effectively and thus to raise their attainment in other skill especially when they learn foreign language. The awareness among these stakeholders on the importance of identifying students' reading interest towards reading in a second language can influence students' reading achievement, vocabukary, and pronunciation (Marohaini, 1989; McKenna &Kear, 1990).

c. Factor Contributing to Interest

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

Those are:

1) Home Background

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

2) The Level of Intelligence

The level of 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 intelligence yet there are exceptions at both ends of scale.

3) The level of Reading Ability

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

4) 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. Activities of a physical or mechanical kind than they rarely settle to reading books.

5) The kind of Guidance and Help

An important element in including children to start reading for pleasure and 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 kind of books available.

#### 6) 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 interest are not achieved overnight, but are developmental in nature and that any interest, therefore, must grow out of previous interests.
- d) Ability to read has a marked influence upon interest, and therefore materials must be appropriate to the child's reading level
- e) Activities designed to develop interest should be freed from attention to skill development.
- f) The material used for developing reading interests should come from all of the subject-matter areas of the elementary school grade if well rounded reading interests for factual as well as fictional materials are developed.

## 7) Indicator of the students' Reading Interest Instrument

Skinner (1984: 338) mentioned more in aspect of interest.

People are said to be interested in certain object if they have four aspects, namely:

### a) Pleasure

Pleasure seems to be derived from simply watching the movements of people and object. At the first, this activity is primarily biological, then perceptions occur and concepts begin to form. In this case, the psychological components become more important. The child learns to avoid those activities an unsatisfying and to repeat those that have proved to be worthwhile. In other words, pleasure will emerge ones interest to objects or people that satisfy him.

### b) Willingness

Willingness means to motivational desire that is directed to 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 the individual will appear.

### c) Consciousness

A person can be said to be interested in something if he/she has consciousness. He/she is conscious that he is



doing the learning activity. Consciousness can exist an individual when he has a will.

d) Attention

When a student observers an object, he perceives only what he pays attention to or is interested in. by seeing the students' attention, it can be known whether he is interest in the object or not.

The four aspects above are being the indicator in constructing questionnaire of students' interest in reading. The researcher can know the students' interest in reading through indicator pleasure, willingness, consciousness, and attention. From indicator pleasure, the researcher can know the students' reading interest because pleasure seems to be derived from simply watching the movements of people or object. From willingness, reading interest from the students will be known. Willingness means that a motivational desire that is directed to the purpose of life controlled by thought.

Students' interest in reading can also be known from their consciousness to read a particular English text and consciousness can exist in an individual when the students have a will. It also can be known from students' attention in an English text. Whether students try to comprehend the text or not. By knowing the students' attention from the result in answering the questionnaire. It can be known whether they are interested in the object or not. When students read an English text, they perceive only what they pay attention to.

From those theories above, the researcher constructed the questionnaire of the student's interest in reading English test from four aspect and four principles of interest. Those are: pleasure, willingness, consciousness, and attention.

### **3. Review on Listening Ability**

According to Richards (2008: 1), earlier views of listening showed it as the mastery of discrete skills or micro skills, such as recognizing cohesive in devices in texts, and identifying key words in a text. Later views of listening drew on the field of cognitive psychology, which introduced the notions of bottom – up and top – down processing and brought attention to the role of prior knowledge and schema in comprehension. Listening came to be seen as an interpretive process. At the same time, the fields of discourse analysis and conversational analysis revealed a great deal about the nature and organization of spoken discourse and led to a realization that reading written texts aloud could not provide a suitable basis for developing the abilities needed to process real – time authentic discourse. Hence, current views of listening emphasize the role of the listener, who is seen as an active participant in listening, employing strategies to facilitate, monitor, and evaluate his or her listening.

In school, students should have a command of an international language and should, with a minimum of effort, be able to acquire a receptive knowledge of several tertiary languages. Krashen's notion of the silent period, during which the learner receives contextualized

input and is not expected to speak unless he/she wishes to do so, and the mentalists' belief in acquisition rather than learning tend to support the view that the teaching of listening is beneficial to the language learning process in general ( McErlain, 1999: 77).

Osada in walker (2014; 167) states that the skill of listening didn't receive adequate acknowledgement as a skill in its own right, but rather was long "regarded as a passive skill, (...) an ability that would develop without assistance". It is conducting to a shift in listening skills being viewed as a passive skill to being viewed as elements which students should actively acquire. However, in walker (2014: 167-168), Vandergrift states with this newly found accreditation having only been proportioned very late on in comparison to the other three standardized language abilities (reading, writing and speaking), listening abilities have been rendered the "least researched of all four language skills".

Listening is often erroneously considered a passive skill. In fact, in order to decode the message that the speaker is delivering, the listener must actively contribute knowledge from both linguistic and non-linguistic sources. This view of listening would involve the learner in listening to the message, without paying attention to its component elements McErlain (1999:78).

Forrest (1980) in McErlain (1999:78) also maintains that the carryover from listening to speaking and writing, again showing that listening abilities benefits the student's other language skills. Listening

is an important medium of information gathering in our society, and listening abilities, while important during the student's university career, are also needed throughout his/her professional life.

a. Listening Purpose

Different kinds of listening purposes according to Brewser Ellis and Girard (2003: 99) are as follows:

- 1) To physically settle pupils: to call them when they are too boisterous. There will often be some form of mental engagement.
- 2) To stir pupils: to stimulate or allow them to physically 'let off steam' if they seem bored or tired
- 3) To improve the general listening attitude: listen for enjoyment, improve concentration span, or develop the memory.
- 4) To develop aspects of language: listening to improve pronunciation, stress, rhythm, and intonation, as well as familiarity with new words and structures.
- 5) To reinforce conceptual development: some spoken texts, such as stories, can act as useful revision for reinforcing concepts such as numbers, size, or cause and effect, which will have been covered in other areas of the school curriculum.
- 6) To interact with other: activities which encourage children to work with other require the learners to negotiate meaning by listening and asking questions, checking meaning, agreeing and so on.

- 7) To provide support for literacy: older children can be encouraged to make connections between spoken and written English by picking out written words or statements which are part of a spoken message.

b. Listening Process

According to Richards (2008; 3), to understand the nature of listening processes, we need to consider some of the characteristics of spoken discourse and the special problems they pose for listeners. Spoken discourse has very different characteristics from written discourse, and these differences can add a number of dimensions to our understanding of how we process speech. Spoken discourse has also been described as having a linear structure, compared to a hierarchical structure for written discourse. Whereas the unit of organization of written discourse is the sentence, spoken language is usually delivered one clause at a time, and longer utterances in conversation generally consist of several coordinated clauses.

Gilakjani and Ahmadi (2011: 979- 980) states that according to the cognitive comprehension theory, “schema” means an abstract textual structure that the listener uses to make sense of the given text. The listener makes use of linguistic and situational cues and also the expectation he/she has about the new input to evoke schemata. When a schema has been evoked, it will become a guiding structure in comprehension. The principle of schema leads to two fundamental modes of information processing: bottom-up processing and top-down processing. These two

processing intersect to develop an interactive processing. Thus, models for listening process fall into three types.

- 1) Bottom- up processing (first type of models) is activated by the new incoming data. The features of the data pass into system through the best fitting, bottom- level schemata. Schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds, from the smallest meaningful units (phonemes) to complete texts. Thus, phonemic units are decoded and connected together to construct words, words are connected together to construct phrases, phrases are connected together to construct utterances, and utterances are connected together to construct complete, meaningful text. However, bottom- up processing has its weak points. Understanding a text is an interactive process between the listener's previous knowledge and the text. Efficient comprehension that associates the textual material with listener's brain doesn't only depend on one's linguistic knowledge.
- 2) Top- down processing (the second type) is explained as employing background knowledge in comprehending the meaning of a message. In terms of listening, the listener actively constructs (or reconstructs) the original meaning of the speaker employing new input as clues. In this reconstruction process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what he/she hears. Context and situation involve such as knowledge of the topic at hand, the speaker or speakers, and their

correlation with the situation, as well as with each other and previous events. Besides, although the listener can trigger a schema, he might not have the suitable schema expected by the speaker.

- 3) The interactive processing (the third type) overcomes the disadvantages of bottom- up processing and top- down processing to augment the comprehension. Now more generally accepted that both top- down and bottom- up listening should be combined to enhance LC. Complex and simultaneous processing of background knowledge information, contextual information and linguistic information make comprehension and interpretation become easy. When the content of the material is familiar to the listener, he will employ his background knowledge at the same times to make predictions which will be proved by the new input. As opposed with this, if the listener is unfamiliar with the content of the listener text and deficient in language proficiency, he can only depend on his linguistic knowledge, especially the lexical and syntactical knowledge to make sense of the information.

c. Listening strategies

According to Richards (2008:11), successful listening can also be looked at in terms of the strategies the listener uses when listening. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. According to Brewster, Ellis, and Girard (2003: 100) some important listening strategies are;

- 1) Predicting; before learners listen to something, it is useful to encourage them to guess what they think will be listening to. While they are in the middle of listening, stop to ask them what they think might come next. In both cases this encourage learners to check whether their expectation matches the reality of what they hear, which helps to keep motivation high.
- 2) Working out the meaning from context: although the teacher might like to act out or even translate new words before the children listen to something, she also needs to encourage them to use pictures, their general knowledge, or the message itself to work out the meaning of unfamiliar words.
- 3) Recognizing discourse patterns and markers: words such as first, then, finally, or, but, and so, give important signals about what is coming next in a spoken text. Sequence markers are especially important in stories and instruction.

d. The Indicators of Listening Ability

According to brown (2000: 255-258) there are some indicators that the researcher uses for conduct the question:

1) Reactive

Learner simply listen the surface structure of an utterance for the sole purpose of repeating. While this kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor, aspect of an interactive, communication classroom. This role of the listener as merely a ‘type



recorder' is very limited because the listener is not generating meaning. About the only role that reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.

2) Intensive

Techniques whose only purpose on components (phonemes, words, intonation, discourse, markers, etc.) of discourse may be considered to be intensive in their requirement that students single out certain elements of spoken language.

3) Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language design to elicit immediate responses. The students' task in such listening is to process the teacher talk immediately and to fashion an appropriate reply.

4) Selective

In longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the students is not to process everything that was said, but rather to scan the material selectively for certain information.

5) Extensive

Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skills.

#### 6) Interactive

This is listening performance that can include all diverse types as learners actively participate in discussions, debates, conversation, role plays and other pair or group work. Their listening performance must be intricately integrated with speaking skill in the authentic give and take of communicative interchange.

### **4. The Relationship between Listening ability and English Pronunciation**

Listening abilities have a big influence on students' pronunciation. This is obvious and reasonable, as it is difficult indeed for students to produce a good pronunciation when she/he has never heard of it before. Wilga M. Rivers said "it is obvious that the students should hear it correctly before endeavoring to reproduce it". In addition, to achieve such fluency, it is suggested that a student should listen to a certain speech many times, repeatedly. It is said, "To aid students in retaining increasingly longer segments and later as a corollary in producing this longer segment, the students should listen to the same materials many times"

### **5. Relationship between Reading Interest and English Pronunciation.**

Lechmann (2007) states that through reading language learners will have vocabulary knowledge which will facilitate their speaking performance and their usage of structure in the target language will develop. Then, pronunciation knowledge should be mastered by the

students to improve their reading interest. According to Pennington & Richards (1986) students should struggle with unfamiliar consonants and they need to have long term memory of all those sounds and train their articulators to be able to pronounce a combination of those sounds in speech. Mastering vocabulary is one of the methods to be better in pronunciation in order to avoid misunderstanding issue. Koizumi (2010) predicted reading interest from vocabulary knowledge. It was found that reading could predict pronunciation. Mart (2012) conducted the research about developing pronunciation through reading and it was found that through reading the students could improve their pronunciation.

#### **6. Relationship between reading interest and listening ability toward English pronunciation.**

According to Subyakto & Nababan (1993, p.168) reading interest can be support the comprehension. The reason that they give are; a) reading interest improving self-confidence, b) the errors in pronounce the word in reading can be revision as soon as possible, it means that if the students make error in their pronounce the word or phrase, the teacher can revise it directly. When the students have strength in the reading interest, they fell more confidents to read aloud.

Moreover, according to Huang (2010 p.149) Reading aloud has five functions in foreign language; 1) Practice pronunciation, 2) Improve oral English, 3) Get deeper understanding, 4) Strengthen the knowledge and 5) Improve the classroom atmosphere. With read aloud students also can hear how to pronouns the correct word. It can be assumed that if the

students have streng in reading interest they will more confidents to read aloud, and if the students read aloud they can practice in listening so it can improve their pronunciation too.

## B. Previous Study

There are some researches in concerning on pronunciation which have conducted by the researchers. What are mentioned below will explain about the finding of those researches.

The first is a research entitled “*a correlation between listening skill and pronunciation accuracy.*” The research is conducted by *Hanistiya Eka Dasmiasi*, a student of State Islamic University Syarif Hidayatullah (2007). This research used a correlational design. The result of analysis shows that there is a positive correlation between listening skill and pronunciation. It shows that  $r_{x1y} = 0.266$ ; the relative contribution of listening skill and pronunciation is 23%. Regarding with the result, it can be concluded that students’ listening skill have positive correlation toward pronunciation.

The second is a research entitled “*The Correlation Study between The Student’s verbal Intelligence and The Student’s Interest in Reading toward Reading Skill of Eight Grade Students of MTs N Gemolong in the Academic year of 2015/2016.*” The research is conducted by *Rapita Asmara*. Using the same method, the result of the research shows there is a positive correlation between student’s verbal intelligence (X1) and interest in reading (X2) toward reading skill. It shows that  $r_{x1y} = 0.376$ ; the relative contribution of verbal intelligence and reading is 20%. There is a positive correlation between interest in reading and reading skill. The correlation

score  $r_{x_2y} = 0,654$ ; the relative contribution of verbal intelligence and reading interest is 30%. There is a positive correlation between students' verbal intelligence and reading interest toward reading skill. The score of correlation coefficient  $R = 0.454$ . The scale of coefficient determination  $R^2 = 0.454^2$ . Therefore, total effective contribution of the two dependent variables are 21 %. Regarding with the result, it can be concluded that the both of students' verbal intelligence and reading interest have positive correlation toward reading skill.

In line with two previous studies above, the researcher also conducts a research that concern on pronunciation. The similarity of this research is the research design used by the researcher. In this research, the researcher uses correlational study too.

The third previous research was done by Fitriana Nurul Khotimah (2016) with the title "*The Correlation Study Between Students' Interest in Reading English Text and listening skill Toward Pronunciation Accuracy at the Eight Grade Students of MTs N Surakarta II In the Academic Year of 2014/2016*" Thesis, Islamic Education and Teacher Training Faculty IAIN Surakarta. This research used a correlational design. The result of analysis shows that there is a positive correlation between students' interest in Reading English text and Pronunciation Accuracy. It shows that  $r_{x_1y} = 0.483$ ; the relative contribution of students' interest in Reading English text and Pronunciation Accuracy is 23%. There is a positive correlation between listening skill and Pronunciation Accuracy. The correlation score  $r_{x_2y} = 0.542$ ; the relative contribution of listening skill and

Pronunciation Accuracy is 29%. There is a positive correlation between students' Reading English interest and Listening skill toward Pronunciation Accuracy. The score of correlation coefficient  $R = 0.454$ . The scale of coefficient determination  $R^2 = 0.454^2$ . Therefore, total effective contribution of the two dependent variables are 21 %. Regarding with the result, it can be concluded that the both of students' Reading English interest and Listening skill toward Pronunciation Accuracy

Then, the differences of this research from each previous studies are the variables of the research. The second previous study examines the correlation between verbal intelligent and reading skill. In this research, the research wants to examine the correlation between reading interest and listening skill toward pronunciation.

### **C. Rational**

According to Nunan, (2001: 23) Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding, and the students also rarely listen to English word. Listening play an important thing on pronunciation, because when the students have a high score in listening, their pronunciation also improve too.

According to Fraser (2000), teacher should be provided with courses and materials that help them improve their pronunciation instruction. She continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction. Morley (1991) on

journal international of English Pronunciation Instruction post on November 2016, with reading English text students can be more sensitive in pronouns a word; they can improve their pronunciation when that is usually read a text. Read can help students to practice pronunciation. If the score of student's interest in reading is high it can make their pronunciation improve too.

The conclusion of the statement above is if the students' listening and the students' interest in reading are high, their pronunciation will improve.

#### **D. Hypothesis**

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

- a. Ha: There is a significant correlation between students' interest in reading and English pronunciation.
- b. Ha: There is a significant correlation between students' listening ability and English pronunciation.
- c. Ha: There is a significant correlation between students' interest in reading and listening ability toward English pronunciation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Method**

This research can be categorized as correlation method which studies the correlation between two or more variables. Correlation method is a method of which the goal is to describe the relation between two or more events or characteristics (Haloen and Santrock, 1999:20). The reason of choosing the method is the researcher wants to know the strength of the relation of two or more variables based on correlation coefficient.

There are three possible result of correlation study: a positive correlation, a negative correlation, and no correlation. The correlational coefficient is a measure of correlation strength and can range from  $-1.00$  to  $1.00$ . Perfect positive correlation would result in a score 1. Perfect negative correlation would result in  $-1$  (Nunan, 1992:39).

1. Positive correlations: both variables improve or decrease at the same time.

A correlation coefficient close to  $1.00$  indicates a strong positive correlation.

2. Negative correlations: indicates that as the amount of one variable improve, the other decrease. A correlation coefficient close to  $-1.00$  indicates a strong negative correlation.

3. No correlation: indicates have no relationship between the two variables.

A correlation coefficient of  $0$  indicates no correlation

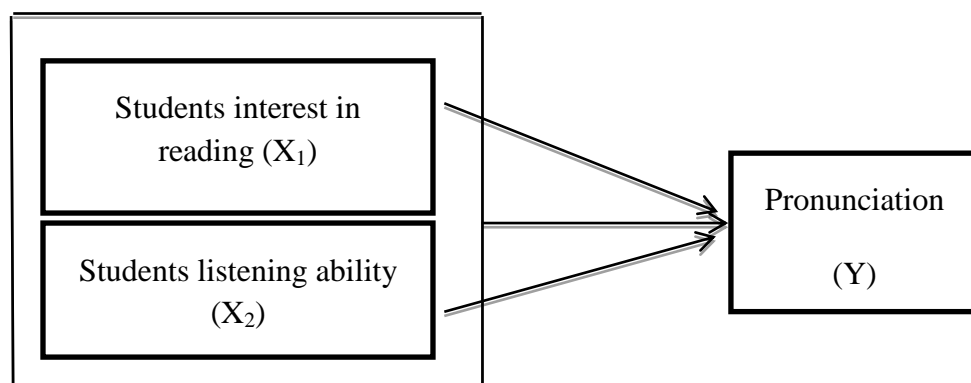


In this research, the researcher examined the relationship between three variables: two independent variables (X) and one dependent variable(Y).

1. The independent variables (predictor variable)
  - a. The student's interest in Reading of the eleventh grade students of SMK Muhammadiyah 5 Miri ( $X_1$ )
  - b. The student's listening ability of the eleventh grade students SMK Muhammadiyah 5 Miri ( $X_2$ )
2. The dependent variable (criterion variable)

The Pronunciation of of the eleventh grade students SMK Muhammadiyah 5 Miri (Y)

The relationship of the three variables is as follows:



**Figure 3.1 The Relationship of Three Variables**



### **C. Population, Sample, Sampling of the research**

#### **1. The Population of the Research**

Arikunto (2006: 130) defined that population as the entire subject on a research. Encyclopedia of Education Evaluation in Arikunto (2006: 130) stated that a population is a set (or collection) of all elements possessing one or more attributes of interest. While Sugiono (2007: 61) defined population is a generalization area consisted of object or subject having a quality and characteristics had by the researcher to be learnt and take the conclusion. In this study, the researcher took all the eleventh grade students of SMK Muhammadiyah 5 Miri in the Academic years of 2018/2019. There are four classes at eleventh grade students, one class of TKR class with 30 students, two class of TKJ A with 30 students and TKJ B with 30 students, and one class on TSM with 30. Total of the eleventh grade students of SMK Muhammadiyah 5 Miri is 120 students.

#### **2. The Sample of the Research**

Arikunto (2006: 131) stated that sample is the part of representation of population being researched. While Sugiyono (2007: 62) defined sample is a part of number and characteristics had by the population. If the population is large, and it is impossible for the researcher to learn because of the limited time, so the researcher can use a sample taken from the population.

According to Arikunto (2006: 134), if the population is less than 100 respondents, 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.

This research took 20 - 25% of the population as the sample. It has about 60 students. This research has three variables (two independents and one dependent). So the researcher took 60 students as the sample and so did the try out. For the test the researcher took 60 students out of the sample. In this study, the researcher will take two classes of the eleventh grade SMK Muhammadiyah 5 Miri as sample in this research.

**Table 3.3** *the sample of the research*

<b>NO</b>	<b>NAMA</b>	<b>NO</b>	<b>NAMA</b>
1	A.I	31	S.G.K
2	A.M	32	S.L
3	A.A.A	33	S.R
4	A.K	34	T.M
5	C.C.W.N	35	T.R.J
6	D	36	T.S
7	E.N	37	T
8	E.N.S	38	V.O
9	E.W.A	39	V.S
10	E.A.A	40	W.P
11	F.R	41	R.A
12	I.K.F	42	A.P.N
13	I.Z	43	D.D
14	I.E.Y	44	D.P.U
15	I.S.N.C	45	H.A
16	I.A.P	46	I.S

17	K.H.N	47	I.N
18	M.E.S	48	I.N.A
19	N.A	49	L.H
20	N.F	50	L.R.A
21	N.I.S	51	L.A.A
22	N.P.S	52	N.R.P
23	P	53	R.K
24	P.M.A.R	54	R.A
25	P.M	55	S.A.M
26	R.P.J.S	56	S.M
27	R.M	57	R.A
28	S.S	58	RS
29	S.L.S	59	S.W.S
30	S.N.A	60	S

### 3. The Sampling of the Research

Arikunto (2006: 133) asserts that sampling is a technique used in taking sample. Then, Sugiyono (2013: 118) also defines sampling as the technique to take the sample. It means that sampling is the way to select the sample of research. The researcher used proportionate cluster random sampling in this research. It is a technique used to take the sample from population that is not homogeny or has a level. The sum of sample must be representative of each level. All members of the population are given an equal chance of being selected in the research. The researcher chooses this technique because there are three kinds of class such as; *Tehnik Komputer*

*dan Jaringan, Teknik Kendaraan Ringan, Teknik Sepeda Motor.* The classes are divided based on their interest subject.

The steps of using proportionate cluster random sampling are:

- a. The researcher categorizes the class into three kinds.
- b. Making a list of all classes such as : TKJ : 2, TSM : 1, TKR: 1
- c. Rolling the paper and giving the rolled paper into a small box for each level.
- d. Shaking the box and take three classes for each level.
- e. The result will be the class of try out and sample test.

#### **D. Technique of collecting the Data**

In collecting the data, the researcher used questionnaire and test. The questionnaire is used to obtain the data of Interest in Reading. Meanwhile, the test is used to collect the data of Pronunciation and Listening Ability.

##### **1. Questionnaire**

Arikunto (2006: 151) defines questionnaire as the list of written questions to get information from respondents about their personality or something that they know. Then, Arifin (2012: 228) states that questionnaire is an instrument which contains a series of questions or statements to collect data and information that must be answered by the respondents freely based on their opinion.

There are two kinds of questionnaire, open-type and close-type questionnaire. In this research, the researcher used close-type questionnaire. A close-type questionnaire is given to get the information

from the students without any assistant. There are several answers that have been provided by the researcher. The students must answer the questions by giving checklist (√) of the answer.

Then, the researcher used like scale type to score the questionnaire. It is a scale that used to measure attitude, opinion, and perception of someone or group about the social phenomenon. For this case, the social phenomenon has been determined by the researcher. It's called as the variable of research (Sugiyono, 2013: 134). The researcher used questionnaire about reading interest from the previous research (Zhang & Seepho) and modified by the researcher. The form of questionnaire from the previous research is written in English. In order to make the questions can be understood by the respondent, the researcher translated the questions of questionnaire into Indonesia. The researcher also consulted the result translation to the expert in order to know whether the translation is acceptable and understandable by the respondents. The sum of question about reading interest is 40 items. All of items are positive and negative form. The score of each statement has been determined as follows:

**Table 3.4 the Scoring of Students' Interest in Reading**

Statements	1 (Always)	2 (Often)	3 (Sometimes)	4 (Never)
Positive	4	3	2	1
Negative	1	2	3	4

**Table 3.5 The Blue Print of the Tryout of Research****Instruments of Reading Interest ( $X_1$ )**

Theory	No	Indicators	Number of item		Total item
			Positive	Negative	
Skinner (1983 : 338)	1	Attention	1; 3; 5; 7; 41 ; 43	2; 4; 6;8; 42; 44	12
	2	Pleasure	9; 11; 13; 15; 45; 47	10; 12; 14; 16; 46; 48	12
	3	Willingness	17; 19; 21; 23; 33; 35; 37; 39	18; 20; 22; 24; 34; 36; 38; 40	16
	4	Consciousness	25; 27; 29; 31; 49	26; 28; 30; 32; 50	10
<b>TOTAL</b>					50

**Table 3.1 The Blue Print of the Test of Research Instruments****of Reading Interest ( $X_1$ )**

Theory	No	Indicators	Number of item		Total item
			Positive	Negative	
Skinner (1983 : 338)	1	Attention	1; 3; 7; 41; 43	4; 6; 8; 42; 44	10
	2	Pleasure	11; 15; 45	12; 14; 46; 48	7
	3	Willingness	17; 19; 21; 33; 35; 39	18; 20; 22; 24; 34; 36; 38; 40	14
	4	Consciousness	25; 27; 29; 31; 49	26; 28; 30; 32	9
<b>TOTAL</b>					40



## 2. Test

Testing is an important part of teaching and learning process. Brown (2004: 3) defines a test as a method of measuring a person's ability, knowledge, or performance in a given domain. Test also defined as the series of questions which is used to measure the skill, knowledge, or performance in a given area. According to Arifin (2012: 227), there are three types of test viewed from the respondents' answer. Those types are oral test, written test and performance test. It is explained that written test is divided into one kind, objective test.

Then, the first test is for listening ability. In this case the researcher used multiple choices to get score of students' listening ability because it is easier to get data of listening. Thornbury (2002: 132) describes that multiple choice test is a way of testing that is easy to score and design by the researcher. Therefore, the researcher uses multiple choices test to get the data of listening. The researcher gave four options (a,b,c,d) in each item and students are asked to choose the correct answer by crossing one of four options provided in the test sheet. The total questions for listening test are 15 item. The following is the formula to score the listening:

$$\text{Students' score} = \frac{\text{Student's correct answer}}{3} \times 20$$

**Figure 3.7 Category score of Listening**

**Table 3.8 the blue print of the test of the research instruments  
of Listening Ability (X2)**

Theory	No	Indicators	Number of Item	Item
brown (2000: 255-258)	1	Intensive	1,2,3	3
	2	Responsive	4,5,6,7	4
	3	Selective	8,9,10,11	4
	4	Extensive	12,13,14,15	4
<b>TOTAL</b>				<b>15</b>

The second test is about pronunciation. The researcher uses oral test for pronunciation test. The researcher gave a narative text and the students should read the text, than the researcher listening carefully to the student. When the students read and pronouns each word in the text the researcher will give a value. The researcher gotten the score from the English teacher score. The formula to score students' pronunciation will be explained as follows:

$$\textit{The total of right word(max 80 poins) + fluency (max 20 points) = 100}$$

**Figure 3.9 Category score of Pronunciation**

**Table 3.10 The blue print of the test of the research instruments of pronunciation (Y)**

<b>Theory</b>	<b>No</b>	<b>Indicators</b>	<b>Number of Item</b>	<b>Item</b>
Burns & Joyce, (1997)	1	Vowels simbols	1 text	50 word
	2	Consonant simbols	1 text	30 word
<b>TOTAL</b>				<b>80</b>

### 3. Try out of The Instruments

An instrument is good if it is valid and reliable. Therefore, it is necessary to try out the instrument before it is used. Try out is intended to find the validity and reliability of instrument.

#### a. The Validity of the Instrument

According to Arikunto (2006: 168) validity is a measure which indicates the levels of validity an instrument. Nunan (1998: 14) also asserts that validity is the extent to which a part of test actually measures what the researcher purposed to measure. Therefore, an instrument is stated to be valid if it is able to measure what it is designed to measure. In order to find out the validity of the items being tested in the try out, the researcher computed the validity of each variables using *Corrected Item- Total Correlation Method through SPSS 20 for windows*. The result of the validity testing of the

Students' interest in reading (try-out) of 60 students at the eleventh grade students of SMK Muhammadiyah 5 Miri can be seen the following table.

The result of the validity testing of the Students' Interest in Reading questionnaire (try-out) of 60 students at the eleventh grade students of SMK Muhammadiyah 5 Miri can be seen the following table.

**Table 3.11 the validity of students' interest in reading**

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	138.59	231.245	.597	.901
VAR00002	138.98	248.569	-.036	.908
VAR00003	138.24	237.632	.330	.904
VAR00004	137.90	234.265	.634	.901
VAR00005	138.98	248.569	-.036	.908
VAR00006	138.15	237.407	.553	.902
VAR00007	137.85	236.856	.540	.902
VAR00008	137.95	238.946	.512	.903
VAR00009	138.98	248.569	-.036	.908
VAR00010	138.98	248.569	-.036	.908

VAR00011	138.08	224.010	.812	.897
VAR00012	137.36	247.268	.034	.907
VAR00013	138.98	248.569	-.036	.908
VAR00014	137.90	238.783	.565	.902
VAR00015	137.78	240.071	.407	.903
VAR00016	138.98	248.569	-.036	.908
VAR00017	138.12	224.899	.793	.898
VAR00018	138.59	231.245	.597	.901
VAR00019	138.15	237.407	.553	.902
VAR00020	137.56	238.216	.569	.902
VAR00021	138.20	236.820	.523	.902
VAR00022	138.46	237.597	.444	.903
VAR00023	138.98	248.569	-.036	.908
VAR00024	139.12	241.279	.415	.904
VAR00025	138.46	242.563	.295	.904
VAR00026	137.86	239.223	.391	.903
VAR00027	137.85	236.856	.540	.902
VAR00028	138.97	245.171	.109	.907
VAR00029	138.05	225.290	.785	.898

VAR00030	138.64	245.681	.095	.907
VAR00031	137.90	234.265	.634	.901

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00032	139.12	244.934	.110	.907
VAR00033	138.00	234.931	.592	.901
VAR00034	138.02	239.086	.402	.903
VAR00035	138.15	237.407	.553	.902
VAR00036	138.59	231.245	.597	.901
VAR00037	138.98	248.569	-.036	.908
VAR00038	138.24	237.632	.330	.904
VAR00039	137.90	234.265	.634	.901
VAR00040	138.53	234.426	.538	.902
VAR00041	138.15	237.407	.553	.902
VAR00042	137.85	236.856	.540	.902
VAR00043	137.95	238.946	.512	.903
VAR00044	138.59	231.245	.597	.901

VAR00045	138.59	231.245	.597	.901
VAR00046	138.07	228.926	.721	.899
VAR00047	138.12	247.899	-.022	.910
VAR00048	139.08	245.596	.092	.907
VAR00049	138.61	232.207	.512	.902
VAR00050	138.98	248.569	-.036	.908

#### b. The Reliability of Instruments

According to Arikunto (2006: 178) reliability refers to the understanding a sufficiently instrument to be used as a means of collecting the data because the instrument is good. Moreover, Sugiyono (2013: 173) defines that reliability is an instrument that used several times to measure the same object, the result of data will be consistency. It means that reliability is an instrument that always gives the same result in measuring the same object at different time. The researcher used level of significance 0.05 in the computation of the try out data. The total samples for tryout class were 60 students. The data is said to be reliable if r-obtained is higher than r-table. Besides using these criteria, Arikunto (2006: 276) states the criteria of reliability coefficient is:

**Table 3.2. The Reliability of Coefficient Criteria**

NO	Reliability Coefficient	Criteria
1	$0.80 < r_{11} = 1.00$	Very high reliability
2	$0.60 < r_{11} = 0.80$	High reliability
3	$0.40 < r_{11} = 0.60$	Fair reliability
4	$0.20 < r_{11} = 0.40$	Low reliability
5	$0.00 < r_{11} = 0.20$	Very low reliability

#### 1) Reliability of Students' Interest in Reading

To determine the reliability of questionnaire, the researcher used SPSS 20 for windows. The result of the validity testing of the Students' Interest in Reading questionnaire (try-out) of 60 students at the eleventh grade students of SMK Muhammadiyah 5 Miri can be seen the following table.

**Table 3.3 The Result of the Reliability of X1**

Cronbach's Alpha	r-table	N of Items	Result
0.946	0.367	40	Reliable

The table above showed that r-obtained is higher than r-table (0.367). It showed that the students' interest in reading instruments is reliable.



## 2) Reliability of Listening Ability and Pronunciation

To know the reliability of listening ability and pronunciation instrument, the researcher used two raters to give score then compares the rater's mean score. The first rater is researcher. The second rater is English teacher of SMK Muhammadiyah 5 Miri. The consistency of the score result means the instrument is reliable. It is shown by the result of two rater's mean score. The technique is known as inter-rater reliability (Alderson, 1995: 89).

## E. Technique of Analyzing Data

After collecting the data, the next step is analyzing the data to know whether there is a positive correlation between reading interest and listening ability toward pronunciation. In this research, the researcher used some techniques of analyzing data. It will be discussed as follows:

### 1. Data Description

It is the part of steps in analyzing the data. The researcher used data description as the alternative way to explain the result of the research in the visual form. Data description is useful to make the readers more understand about the data finding (Arikunto, 296: 2013). In the data description, the researcher computed the data such as:

#### a. Mean

Mean is the average value of data group.

#### b. Median

Median is the central value of a data group.

**c. Mode**

Mode is the most frequent value of a data group.

**d. Range**

Range is the gap between the highest and the lowest value in a data group

**e. Standard deviation**

Standard deviation is the distance of an individual value from the mean.

**f. Using Graph or Chart to Illustrate the Data**

According to Minter (2003: 1), Graph and chart condense large amount of information into easy to understand formats that clearly and effectively communicate important points. In selecting how best to present the data, the researcher must think about the purpose of graph or chart and decide the variables to include whether they should be expressed as the frequencies, percentages, or categories. In this research, the researcher will present the data into the histogram. It is one of types graphs and charts. A histogram has connected bar that display the frequency or proportion of cases that fall within defined intervals or columns. It is useful for the researcher to illustrate the result of analysis.

The researcher used SPSS 20 for windows to obtain the result of data description. The steps of computing are below:

1) The first is open the program SPSS 20 for Windows.

- 2) Then, input or copy the data in the data view.
- 3) Open variable view and type the name of each variables such as: X1, X2, and Y.
- 4) Change the Colom of decimal becomes zero for all items.
- 5) Change the column of measure becomes scale for all items.  
The result is below :
- 6) Open variable view to check the data.
- 7) To find the result of data description by clicking Analyze >> Descriptive Statistics >> Frequencies.
- 8) Move the data variable in the right side box.
- 9) Click Statistics and give checklist in the Central Tendency and Dispersion. The picture is below :
- 10) Click Continue and click Chart to make the graphic.
- 11) Then, click continue and ok. The result of computation will be appeared then.

## **2. Analyzing pre-requirement testing**

In the correlation method, it is needed to do an analysis pre-requirement test consist of normality test and linearity test before knowing the correlation between listening skill ( X<sub>2</sub>) and reading interest (X<sub>1</sub>) toward students' pronunciation ( Y) . Arikunto(2006: 314) stated that normality and linearity test is used to check the validity of a sample to be treated. For achieving that goal, it must be known from the relationship of the variables.

**a. Normality testing**

Normality test is one of the prerequisite tests before entering linear regression analysis, that is used to know whether the dependent variable is normally distributed or not. The normality test uses formula through SPSS 20 for windows with the significant 5%. The characteristic used is whether the obtained of Kolmogorov Smirnov (KS-Z) is higher than 0.05, it means that the data has a normal distribution. So the parametric statistics can be used to analyze the data. The steps of computing the normality using SPSS 20 for windows are below:

- 1) The first is open the program SPSS 20 for Windows.
- 2) Then, input or copy the data in the data view.
- 3) Open variable view and type the name of each variable such as: X1, X2, and Y.
- 4) Change the column of decimal becomes zero for all variables.
- 5) Change the column of measure becomes scale for all items.

The result is below :

- 6) Open variable view to check the data.
- 7) To find the Normality by clicking Analyze >> Descriptive Statistics >> Explore.
- 8) Move the data variable in the right side box.
- 9) Click plots and give checklist in the Normality plots with tests.
- 10) Then, click continues and the result of normality will appear then.

## **b. Linearity Test**

Linearity test is aimed to know whether two variables which done by statistical analysis correlation show the linear relationship or not. In this research, the linearity test is computed through SPSS 20 for windows with significant 0.05%. The data is linear if the linearity tests higher than 0.05. The steps of analyzing the linearity are as follow:

- 1) The first is open the program SPSS 20 for Window.
- 2) Then, input or copy the data in the data view.
- 3) Open variable view and type the name of each variable such as: X1, X2, and Y.
- 4) Change the column of decimal becomes zero for all variable.
- 5) Write the name of data in the label and change the column of measure becomes scale for all items. The result is below :
- 6) Open variable view to check the data.
- 7) To find the Linearity by clicking Analyze >>Compare means >> Means.
- 8) Move the data of each variable in the dependent list for variable Y and independent list for variables X1 or X2.
- 9) Then, click Options and give a checklist in the Test for Linearity.
- 10) Click Continue and Ok. Then, the result will appear then.

## F. Hypothesis Testing

### a. The test of the first and second hypothesis

The tests of the first and second hypotheses are used to know the correlation between listening skill and students' pronunciation and the correlation between reading interest and students' pronunciation. The tests used are as follows:

#### 1) Single correlation

The single correlation uses person product moment through *SPSS 20 for windows*, to test the hypothesis correlation between two variables if the data of those two variables in the interval or ratio form and the source of the data are same (Sugiyono, 2013: 254). The steps of computing the single correlation are below:

- a) The first is open the program SPSS 20 for Window.
- b) Then, input or copy the data in the data view.
- c) Type the name of data such as: X1, X2, and Y.
- d) Change the column of decimal becomes zero for all items.
- e) Write the name of data in the label and change the column of measure becomes scale for all items.
- f) Open variable view to check the data.
- g) To find the correlation between X1 and Y, X2 and Y by clicking Analyze >> Correlate >> Bivariate.
- h) Move X1 and Y in the right side.

- i) Give a checklist in the correlation coefficient like :person, test of significance, and flag significant correlations.
- j) Then, click Ok.
- k) The steps to know the correlation between X2 and Y are same.

**Table 3.14** *The Interpretation of r value*

<b>r value</b>	<b>Interpretation</b>
0.00 –0.199	Very weak
0.20 - 0.399	Weak
0.40 - 0.599	Medium
0.60 - 0.799	Strong
0.80 – 1.00	Very strong

( Sugiyono, 2013: 257 )

## 2) **The significance of the single correlation**

The researcher used SPSS 20 for windows to know the significance of the single correlation. It is coefficient if the result is lower than significant level  $\alpha=0.05$  or 5%, so the correlation is significant.

## 3) **The Single Linear Regression.**

The steps of analyzing the single linear regression are below:

- a) The first is open the program SPSS 20 for Window.
- b) Then, input or copy the data in the data view.
- c) Type the name of data such as: X1, X2, and Y.

- d) Change the column of decimal becomes zero for all items.
- e) Write the name of data in the label and change the column of measure becomes scale for all items.
- f) Open variable view to check the data.
- g) To find the linear regression between X1 and Y , X2 and Y by clicking Analyze >>Regression Linear.
- h) Move X1 and Y in the right side.
- i) Then, click Ok.
- j) The steps to know the linear regression between X2 and Y are same.

**b. The test of the third hypothesis**

The test of the third hypothesis is about the correlation between listening skill, reading interest and pronunciation. The researcher used some tests below:

**1) Multiple correlations.**

Sugiyono (2013: 266) defines multiple correlations as the number that shows the direction and the strength or the relationship between two or more. The researcher used SPSS 20 for windows to obtain the multiple correlations. The steps are below:

- a) The first is open the program SPSS 20 for Window
- b) Then, input or copy the data in the data view.
- c) Open data variable and type the name of data such as: X1, X2, and Y.



- d) Change the column of decimal becomes zero for all items.
- e) Write the name of data in the label and change the Colom of measure becomes scale for all items.
- f) Open variable view to check the data.
- g) To find the multiple regression between X1, X2 and Y by clicking Analyze >> Regression>> Linear.
- h) Move X1, X2 and Y in the right side. The dependent box for Y and independent box for X1 and Y.
- i) Then, click statistics and give checklist in the Estimates, Model Fit and R squared change.
- j) Then click continue and Ok. The result will be showed then.

## 2) The significance of the multiple correlation

The multiple correlation is significant if the  $F_h$  is higher than  $F_t$  with the level of significance  $\alpha=0.05$  or 5 %, so the multiple correlation is significant.

## 3) Multiple linear regression

The equation of regression with two predictors is as follow:

- a) The first is open the program SPSS 20 for Window.
- b) Then, input or copy the data in the data variable.
- c) Open variable view and type the name of data such as: X1, X2, and Y.
- d) Change the column of decimal becomes zero for all items.
- e) Write the name of data in the label and change the column of measure becomes scale for all items.

- f) Open variable view to check the data.
- g) To find the multiple regression between X1, X2 and Y by clicking Analyze >>Regression >> Linear.
- h) Move X1, X2 and Y in the right side. The dependent box for Y and independent box for X1 and X2.
- i) Then, click statistics and give checklist in the Estimates, Model Fit and R squared change.
- j) Then click continue and Ok. The result will be showed then.

**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

**A. Research Findings**

**1. Description of the Data**

The research description is based on the score from questionnaire to know the students interest in reading. Then, the score of test is used to listening ability and students' English pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri. It is presented in the form of mean, median, mode, standard deviation, the highest and the lowest score which is completed with the variable description in the form of histogram. The computations of mean, median, mode, and etc. The researcher used SPSS 20.00 for windows and the result is as follow.

**Table 4.1 The Computation of Mean, Median,  
Mode**

		X1	X2	Y
N	Valid	60	60	60
	Missing	0	0	0
Mean		70.73	61.18	67.70

Std. Error of Mean	1.180	1.438	1.046
Median	70.00	62.00	68.00
Mode	67	54	70
Std. Deviation	9.139	11.139	8.100
Variance	83.521	124.084	65.603
Range	34	38	44
Minimum	53	40	40
Maximum	87	78	84
Sum	4244	3671	4062

The data obtained on the table above can be explained as follows:

a. The Data of students reading interest ( $X_1$ )

The data of students reading interest is collected from a questionnaire. The questionnaire consists of 40 items which are valid. The respondents who did the test are 60 students at the eleventh grade students of SMK Muhammadiyah 5 Miri as the sample of the research. From the result of students reading interest, we know that highest score is 87 and the lowest score is 53, so the range is 34. The sum is 4244 and the mean is 70.73. The standard error of mean is 1,180, the median is 70.00, the mode is 67, the variance is 83.521, and the standard deviation is 9.139. It can be concluded that the ability of the students in answering

questionnaire of reading interest at the eleventh grade students of SMK Muhammadiyah 5 Miri is various. The frequency distribution of the scores can be seen on the following table:

Table 4.2 The Frequency Distribution of students Reading Interest Score (X1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	4	6.7	6.7	6.7
	56	2	3.3	3.3	10.0
	58	2	3.3	3.3	13.3
	60	2	3.3	3.3	16.7
	61	2	3.3	3.3	20.0
	63	1	1.7	1.7	21.7
	65	4	6.7	6.7	28.3
	67	5	8.3	8.3	36.7
	69	5	8.3	8.3	45.0
	70	4	6.7	6.7	51.7
	73	4	6.7	6.7	58.3

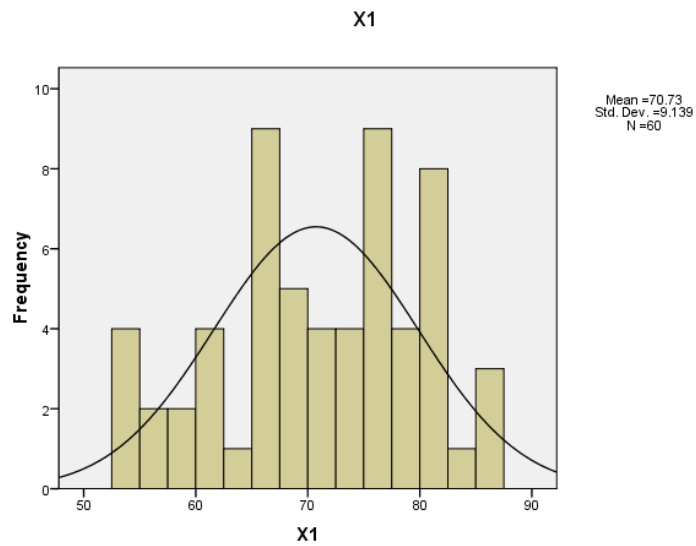
75	4	6.7	6.7	65.0
77	5	8.3	8.3	73.3
79	4	6.7	6.7	80.0
80	5	8.3	8.3	88.3
81	2	3.3	3.3	91.7
82	1	1.7	1.7	93.3
83	1	1.7	1.7	95.0
85	1	1.7	1.7	96.7
87	2	3.3	3.3	100.0
Total	60	100.0	100.0	

The table 4.2 above explains about the frequency distribution of reading interest score. Based on the table above, there are four students who got score 53 and the percentage is 6.7 %. There are two students who got score 56 and the percentage is 2.4 %. There is two students who got score 58 and the percentage is 3.3 %. There are two students who got score 60 and the percentage is 3.3 %. There are two students who got score 61 and the percentage is 3.3 %. There are one students who got score

63 and the percentage is 1.7 %. There are four students who got score 65 and the percentage is 6.7 %. There are five students who got score 67 and the percentage is 8.3 %. There are five students who got score 69 and the percentage is 8.3 %. There are four students who got score 70 and the percentage is 6.7 %.

There are four students who got score 70 and the percentage is 6.7 %. There are four students who got score 73 and the percentage is 6.7 %. There are four students who got score 75 and the percentage is 6.7 %. There are five students who got score 77 and the percentage is 8.3 %. There are four students who got score 79 and the percentage is 6.7 %. There are five students who got score 80 and the percentage is 8.3 %. There are two students who got score 81 and the percentage is 3.3 %. There is one student who got score 82 and the percentage is 1.7 %. There are one student who got score 83 and the percentage is 1.7%. There is one student who got 85 and the percentage is 1.7 %. There is two students who got 87 and the percentage is 3.3 %.

Therefore, the researcher can take conclusion that the score of the students' reading interest test at the eleventh grade students of SMK Muhammadiyah 5 Miri is various. Then, the frequency distribution of the reading interest data can be seen on the following histogram.



**Figure 4.3 Histogram of Reading Interest Score (X1)**

b. The Data of Listening Ability ( $X_2$ )

The data of students' listening ability are collected from a test. The test consists of 15 items which are valid. The respondents who did the test are 60 students at the eleventh grade students of SMK Muhammadiyah 5 Miri as the sample of the research. From the result of listening ability test, we know that the highest score is 78 and the lowest score is 40, the range is 38. The sum is 3671 and the mean is 61.18. The standard error of mean is 1.438, the median is 62.00, the mode is 54, the variance is 124.084, and the standard deviation is 11.139. It can be concluded that the ability of the students in answering test of listening ability at eleventh grade



students of SMK Muhammadiyah 5 Miri is various. The frequency distribution of the scores can be seen on the following table:

**Table 4.4**The Frequency Distribution of Listening Ability Score (X2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	3.3	3.3	3.3
41	1	1.7	1.7	5.0
43	3	5.0	5.0	10.0
45	2	3.3	3.3	13.3
48	2	3.3	3.3	16.7
50	1	1.7	1.7	18.3
53	4	6.7	6.7	25.0
54	5	8.3	8.3	33.3
55	1	1.7	1.7	35.0
56	2	3.3	3.3	38.3
57	1	1.7	1.7	40.0

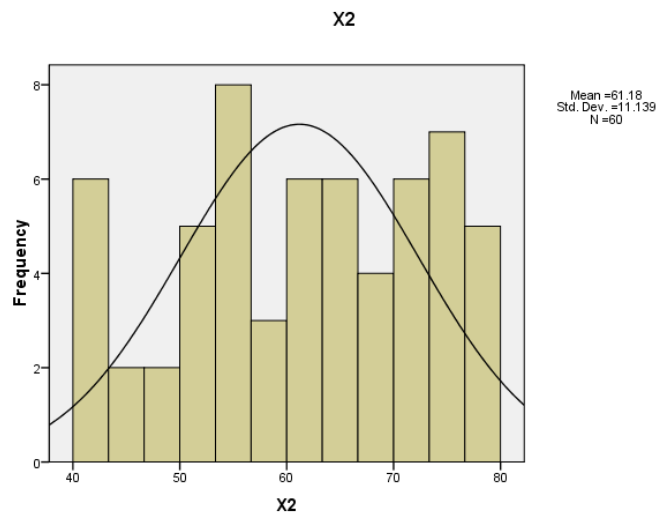
58	2	3.3	3.3	43.3
61	2	3.3	3.3	46.7
62	3	5.0	5.0	51.7
63	1	1.7	1.7	53.3
64	2	3.3	3.3	56.7
65	3	5.0	5.0	61.7
66	1	1.7	1.7	63.3
67	2	3.3	3.3	66.7
68	2	3.3	3.3	70.0
70	4	6.7	6.7	76.7
72	2	3.3	3.3	80.0
74	4	6.7	6.7	86.7
75	3	5.0	5.0	91.7
77	2	3.3	3.3	95.0
78	3	5.0	5.0	100.0
Total	60	100.0	100.0	

The table 4.4 above explains about the frequency distribution of listening ability score. Based on the table above, there are two students who got score 40 and the percentage is 3.3 %. There is one student who got score 41 and the percentage is 1.7 %. There are three students who got score 43 and the percentage is 5.0 %. There are two students who got score 45 and the percentage is 3.3 %. There are two students who got score 48 and the percentage is 3.3 %. There is student who got score 50 and the percentage is 1.7 %. There are four students who got score 53 and the percentage is 6.7 %.

There are five students who got score 54 and the percentage is 8.3 %. There is one student who got score 55 and the percentage is 1.7 %. There are two students who got score 56 and the percentage is 3.3 %. There is one student who got score 57 and the percentage is 1.7 %. There are two students who got score 58 and the percentage is 3.3 %. There are two students who got score 61 and the percentage is 3.3 %. There are three students who got score 62 and the percentage is 5.0 %. There is one student who got score 63 and the percentage is 1.7 %. There are two students who got score 64 and the percentage is 3.3 %. There are three students who got score 65 and the percentage is 5.0 %. There is one student who got score 66 and the percentage is 1.7 %. There are two students who got score 67 and the percentage is 3.3 %. There

are two students who got score 68 and the percentage is 3.3 %. There are four students who got score 70 and the percentage is 6.7 %. There are two students who got score 72 and the percentage is 3.3 %. There are four students who got score 74 and the percentage is 6.7 %. There are three students who got score 75 and the percentage is 5.0 %. There are two students who got score 77 and the percentage is 3.3 %. There are three students who got score 64 and the percentage is 5.0 %.

Therefore, the researcher can take the conclusion that the score of students' listening test at the eleventh grade students SMK Muhammadiyah 5 Miri is various. Then, the frequency distribution of the listening ability data can be seen on the following histogram:



**Figure 4.5 Histogram of listening ability Score (X2)**

c. The Data of English pronunciation (Y)

The data of students' English pronunciation are collected from a test. The test consists of the text which is valid. The respondents who did the test are 60 students at the eleventh grade students SMK Muhammadiyah 5 Miri as the sample of the research. From the result of the students' English pronunciation test, we know that the highest score is 84 and the lowest score is 40, so the range is 44. The sum is 4062 and the mean is 67.70. The standard error of mean is 1.046, the median is 68.00, the mode is 70, the variance is 65.603, and the standard deviation is 8.100. It can be concluded that the ability of the students in answering pronunciation test at the eleventh grade students SMK Muhammadiyah 5 Miri is various. The frequency distribution of the scores can be seen on the following table:

**Table 4.6 The Frequency Distribution of Pronunciation Score (Y)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	1.7	1.7	1.7
52	2	3.3	3.3	5.0
55	2	3.3	3.3	8.3

57	1	1.7	1.7	10.0
58	1	1.7	1.7	11.7
60	3	5.0	5.0	16.7
62	5	8.3	8.3	25.0
64	2	3.3	3.3	28.3
65	8	13.3	13.3	41.7
66	2	3.3	3.3	45.0
67	1	1.7	1.7	46.7
68	4	6.7	6.7	53.3
70	9	15.0	15.0	68.3
74	4	6.7	6.7	75.0
75	5	8.3	8.3	83.3
76	2	3.3	3.3	86.7
77	2	3.3	3.3	90.0
78	3	5.0	5.0	95.0
79	1	1.7	1.7	96.7

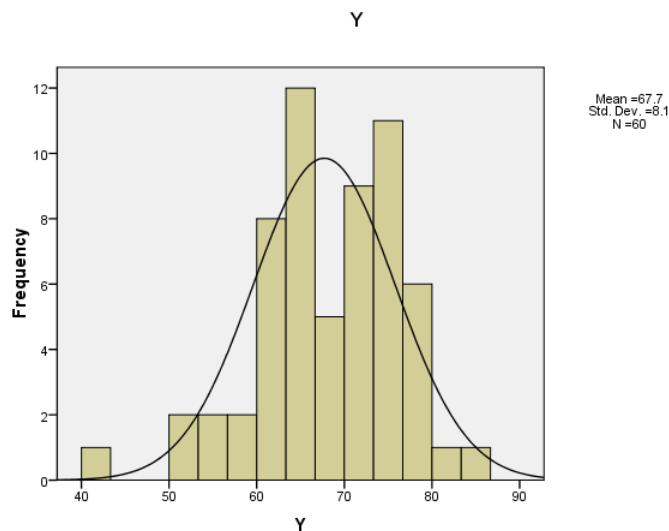
80	1	1.7	1.7	98.3
84	1	1.7	1.7	100.0
Total	60	100.0	100.0	

The table 4.6 above explains about the frequency distribution of pronunciation score. Based on the table above, there is one student who got score 40 and the percentage is 1.7 %. There are two students who got score 52 and the percentage is 3.3 %. There are two students who got score 55 and the percentage is 3.3 %. There is one student who got score 57 and the percentage is 1.7 %. There is one student who got score 58 and the percentage is 1.7 %. There are three students who got score 60 and the percentage is 5.0%. There are five students who got score 62 and the percentage is 8.3 %. There are two students who got score 64 and the percentage is 3.3 %.

There are eight students who got score 65 and the percentage is 13.3%. There are two students who got score 66 and the percentage is 3.3 %. There is one student who got score 67 and the percentage is 1.7 %. There are four students who got score 68 and the percentage is 6.7 %. There are nine students who got score 70 and the percentage is 15.0 %. There are four students who

got score 74 and the percentage is 6.7 %. There are five students who got score 75 and the percentage is 8.3 %. There are two students who got score 76 and the percentage is 3.3 %. There are two students who got score 77 and the percentage is 3.3 %. There are three students who got score 78 and the percentage is 5.0 %. There is one students who got score 79 and the percentage is 1.7 %. There is one students who got score 80 and the percentage is 1.7 %. There is one students who got score 84 and the percentage is 1.7 %.

Therefore, the researcher can take the conclusion that the score of the students' pronunciation test at the eleventh grade students of SMK Muhammadiyah 5 Miri is various. Then, the frequency distribution of the students' pronunciation data can be seen on the following histogram.



**Figure 4.7 Histogram of Pronunciation Score (Y)**



## 2. Data Analysis

The data analysis of this research consists of pre-requirement testing and hypothesis testing. Before testing the hypotheses, it is necessary to test the pre-requirement test by using normality and linearity test.

### a. Pre-Requirement Testing

There are two pre-requirement testing in this research, those are: normality testing to know the distribution of the data normal or not and linearity testing to know the form of linear or not.

#### 1) Normality Testing

**Table 4.8 Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Y	.098	60	.200*	.963	60	.064
X1	.104	60	.174	.962	60	.056
X2	.086	60	.200*	.952	60	.020

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

N

Normality testing distribution is purposed to know whether the variable data of research distribution is normal or not. There are three kinds of testing normality data in this research such as: normality of students reading interest, normality of listening ability and normality of students' pronunciation. To compute the normality of the data, the researcher used Kolmogorov Smirnov formula through SPSS 20.0 for windows at the level of significant 5% and the result of the computation of the normality test can be seen on the data obtained on the table above can be explained as follow:

a) Normality of Students Reading Interest ( $X_1$ )

Based on the table tests of normality above, the normality testing distribution from Students Reading Interest for 60 respondents at the eleventh grade students of SMK Muhammadiyah 5 Miri at the level of significance  $\alpha = 0.05$  is 0.174. The result shows that variable data of Students Reading Interest is in normal distribution because the significance is higher than 0.05.

b) Normality of Listening Ability ( $X_2$ )

Based on the table tests of normality above, the normality testing distribution from Listening Ability for N= 60 at the eleventh grade students of SMK Muhammadiyah 5 Miri in the level of significance  $\alpha = 0.05$  is 0.200. The result

shows that variable data of interest in reading is in normal distribution because the significance is higher than 0.05.

c) Normality of the Pronunciation (Y)

Based on the table tests of normality above, the normality testing distribution from students' pronunciation for  $N = 60$  at the eleventh grade students of SMK Muhammadiyah 5 Miri in the level of significance  $\alpha = 0.05$  is 0.200. The result shows that variable data of pronunciation is in normal distribution because the significance is higher than 0.05.

2) Linearity Testing

Linearity testing is purposed to know whether two variables which will be done by statistical analysis correlation show the linear relationship or not. If the data is not linear, the regression analysis cannot be used. To compute the linearity testing, the researcher used F test at the level significant  $\alpha = 0.05$  through SPSS 20 for windows.

a) Linearity of Students Reading Interest (X1) and Pronunciation (Y)

**Table 4.9 Linearity of Students Reading Interest (X1) and Pronunciation (Y)**

	Sum of Squares	Df	Mean Square	F	Sig.
Y * X1 Between (Combined)	1722.850	19	90.676	1.689	.081
Linearity	1097.169	1	1097.169	20.434	.000
Deviation from Linearity	625.681	18	34.760	.647	.321
Within Groups	2147.750	40	53.694		
Total	3870.600	59			

Based on the table tests of linearity above, the linearity testing from Linearity of Students Reading Interest and Pronunciation for N = 60 at the level of significance  $\alpha = 0.05$  is

0.321. The result shows that the linearity testing from score of Linearity of Students Reading Interest and Pronunciation score at the SMK Muhammadiyah 5 Miri are linear because the significance is higher than 0.05.

b) Linearity of listening ability (X2) and students' English pronunciation (Y)

**Table 4.10 Linearity of listening ability (X2) and students' English pronunciation (Y)**

	Sum of Squares	df	Mean Square	F	Sig.
Y * X2 Between (Combined)	3005.317	25	120.213	4.724	.000
Linearity	1160.906	1	1160.906	45.616	.000
Deviation from Linearity	1844.411	24	76.850	3.020	.102
Within Groups	865.283	34	25.450		
Total	3870.600	59			

Based on the table tests of linearity above, the linearity testing from listening ability and pronunciation for N = 60 at

the level of significance  $\alpha = 0.05$  is 0.102. The result shows that the linearity testing from listening ability and pronunciation score at the eleventh grade students of SMK Muhammadiyah 5 Miri are linear because the significance is higher than 0.05.

### 3. Hypothesis Testing

Because the computation of normality and linearity shows that the data are in normal and linear distribution, the researcher can continue to test the hypothesis of the research.

#### a. First Hypothesis

The first hypothesis on this research is there is a positive correlation between interest in reading and pronunciation score at the eleventh grade students of SMK Muhammadiyah 5 Miri. To test the hypothesis, the researcher analyzed the data using the Pearson Product Moment Formula through SPSS 20.0 for windows. The statistical formulations of the first hypothesis are as follow:

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

**Table 4.11 The Correlation of Students Reading  
Interest (X1) and Pronunciation (Y)**

		X1	Y
X1	Pearson Correlation	1	.532**
	Sig. (2-tailed)		.000
	N	60	60
Y	Pearson Correlation	.532**	1
	Sig. (2-tailed)	.000	
	N	60	60

Based on the table above, it is found that the coefficient correlation between Students Reading Interest (X1) and Pronunciation (Y). It shows that  $r_{\text{obtained}} (r_{x1y})$  is higher than  $r_{\text{table}}$  ( $0.532 > 0.321$ ). It means that the correlation between Interest in Reading (X1) and Pronunciation (Y) is positive and strong enough. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) was accepted. Then, at the level of significant  $\alpha = 0.05$  and the number of respondents are 60, the sig. (2-tailed) is 0.000. It is lower than 0.05 so the correlation is significant.

The coefficient of determination is  $0.532^2 = 0.450$  it means that 45.0 % variation of the pronunciation is influenced by interest in reading and the other 55.0 % is influenced by other factors.

Next, the researcher used simple linear regression through SPSS 20.0 for windows to predict how far interests in reading affect students' pronunciation. And the result of the question of simple linear regression is  $Y = 34.324 + 473X$  got from the following table.

**Table 4.12 Simple Linear Regretion of X1 and Y**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	34.324	7.025		4.886	.000
X1	.472	.099	.532	4.790	.000

a. Dependent Variable: Y

From the equation  $Y = 34.324 + 472X$  can be analyzed that:

- a) If the score of interest in reading ( $X_1$ ) = 0, so it can be predicted that the score of the Pronunciation is 34.796 While



if the score of Interest in reading is 73, so it can be predicted the score of reading interest is  $34.324 + .472(70) = 74.3$

b) The coefficient of regression  $b = .472$  indicates that the addition value of pronunciation score for every addition the interest in reading score. It also indicates that the correlation between interest in reading and students' pronunciation is positive because the coefficient is positive.

b. Second hypothesis

The second hypothesis of this research is that there is a positive correlation between listening ability and students' Pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri. To test the hypothesis, the researcher analyzed the data using the Pearson Product Moment Formula through SPSS 20.0 for windows. The statistical formulations of the second hypothesis are as follow:

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

**Table 4.13 The Correlation of Listening Ability  
(X2) and Pronunciation (Y)**

		X2	Y
X2	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.000
	N	60	60
Y	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.000	
	N	60	60

Based on the table above, it is found that the coefficient correlation between listening ability (X2) and pronunciation (Y). It shows that  $r_{obtained} (r_{x2y})$  is higher than  $r_{table}$  ( $0.548 > 0.102$ ). It means that the correlation between listening ability and students' pronunciation is positive and strong enough. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Then, at the level of significant  $\alpha = 0.05$  and the number of respondents are 60, the sig. (2-tailed) is 0.000. It is lower than 0.05 so the correlation is significant.

The coefficient of determination that is shown between listening ability and students' pronunciation  $0.548^2 = 0.409$ . It means that 40.9 % variation of the pronunciation is influenced by listening ability and the other 59.1 % is influenced by others factors.

Next, the researcher used equation of simple linear regression through SPSS 20.0 for windows to predict how far the listening ability affects students' pronunciation. And the result of the question of simple linear regression is  $Y = 26.328 + 0.616X$  got from the following table.

**Table 4.14 Simple Linear Regretion of X2 and Y**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	43.336	4.967		8.725	.000
X2	.398	.080	.548	4.985	.000

a. Dependent Variable: Y

From the equation  $Y = 43.336 + 0.398 X2$  can be analyzed that:

- a) If the score of listening ability ( $X2$ ) = 0, so it can be predicted that the score of the pronunciation is 43.336. While if the

score of listening ability is 71 , so it can be predicted the score of reading interest is  $43.336+0.389(71)= 70.064$

b) The coefficient regression  $b=0.389$  indicates that the addition value of pronunciation score for every addition the listening ability. It also indicates that the correlation between listening ability and students' pronunciation is positive because the coefficient is positive.

c. Third hypothesis

The third hypothesis of the research is there is a positive correlation between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) at the eleventh grade students of SMK Muhammadiyah 5 Miri. To test the hypothesis, the researcher analyzed the data using the Pearson Product Moment Formula through SPSS 20.0 for windows.

The statistical of third hypothesis are as follow:

- 1)  $H_0: R_{xy} < 0$ . It means that there is no correlation between  $X_1$ ,  $X_2$  and Y.
- 2)  $H_a: R_{xy} > 0$ . It means that there is a positive and significant correlation between  $X_1$ ,  $X_2$  and Y.

The result of Multiple Correlation Formula through SPSS 20.0 is showed on the table below.

**Table 4.15 Multiple Correlation of students' interest in reading  
(X1), listening ability (X2) and pronunciation (Y)**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin-Watson</b>	<b>F</b>	<b>Sig.</b>
1	.552	.305	.280	6.872	1.216	100.371	.000

The result of computation shows that the correlation coefficient (R) between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) is 0.552. To test the significance of the R, the researcher uses  $F_{test}$ . From the computation, it shows that  $F_{obtained}$  is higher than  $F_{table}$  ( $100.371 > 3.11$ ). It means that  $H_0$  is rejected and  $H_a$  accepted. Therefore, there is a positive correlation between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) on the eleventh grade students of SMK Muhammadiyah 5 Miri in the Academic years of 2018/2019. It is positive and strong enough because the coefficient of correlation is 0.552. The coefficient of determination that is shown between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) is  $0.552^2 = 0.690$ . It means that 69 % variation of the students' pronunciation is influenced by student's interest in reading and listening ability and the other is 31 % is influenced by other factors.

The researcher used equation of multiple linear regressions through SPSS 20.0 for windows to predict how far students' interest in

reading(X1), listening ability (X2) afterpronunciation (Y). And the result of the question of multiple linear regression is  $Y = -8.021 + 0.258X_1 + 0.212X_2$  got from the following table.

**Table 4.16 Multiple Linear Regretion of X1, X2 and Y**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1(Constant)	39.490	-8.012		4.929	.000
X1	.158	.258	.179	.614	.542
X2	.278	.212	.382	1.314	.194

From the equation  $Y = -8.012 + 0.258 X_1 + 0.212 X_2$  can be analyzed that:

- a) If the score of interest in reading (X1) and listening ability (X2) = 0, it can be predicted that the score of the pronunciation is -8.012. If the score the interest in reading (X1) and listening ability (X2) are 71, the score of pronunciation will be  $-8.012 + 0.258 (71) + 0.212 (71) = 70.67$
- b) The coefficient of multiple regressions 0.542 and 0.194 indicate that the addition value of pronunciation score for every addition of interest in reading and listening ability score. It also indicates that the

correlation between interest in reading and listening ability toward pronunciation is positive because the coefficient is positive.

## **B. Discussion of the Research Findings**

In the previous sub-chapter, the researcher has analyzed the data from the test of students' interest in reading, listening ability, and pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri. The analysis is used to know the objective of the study and the result of the problem statement in the previous chapter that entitled the correlation between students' interest in reading, listening ability, and pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri in the academic year of 2018 / 2019.

The discussion of the research findings focuses on two sections, descriptive analysis of each variables and the inferential analysis of each variable, which is the correlation between one dependent variable and two independent variables. The independent variables are students' interest in reading and listening ability. Then, the dependent variable is pronunciation.

The result of data description shows that students' interest in reading, listening ability, and pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri are good with the mean score 70.73 for interest in reading, 61.18 for listening ability and 67.70 for students' pronunciation.

Based on the result of the research finding, it can be known that the data of students interest in reading is in normal distribution because the

significance (0.174) is higher than 0.05.. Meanwhile the data of listening ability is in normal distribution because the significance (0.200) is higher than 0.05. Then the data of reading interest is also in normal distribution because the significance (0.200) is higher than 0.05.

The linear testing is used to know whether two variables showed the linear relationship or not. Based on the result in the research findings, there are two kinds of linearity in this research, those are: linearity of students interest in reading ( $X_1$ ) and students' pronunciation (Y).Then, the linearity of listening ability ( $X_2$ ) and students' pronunciation (Y).The linearity testing from students interest in reading and students' pronunciation. For  $N = 60$  at the level of significance  $\alpha = 0.05$  is 0.321. The result shows that the linearity testing from interest in reading and students' pronunciation score at the eleventh grade students of SMK Muhammadiyah 5 Miri is linear because the significance is higher than 0.05. And the linearity testing from listening ability and students' pronunciation for  $N= 60$  at the level of significance  $\alpha= 0.05$  is 0.102. The result shows that the linearity testing from interest in reading and pronunciation score at the eleventh grade students of SMK Muhammadiyah 5 Miri is in the form of linear because the significance is higher than 0.05.

Because of the distribution of all the data is normal and linear, so the hypothesis testing can be done. For the first hypothesis is known if the correlation between interests in reading and students' pronunciation is



positive because the result of the computation shows that the correlation coefficient ( $r$ ) between interest in reading ( $X_1$ ) and students' pronunciation ( $Y$ ) is 0.532. It is higher than  $r$  table for  $N = 60$  is 0.213. Then, at the level of significant 0.05 and the number of respondents are 60, the sig. (2-tailed) is 0.000. It is lower than 0.05. Therefore, the correlation is significant and it has a strong correlation.

It means that there is a significant correlation between interest in reading and students' pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri. The increasing of student's interest in reading will be followed by increasing of students' pronunciation. In the computation, the coefficient of the determination that is shown between interest in reading and students' pronunciation  $0.548^2 = 0.409$ . It means that 40.9 % variation of the pronunciation is influenced by pronunciation and the other 30.1 % is influenced by other factors. The improving of students' interest in reading will increase their pronunciation. As explained before, the need of interest in reading is very compulsory for pronunciation. If students' interests in reading are higher, their pronunciations are higher too.

From the testing of the first hypothesis, the researcher also used equation simple of linear regression to predict how far the interest in reading affects students' pronunciation. The result of the question of simple linear regression is  $Y = 26.328 + 0.616X$ . The equation of simple linear regression is valid because the significant (0.000) is lower than  $\alpha$  (0.102). So, the equation above can be a basic to predict the pronunciation score

which is influenced by interest in reading score. The  $Y = 26.328 + 0.616X$ . (X1) can be explained if the score of If the score of interest in reading (X1) = 0, so it can be predicted that the score of the Pronunciation is 34.796 While if the score of Interest in reading is 73, so it can be predicted the score of reading interest is  $34.324 + .472(70) = 74.3$ . Indicate that the addition value of pronunciation score for every addition the interest in reading score. It also indicates that the correlation between interest in reading and students' pronunciation is positive because the coefficient is positive.

The second hypothesis of this research is that there is a positive correlation between listening ability and students' pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri because the coefficient correlation between listening ability (X2) and reading interest (Y) or  $r_{x_2y}$  is 0.548. The coefficient of correlation table (r-table) for  $N = 60$  at the level of significant  $\alpha = 0.05$  is 0.102.

It shows that r-obtained ( $r_{x_2y}$ ) is higher than rtable ( $0.548 > 0.102$ ). It means that the correlation between listening ability and students' pronunciation is positive and strong enough. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Then, at the level of significant  $\alpha = 0.05$  and the number of respondents are 60, the sig. (2-tailed) is 0.000. It is lower than 0.05 so the correlation is significant. The coefficient of determination that is shown between listening ability and students' pronunciation  $0.548^2 = 0.409$ . It means that

40.9 % variation of the pronunciation is influenced by listening ability and the other 59.1 % is influenced by others factors.

Next, the researcher used equation of simple linear regression through SPSS 20.0 for windows to predict how far the listening ability affects students' pronunciation. And the result of the question of simple linear regression is  $Y = 26.328 + 0.616X$ . If the score of listening ability ( $X_2$ ) = 0, so it can be predicted that the score of the pronunciation is 26.328. While if the score of listening ability is 71, so it can be predicted the score of reading interest is  $26.328 + 0.616(71) = 69.556$

The coefficient regression  $b = 0.616$  indicates that the addition value of pronunciation score for every addition the listening ability. It also indicates that the correlation between listening ability and students' pronunciation is positive because the coefficient is positive.

The third hypothesis of the research is there is a positive correlation between students' interest in reading ( $X_1$ ), listening ability ( $X_2$ ) and pronunciation ( $Y$ ) at the eleventh grade students of SMK Muhammadiyah 5 Miri. Because the result of computation shows that the correlation coefficient ( $R$ ) between students' interest in reading ( $X_1$ ), listening ability ( $X_2$ ) and pronunciation ( $Y$ ) is 0.552. To test the significance of the  $R$ , the researcher uses F-test. From the computation, it can be seen that F-obtained is 100.371. The value is then consulted to F-table is 3.11 at the level of significance  $\alpha = 0.05$ .

It shows that F-obtained is higher than F-table ( $100.371 > 3.11$ ). It means that  $H_0$  is rejected and  $H_a$  accepted. Therefore, there is a positive correlation between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) on the eleventh grade students of SMK Muhammadiyah 5 Miri in the Academic years of 2018/2019. It is positive and strong enough because the coefficient of correlation is 0.552. The coefficient of determination that is shown between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) is  $0.552^2 = 0.690$ . It means that 69 % variation of the students' pronunciation is influenced by students' interest in reading and listening ability and the other is 31 % is influenced by other factors.

The coefficient of multiple regressions 0.542 and 0.194 indicate that the addition value of pronunciation score for every addition of interest in reading and listening ability score. It also indicates that the correlation between interest in reading and listening ability toward pronunciation is positive because the coefficient is positive.

The first hypothesis is Listening skills has a big influence to students, pronunciation. This is obvious and reasonable, as it is difficult indeed for students to produce a good pronunciation when she/he has never heard of it before. Wilga M. Rivers said "it is obvious that the students should hear it correctly before endeavoring to reproduce it"

The second hypothesis is also supported According to Subyakto & Nababan (1993, p.168) reading interest can be support the comprehension.

The reason that they give are; a) reading interest improving self-confidence, b) the errors in pronounce the word in reading can be revision as soon as possible, it means that if the students make error in their pronounce the word or phrase, the teacher can revise it directly. When the students have strength in the reading interest, they fell more confidents to read aloud.

From the testing of third hypothesis, there is a positive between student's listening ability and student's interest in reading toward English pronunciation of eleventh grade students of SMK Muhammadiyah 5 Miri in the Academic years 2018/2019. Then, it also means that the increase of interest in reading will be followed by the increase of student's pronunciation. The higher the interest in reading, the higher student's pronunciation will be. It seems that interest in reading has contribution to the ability of reading (64.4%). By improving student's interest in reading, their reading skills will increase. From the testing of second hypothesis, there is a positive between listening and the pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri in the academic year of 2018/2019. Then, it also means that the increase of listening will be followed by the increase of student'spronunciation. The higher the listening, the higher students pronunciation will be. It seems that listening in reading has high contribution to the ability of pronunciation (70.4%). By improving students' listening ability, their pronunciation will increase. Students' listening ability much is built. It can be either by teachers or

students. Teacher should have more strange by increase their students' listening, such as giving more assignments to read more of interesting book.

From the testing of third hypothesis, it is know there is a positive correlation between listening ability and students' interest in reading toward English pronunciation because the result of computation shows that the correlation coefficient ( $r$ ) between listening ability ( $X_1$ ), students interest in reading ( $X_2$ ) simultaneously and the pronunciation ( $Y$ ) 5.449. Then, it means that the increase of listening and students interest in reading will be followed by the increase of the pronunciation.

## CHAPTER V

### CONCLUSION, SUGGESTION AND IMPLICATION

In this chapter, the researcher discusses the research conclusion, suggestion and implication. The research conclusion is to answer the problem statements so answering about the objective of the study. The suggestion is used to give the suggestion to the teacher, the students and the other researcher for the future research. The implication that can be explained from the result is with the positive correlation and significant between the variables.

#### A. Conclusion

Based on the research finding and the discussion of the research finding has been provided in the purpose in the previous chapter. The researcher explained the conclusion of research according to the third of the objective of the study.

1. For the first hypothesis is known if the correlation between interests in reading and students' English pronunciation is positive because the result of the computation shows that the correlation coefficient ( $r$ ) between interest in reading ( $X_1$ ) and students' English pronunciation ( $Y$ ) is 0.532. It is higher than  $r$  table for  $N = 60$  is 0.213. Then, at the level of significant 0.05 and the number of respondents are 60, the sig. (2-tailed) is 0.000. It is lower than 0.05. Therefore, the correlation is significant and it has a strong correlation.

2. The second hypothesis of this research is that there is a positive correlation between listening ability and students' English Pronunciation at the eleventh grade students of SMK Muhammadiyah 5 Miri because the coefficient correlation between listening ability (X2) and students' English Pronunciation ( Y ) or  $r_{x_2y}$  is 0.548. The coefficient of correlation table (  $r_{table}$  ) for  $N = 60$  at the level of significant  $\alpha = 0.05$  is 0.102.
3. The third hypothesis of the research is there is a positive correlation between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) at the eleventh grade students of SMK Muhammadiyah 5 Miri. Because the result of computation shows that the correlation coefficient (R) between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) is 0.552. To test the significance of the R, the researcher uses Ftest. From the computation, it can be seen that Fobtained is 100.371. The value is then consulted to Ftable is 3.11 at the level of significance  $\alpha = 0.05$ .

## **B. Suggestion**

After the researcher draws the conclusion of the research, the researcher is going to present the suggestion to the teacher, students and the other researcher dealing with students' interest in reading and listening ability toward pronunciation. The suggestions given by the researcher are as follow:

1. For the Teacher
  - a. A teacher should know and able to implement a good in teaching pronunciation because it is quite complicated to learn.



- b. English teacher is a motivator and stimulator. The teacher should support the students' expectation about listening skill and arouse their reading interest of English text.
  - c. The teacher should encourage the students to have and use dictionary as a tool to help them with difficult words, so their pronunciation will increase.
  - d. The teacher should also give a high motivation to the students to read more and more English literature.
2. For Students
- a. The students should realize that ability of reading is important. So, they must improve their interest reading doing more exercise in understanding reading passage.
  - b. The students should realize that having sensitively in hearing new word with high interest in reading can help them to understanding how to speak corectly. So, it will be easier for them to speaking well.
  - c. The students should realize that with love to study language will help them to improve their ability in reading too.
3. For other researcher

The researcher realizes this research paper is not perfect. There are still many weaknesses dealing with the theory or the other because of the limited skill of the researcher. She also understands that this research paper only gives a little contribution to teach reading. The other researcher perhaps can develop this research with their own material and other method which are suitable for students in order to give new dimension in

world of education. However, the researcher is sure that it will be useful and this research can be used as starting to investigate the topic more completely and comprehensively.

### **C. Implication**

Based on the result of the research, the discussion and the conclusions, the implication that can be explained from the result is with the positive correlation and significant between students' interest in reading (X1), listening ability (X2) and pronunciation (Y) at the eleventh grade students of SMK Muhammadiyah 5 Miri can be used as a considering and input for the English teacher to increase his students' interest in reading and Listening Ability. So the pronunciation of the student's would be increase. The students interest in reading and listening ability can be an object to help students increasing their pronunciation.

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# APPENDICES

## Appendix 1

### The sample of the research

NO	NAMA	NO	NAMA
1	Aisyah Istiqomah	31	Slamet Gudel Kurniawan
2	Ali Munawar	32	Sri Lestari
3	Anik Andri Astutik	33	Sri Rejeki
4	Azizah Kurniasari	34	Teguh Mulyo
5	Citra Cantika Wulan Novembry	35	Tri Rizki Jumiastuti
6	Diana	36	Tri Susilo
7	Emi Nurwidiya	37	Tukiman
8	Erika Novita Sari	38	Vera Oktavia
9	Erika Widi Astutik	39	Veronica Sulistyowati
10	Eva Ardani Arinata	40	Wiwik Purwaningsih
11	Fita Rahmawati	41	Rosiana Anggun TH
12	Ifa Kurnia Faunisyah	42	Abiba Pipit Novitasari
13	Ikhsanudin Zaki	43	Deva Dwiyanti
14	Indah Estri Yuliana	44	Diah Putri Utami
15	Intan Suci Nur Aini	45	Hesti Aditya
16	Isna Amelia Putri	46	Ika Setyaningrum
17	Khalista Himayatin Nesa	47	Indra Nurcahyono
18	Muhammad Eka Saputra	48	Istavia Nur Annisa
19	Nadila Agustina	49	Latifah Hana
20	Navi Fitria	50	Lia Ratna Anjani
21	Niken Indah Sundari	51	Luviek Aslama Aflah
22	Nita Purnama sari	52	Novi Rahma Pramadani
23	Putri	53	Ratri Kusumaningrum
24	Putri Mega Aulia Rokhani	54	Rofifah Amalia
25	Pyxsela Maharani	55	Sefia Agnes Monika
26	Revangga Pratama Jati Yulian Saputro	56	Siti Mutifah
27	Rizka Mawarti	57	Riski Adityo
28	Septiana Sari	58	Rian Saputra
29	Sindi Lafita Sari	59	Shandi Wahyu Santoso
30	Siti Nur Aisyah	60	Sumar

## Appendix 2

**Table 3.5 The Blue Print of the Tryout of Research Instruments  
of Reading Interest ( $X_1$ )**

Theory	No	Indicators	Number of item		Total item
			Positive	Negative	
Skinner (1983 : 338)	1	Attention	1; 3; 5; 7; 41 ; 43	2; 4; 6; 8; 42; 44	12
	2	Pleasure	9; 11; 13; 15; 45; 47	10; 12; 14; 16; 46; 48	12
	3	Willingness	17; 19; 21; 23; 33; 35; 37; 39	18; 20; 22; 24; 34; 36; 38; 40	16
	4	Consciousness	25; 27; 29; 31; 49	26; 28; 30; 32; 50	10
<b>TOTAL</b>					50

### The Tryout of Research Instrument (Questionnaire) of Reading Interest ( $X_2$ )

1. You always ask the teacher what you don't know about the contents of a reading.
  - a. Always
  - b. Often
  - c. sometimes
  - d. Never
2. You are reluctant to ask the teacher what you don't know about the contents of a reading.
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never

3. To be able to understand English reading requires special concentration.
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
4. To be able to understand reading in English does not need special concentration
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
5. Do you repeat English lessons at home after giving them at school to better understand?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
6. Are you reluctant to repeat English lessons at home after giving them at school?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
7. Are you trying to get new words from the English text you are reading?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
8. Are you reluctant to try to get new words from English texts that you read?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
9. Do you like to read English text?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
10. You don't like reading English texts
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
11. Have you ever challenged yourself when there was a reading assignment in front of class?
  - a. Always
  - b. Often
  - c. Sometimes



- d. Never
12. Have you ever challenge yourself when there was a reading assignment in front of class?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
13. Reading books becomes a favorite that is fun when playing compared to playing.
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
14. Playing becomes a pleasure in the leisure time compared to reading a book.
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
15. You feel happy if you can get entertainment and information from reading activities.
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
16. You feel less entertained by the information you get from reading activities.
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
17. Do you often read English texts?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
18. Do you rarely read English texts?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
19. Does the environment and your friends influence your interest in reading.
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
20. Your surroundings and friends don't affect your interest in reading.
- a. Always

- b. Often
- c. Sometimes
- d. Never

21. Do you often visit the library?

- a. Always
- b. Often
- c. Sometimes
- d. Never

22. Do you rarely visit the library?

- a. Always
- b. Often
- c. Sometimes
- d. Never

23. You always read if there are assignments from school.

- a. Always
- b. Often
- c. Sometimes
- d. Never

24. You are reluctant to read if there are assignments from school.

- a. Always
- b. Often
- c. Sometimes
- d. Never

25. You strive to improve your ability to read English texts.

- a. Always
- b. Often
- c. Sometimes
- d. Never

26. You are reluctant to try to improve your ability to read English texts.

- a. Always
- b. Often
- c. Sometimes
- d. Never

27. You read the first reading in the worksheet / English textbook before being discussed in class by the teacher.

- a. Always
- b. Often
- c. Sometimes
- d. Never

28. You are reluctant to read the first reading in the worksheets / books in English before being discussed in class by the teacher.

- a. Always
- b. Often
- c. Sometimes
- d. Never

29. When the library visit hours are over but you are not already covered with what you read, you will try to borrow the book.

- a. Always
- b. Often
- c. Sometimes
- d. Never

30. When the library visit hours are over you are reluctant to borrow your books again, even if you have not finished reading the book.

- a. Always
- b. Often
- c. Sometimes
- d. Never

31. If you don't understand the material presented by the teacher, you try to read it again at home.

- a. Always
- b. Often
- c. Sometimes
- d. Never

32. If you do not understand the material presented by the teacher, you are reluctant to try to read it again at home.

- a. Always
- b. Often
- c. Sometimes
- d. Never

33. Is your knowledge always increasing after reading?

- a. Always
- b. Often
- c. Sometimes
- d. Never

34. Does your knowledge rarely increase after reading?

- a. Always
- b. Often
- c. Sometimes
- d. Never

35. Does your vocabulary always overlap after reading English texts?

- a. Always
- b. Often
- c. Sometimes
- d. Never

36. Does your vocabulary rarely overlap after reading English texts?

- a. Always
- b. Often
- c. Sometimes
- d. Never

37. Do your friends often invite you to read books in the library?

- a. Always

- b. Often
  - c. Sometimes
  - d. Never
38. Do your friends rarely invite you to read books in the library?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
39. Do you have good achievements in reading English tests?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
40. Do you lack achievement in reading English tests?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
41. Do you always pay careful attention when the teacher explains the lesson?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
42. Do you not pay attention carefully when the teacher explains the lesson?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
43. Are you always interested in buying English books to learn?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
44. Are you not interested in buying English books to learn?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
45. Do you more often watch English-language movies?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
46. Do you never watch English-language movies?
- a. Always
  - b. Often

- c. Sometimes
- d. Never

47. Do you like to go to a tourist attraction that many foreign tourists?

- a. Always
- b. Often
- c. Sometimes
- d. Never

48. Do not you go to a tourist attraction that many foreign tourists?

- a. Always
- b. Often
- c. Sometimes
- d. Never

49. Do you follow the private English tutoring?

- a. Always
- b. Often
- c. Sometimes
- d. Never

50. Do you not follow the private English tutoring?

- a. Always
- b. Often
- c. Sometimes
- d. Never

### Appendix 3

**Table 3.6 The Blue Print of the Test of Research Instruments of Reading Interest ( $X_1$ )**

Theory	No	Indicators	Number of item		Total item
			Positive	Negative	
Skinner (1983 : 338)	1	Attention	1; 3; 7; 41; 43	4; 6; 8; 42; 44	10
	2	Pleasure	11; 15; 45	12; 14; 46; 48	7
	3	Willingness	17; 19; 21; 33; 35; 39	18; 20; 22; 24; 34; 36; 38; 40	14
	4	Consciousness	25; 27; 29; 31; 49	26; 28; 30; 32	9
<b>TOTAL</b>					40

#### The Test of Research Instrument (Questionnaire) of Reading Interest ( $X_2$ )

1. You always ask the teacher what you don't know about the contents of a reading.
  - a. Always
  - b. Often
  - c. sometimes
  - d. Never
3. To be able to understand English reading requires special concentration.
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
4. To be able to understand reading in English does not need special concentration
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
6. Are you reluctant to repeat English lessons at home after giving them at school?
  - a. Always
  - b. Often
  - c. Sometimes

- d. Never
- 7. Are you trying to get new words from the English text you are reading?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
- 8. Are you reluctant to try to get new words from English texts that you read?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
- 11. Have you ever challenged yourself when there was a reading assignment in front of class?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
- 12. Have you never challenge yourself when there was a reading assignment in front of class?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
- 14. Playing becomes a pleasure in the leisure time compared to reading a book.
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
- 15. You feel happy if you can get entertainment and information from reading activities.
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
- 17. Do you often read English texts?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never
- 18. Do you rarely read English texts?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Never

19. Does the environment and your friends influence your interest in reading.
- Always
  - Often
  - Sometimes
  - Never
20. Your surroundings and friends don't affect your interest in reading.
- Always
  - Often
  - Sometimes
  - Never
21. Do you often visit the library?
- Always
  - Often
  - Sometimes
  - Never
22. Do you rarely visit the library?
- Always
  - Often
  - Sometimes
  - Never
24. You are reluctant to read if there are assignments from school.
- Always
  - Often
  - Sometimes
  - Never
25. You strive to improve your ability to read English texts.
- Always
  - Often
  - Sometimes
  - Never
26. You are reluctant to try to improve your ability to read English texts.
- Always
  - Often
  - Sometimes
  - Never
27. You read the first reading in the worksheet / English textbook before being discussed in class by the teacher.
- Always
  - Often
  - Sometimes
  - Never
28. You are reluctant to read the first reading in the worksheets / books in English before being discussed in class by the teacher.
- Always
  - Often
  - Sometimes



- d. Never
29. When the library visit hours are over but you are not already covered with what you read, you will try to borrow the book.
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
30. When the library visit hours are over you are reluctant to borrow your books again, even if you have not finished reading the book.
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
31. If you don't understand the material presented by the teacher, you try to read it again at home.
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
32. If you do not understand the material presented by the teacher, you are reluctant to try to read it again at home.
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
33. Is your knowledge always increasing after reading?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
34. Does your knowledge rarely increase after reading?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
35. Does your vocabulary always overlap after reading English texts?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never
36. Does your vocabulary rarely overlap after reading English texts?
- a. Always
  - b. Often
  - c. Sometimes
  - d. Never

38. Do your friends rarely invite you to read books in the library?
- Always
  - Often
  - Sometimes
  - Never
39. Do you have good achievements in reading English tests?
- Always
  - Often
  - Sometimes
  - Never
40. Do you lack achievement in reading English tests?
- Always
  - Often
  - Sometimes
  - Never
41. Do you always pay careful attention when the teacher explains the lesson?
- Always
  - Often
  - Sometimes
  - Never
42. Do you not pay attention carefully when the teacher explains the lesson?
- Always
  - Often
  - Sometimes
  - Never
43. Are you always interested in buying English books to learn?
- Always
  - Often
  - Sometimes
  - Never
44. Are you not interested in buying English books to learn?
- Always
  - Often
  - Sometimes
  - Never
45. Do you more often watch English-language movies?
- Always
  - Often
  - Sometimes
  - Never
46. Do you never watch English-language movies?
- Always
  - Often
  - Sometimes
  - Never

48. Do not you go to a tourist attraction that many foreign tourists?

- a. Always
- b. Often
- c. Sometimes
- d. Never

49. Do you follow the private English tutoring?

- a. Always
- b. Often
- c. Sometimes
- d. Never

The try out of Research Instrument (Questionnaire) of Reading Interest (X2)

1. Apakah anda selalu bertanya kepada guru tentang hal yang anda tidak tahu pada isi suatu bacaan?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
2. Apakah anda enggan bertanya kepada guru tentang hal yang anda tidak tahu pada isi suatu bacaan?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
3. Apakah untuk dapat memahami bacaan bahasa Inggris di perlukan konsentrasi yang khusus?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
4. Apakah untuk dapat memahami bacaan bahasa Inggris tidak memerlukan konsentrasi yang khusus?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
5. Apakah anda mengulangi kembali pelajaran bahasa Inggris di rumah, setelah di berikan di sekolah agar lebih paham?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
6. Apakah anda enggan mengulangi kembali pelajaran bahasa Inggris di rumah, setelah di berikan di sekolah agar lebih paham?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
7. Apakah anda mencoba mendapatkan kata-kata baru dari teks bahasa Inggris yang anda baca?
  - a. Selalu

- b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
8. Apakah anda enggan mencoba mendapatkan kata-kata baru dari teks bahasa Inggris yang anda baca?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
9. Apakah anda suka membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
10. Apakah anda enggan membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
11. Apakah selalu mengajukan diri sendiri jika ada tugas membaca teks bahasa Inggris di depan kelas?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
12. Apakah enggan mengajukan diri sendiri jika ada tugas membaca teks bahasa Inggris di depan kelas?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
13. Apakah membaca buku berbahasa Inggris menjadi kegemaran yang menyenangkan di waktu luang di banding bermain?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
14. Apakah bermain menjadi kegemaran yang menyenangkan di waktu luang di banding membaca buku berbahasa Inggris?
- a. Selalu

- b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
15. Apakah anda merasa senang jika anda bisa mendapatkan hiburan dan informasi baru dari kegiatan membaca?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
16. Apakah anda merasa kurang terhibur akan informasi yang anda dapat dari kegiatan membaca?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
17. Apa anda selalu membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
18. Apa anda enggan membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
19. Apakah lingkungan sekitar dan teman-teman anda mempengaruhi minat anda dalam membaca?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
20. Apakah lingkungan sekitar dan teman-teman anda tidak mempengaruhi minat anda dalam membaca?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
21. Apakah anda sering mengunjungi perpustakaan?
- a. Selalu
  - b. Sering

- c. Kadang-kadang
  - d. Tidak pernah
22. Apakah anda jarang mengunjungi perpustakaan?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
23. Apakah anda selalu membaca jika ada tugas dari sekolah?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
24. Apakah anda enggan membaca jika ada tugas dari sekolah?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
25. Apa anda selalu berusaha untuk meningkatkan kemampuan membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
26. Apa anda enggan berusaha untuk meningkatkan kemampuan membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
27. Apakah anda sering membaca terlebih dahulu bacaan yang ada pada LKS/buku paket bahasa Inggris sebelum di bahas di dalam kelas oleh guru?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
28. Apakah anda enggan membaca terlebih dahulu bacaan yang ada pada LKS/buku paket bahasa Inggris sebelum di bahas di dalam kelas oleh guru?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang

- d. Tidak pernah
29. Bila jam berkunjung perpustakaan habis tapi anda belum selesai dengan buku yang anda baca, apakah anda sering berusaha untuk meminjam buku tersebut?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
30. Bila jam berkunjung perpustakaan habis tapi anda belum selesai dengan buku yang anda baca, apakah anda enggan berusaha untuk meminjam buku tersebut?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
31. Bila anda kurang memahami materi yang di sampaikan guru, apakah anda selalu berusaha untuk membaca kembali di rumah?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
32. Bila anda kurang memahami materi yang di sampaikan guru, apakah anda enggan berusaha untuk membaca kembali di rumah?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
33. Apakah pengetahuan anda selalu bertambah setelah membaca?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
34. Apakah pengetahuan anda jarang bertambah setelah membaca?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
35. Apa kosa kata anda selalu bertambah usai membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering



- c. Kadang-kadang
  - d. Tidak pernah
36. Apa kosa kata anda jarang bertambah usai membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
37. Apakah teman-teman anda sering mengajak anda membaca buku di perpustakaan?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
38. Apakah teman-teman anda jarang mengajak anda membaca buku di perpustakaan?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
39. Apakah anda sering mendapatkan nilai yang bagus dalam tugas membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
40. Apakah anda jarang mendapatkan nilai yang bagus dalam tugas membaca teks berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
41. Apakah anda selalu memperhatikan dengan seksama ketika guru menjelaskan?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
42. Apakah anda malas memperhatikan dengan seksama ketika guru menjelaskan?

- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
43. Apakah anda selalu tertarik membeli buku bacaan berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
44. Apakah anda tidak pernah tertarik membeli buku bacaan berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
45. Apakah anda sering menonton film berbahasa Inggris tanpa terjemahan bahasa Indonesia?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
46. Apakah anda tidak pernah menonton film berbahasa Inggris tanpa terjemahan bahasa Indonesia?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
47. Apakah anda sering berkunjung ke tempat wisata yang banyak turis asing dengan tujuan melatih kemampuan berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
48. Apakah anda enggan berkunjung ke tempat wisata yang banyak turis asing dengan tujuan melatih kemampuan berbahasa Inggris?
- a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah

49. Apakah anda senang mengikuti les privat bahasa Inggris?

- a. Selalu
- b. Sering
- c. Kadang-kadang
- d. Tidak pernah

50. Apakah anda enggan mengikuti les privat bahasa Inggris?

- a. Selalu
- b. Sering
- c. Kadang-kadang
- d. Tidak pernah

## Appendix 4

**Table 3.3**The blue print of the test of the research instruments of  
**Listening Ability (X2)**

Theory	No	Indicators	Number of Item	Item
brown (2000: 255-258)	1	Intensive	1,2,3	3
	2	Responsive	4,5,6,7	4
	3	Selective	8,9,10,11	4
	4	Extensive	12,13,14,15	4
<b>TOTAL</b>				<b>15</b>

### LISTENING SECTION

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section, with special directions for each part.

#### **Part I: Pictures; Questions: 1 to 3**

**Direction:** For each item, there is a picture and four short statements about it on the tape. They are spoken *TWICE*, and are not written out on your test book, so you must listen carefully. You must choose one statement – (A), (B), (C), or (D) - that best describes the picture. Then, on your answer sheet, mark your choice.

Example: Look at the following picture. Now, listen to the following statements.



- A. Some boys pays guitar
- B. The boy buying a guitar
- C. The boy playing a guitar**
- D. The girl is a musician

- Choice (C) – “The shopping chart are stuck together”- best describes what is seen in the picture. Therefore, you should mark (C) on your answer sheet.

➤ Let's begin with question number 1

1. **C (The woman is selling of kinds of fruits)**



2. **C (The man is writing a hanphone)**



3. **A (The little boys playing a toy car)**



**Part II: Question – Responses; Questions: 4 to 7.**

**Directions:** *In this part of the test, you will hear several questions spoken in English, followed by four responses, also spoken in English. The question and the responses will be spoken TWICE. They will not be printed in your test book, so you must listen carefully to understand what the speakers say. You have to choose the best response to each question.*

<p style="text-align: center;">Now listen to a sample question:  <i>You will hear:</i>                  Woman : “where do you think I can find Sandra every afternoon?”</p>	<p style="text-align: center;"><i>You will also hear:</i>                  Man:                  (A). Yes, I think I know him                  (B) No, his not here at present                  (C) Yes, I think it better to see him soon  <b>(D) I think you can find her in the school Garden</b></p>
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*Choice (D) – “I think you can find him in the school garden.”- is the appropriate response to the question, where do you think I can find Sandra every afternoon?]. Therefore, you should mark (D) on your answer sheet.*

*Number 4:*

4. Mark your answer on your answer sheet. **C(I think the school is a good school)**
5. Mark your answer on your answer sheet. **C (Yes is this)**
6. Mark your answer on your answer sheet. **B(For second crossroad from this way than turn lap there is the best hotel named Jaya Hotel)**
7. Mark your answer on your answer sheet. **D(No thank you, had’nt to have some snack)**

**Part III: Short Conversations; Questions: 8 to 11**

**Directions:** *In this part of the test, you will hear several short conversations. You will hear the conversation TWICE. The conversations will not be printed in your test book, so you must listen carefully to understand what the speakers say.*

*In your test book, you will read a question about each conversation. The question will be followed by four answers. You have to choose the best answer for each question, and mark it on your answer sheet*

<p><b>Example:</b>  <i>You will hear:</i></p>	<p style="text-align: center;"><i>You will read:</i></p>
<p>Woman : Are you railway station’s staff?                  Man: Yes, Ma’am                  Woman : Could you show me where I can wait for my train, please?                  Man : Sure. You can sit down on the bench there, Ma’am.</p>	<p>Where does the dialog probably take place?                  A. at a hospital  <b>B. at a railway station</b>                  C. at home                  D. at school</p>

Choice (B)-“ *at a railway station*” – is the best answer to the question, “**Where does the dialog probably take place?**” Therefore, you should mark (B) on your answer sheet

8. What is the man doing?  
A. He could have helped her  
**C. He enjoyed the party very much**  
B. He wanted to go with her woman  
D. He would like to call the
9. Where will they probably be at six forty-five?  
A. At the plaza  
B. In the office  
**C. Still at work**  
**D. On the way to the plaza**
10. What is the woman’s native language?  
A. **Thai**  
B. Korean  
C. English  
D. Japanese
11. What is the man doing?  
A. He is having meeting Garuda  
B. **He is reserving a ticket** for afternoon tea  
C. He is flying with  
D. He is sitting down

#### **Part IV: Short Talks; Questions: 12 to 15**

*Direction: In this part of the test, you will hear several short monologues. Each will be spoken TWICE. They will not be printed in your test book, so you must listen carefully to understand and remember what is said.*

*In your test book, you will read two or more question each short monologues. Each question will be followed by four answers. You have to choose the best answer to each question and mark it on your answer sheet.*

**Questions 12 to 13 refer to the following text.**

12. What is facsimiles ?  
**A. It is usually called massager which is a form of real-time direct text-based chatting communication in push mode between two or more people using personal computers or other device, along with shared clients.**  
B. It is an old book which prints historical value.  
C. It is insert scanner to process the result of the scanning.  
D. It’s make sure that the cable power of your scanner plugged in.

13. Who sometimes use facsimiles?  
A. Children  
B. **All people**  
C. Scholars  
D. Seller

**Questions 14 to 15 refer to the following announcement.**

14. How many days will the convention last?  
A. Two  
B. **Three**  
C. Four  
D. Five
15. What is the speech about?  
A. The marketing of fruit and vegetables teamwork  
B. **The purpose of the yearly sales meeting**  
C. The establishment of a sales team  
D. The meeting of company directors

**This is the End of Listening Section**



## Appendix 5

**Table 3.10 The blue print of the test of the research instruments of English pronunciation (Y)**

No	Word	Indicators by Burns & Joyce, (1997)							
		Consonantal inventory	Phonetic realizations	Consonant clusters	Vowel quantity	Weak forms of vowels	Stress-timed rhythm	Word stress	Nuclear (tonic) stress
1	King Midas	kɪŋ mɪdəs							
2	Was				wəz;				
3	Very	veri							
4	Wealthy	welθ							
5	Hobby				hɒbi				
6	Collecting				kə'lektɪŋ				
7	Gold				gəʊld				
8	From				fɾəm;				
9	The time	ðə; taɪm							
10	He				hi				
11	Got up	gɒt ʌp							
12	In	ɪn							
13	Morning	mɔ:nɪŋ							
14	To				Tu:				
15	Went	wend							
16	Bed	bed							
17	Would				wʊd;				
18	Count				kaʊnt				
19	One				wʌn				
20	Sitting	sɪtɪŋ							
21	Alone				ə'ləʊn				
22	Garden	gɑ:dn							
23	Wine				waɪn				
24	Came				kæm				
25	Into				ɪntə;				
26	Said	seɪd							
27	Grand				grænd				
28	You				ju;				
29	Touch	tʌtʃ							
30	Whatever				wɒt'evə(r)				
31	Will	wɪl							
32	Turn				tɜ:n				
33	Becareful				bɪkə(r)ful				
34	What				wɒt				
35	Think	θɪŋk							

36	Bring	brɪŋ							
37	happiness				Hæpɪnes				
38	Might				mɑɪt				
39	Cause	kɔ:z							
40	Greatest	greɪtəs							
41	Heed				Hi:d				
42	Warning				wɔ:nɪŋ				
43	Tree				Tri:				
44	Palace				pæləs				
45	Beloved				bɪləv				
46	Daughter				dɔ:tə(r)				
47	She				Si:				
48	Extremely				ɪk'stri:mli				
49	Finally				fainəli				
50	Back				Bæk				
51	Please				pli:z				
52	Take	teɪk							
53	Longer	lɒŋgə							
54	Realize				ri:əlaɪz				
55	Laugh				lɔ:v				
56	Change	tʃeɪndʒ							
57	Bath				bɒ:θ				
58	River				rɪvə(r)				
59	Spell well				spel wel				
60	Undone				ʌdʌn				
61	Gone				gɒn				
62	Relieved				ri:li:v				
63	Rushed				rʌʃ				
64	Poured				pɔ:(r)ed				
65	Will				wɪl				
66	Gift				gɪft				
67	Took				tu:k				
68	Dionysus								
69	It				ɪt				
70	Lie				laɪ				
71	We				wi				
72	Do				du:				
73	Not				nɒt				
74	Didn't				dɪdn				
75	See				si:				

**Read the text below with correct pronunciation!**

### **A Touch of Gold**

King Midas was very wealthy king. His hobby was collecting gold. From the time he got up in the morning to the time he went to bed, he would count his gold.

One morning, as he was sitting alone in the garden, Dionysus, the god of wine, came to him and said, "Midas, I grant you the touch of gold. Whatever you touch, it will turn into gold, be careful. What you think will bring you the most happiness might cause you the greatest grief."

Midas was very happy. He didn't heed Dionysus' warning. He touched a tree, and it turned to gold. He touched his palace and it turned into gold. When he touched his beloved daughter, she turned to gold. He was extremely unhappy.

Finally, Midas went back to Dionysus and said, "Please take back your gift. I no longer want the golden touch. I realize that we do not always bring happiness."

Dionysus laughed, "I see that you have changed. Go and bathe in the river of Pactolus. The spell will be undone and your woe will be gone."

King Midas was relieved and happy. After he took a bath, he rushed into his palace.

He poured the water on his daughter and she came back to life.

## Key Answer of Pronunciation

### A Touch of Gold

King Midas was very wealthy king. His hobby was collecting gold. From the time he got up in the morning to the time he went to bed, he would count his gold.

One morning, as he was sitting alone in the garden, Dionysus, the god of wine, came to him and said, "Midas, I grand you to touch of gold. Whatever you touch, it will turn into gold, be careful. What you think will bring you the most happiness might cause you the greatest grief."

Midas was very happy. He didn't heed Dionysus' warning. He touched a tree, and it turned to gold. He touched his palace and it turned into gold. When he touched his beloved daughter, she turned to gold. He was extremely unhappy.

Finally, Midas went back to Dionysus and said, "Please take back your gift. I no longer want the golden touch. I realize that we do not always bring happiness."

Dionysus laughed, "I see that you have changed. Go and bath in river of Octopus. The spell will be undone and your woe will be gone.

King Midas was relieved and happy. After he took a bath, he rushed into his palace. He poured the water to his daughter and she came back to life.

ə tʌtʃ ðv gəʊld

kɪŋ 'maɪdəs wɒz 'veri 'welθi kɪŋ. hɪz 'hɒbi wɒz kə'lektɪŋ gəʊld. frɒm ðə taɪm hi: ɡɒt ʌp ɪn ðə 'mɔ:nɪŋ tu: ðə taɪm hi: went tu: bɛd, hi: wʊd; kaʊnt hɪz gəʊld.

wʌn 'mɔ:nɪŋ, æz hi: wɒz 'sɪtɪŋ ə'ləʊn ɪn ðə 'ɡɑ:dn, dɪɒnɪsəs, ðə gəʊld ðv waɪn, keɪm tu: hɪm ænd sɛd, "'maɪdəs, aɪ grænd ju: tu: tʌtʃ ðv gəʊld. wɒt 'evə ju: tʌtʃ, ɪt wɪl tɜ:n 'ɪntu: gəʊld, bi: 'keəfʊl. wɒt ju: θɪŋk wɪl brɪŋ ju: ðə məʊst 'hæpɪnɪs maɪt kɔ:z ju: ðə 'ɡreɪtɪst ɡri:f."

'maɪdəs wɒz 'veri 'hæpi. hi: dɪdn't hi:d dɪɒnɪsəs' 'wɔ:mɪŋ. hi: tʌtʃ ə trɪ:, ænd ɪt tɜ:nd tu: gəʊld. hi: tʌtʃ hɪz 'pælɪs ænd ɪt tɜ:nd 'ɪntu: gəʊld. wen hi: tʌtʃ hɪz bɪ'lʌvɪd 'dɔ:tə, ʃɪ: tɜ:nd tu: gəʊld. hi: wɒz; ɪks'tri:mli ʌn'hæpi.

'faɪnəli, 'maɪdəs went bæc tu: dɪɒnɪsəs ænd sɛd, "'pli:z teɪk bæc jɔ: ɡɪft. aɪ nəʊ 'lɒŋɡə wɒnt ðə 'gəʊldən tʌtʃ. aɪ 'rɪəlaɪz ðæt wi: du: nɒt 'ɔ:lweɪz brɪŋ 'hæpɪnɪs."

dɪɒnɪsəs læ:ft, "aɪ si: ðæt ju: hæv ʃeɪndʒd. gəʊ ænd bɑ:θ ɪn 'rɪvər ðv 'ɒktəpəs. ðə spɛl wɪl bi: ʌn'dʌn ænd jɔ: wəʊ wɪl bi: ɡɒn.

kɪŋ 'maɪdəs wɒz; rɪ'li:vɪd ænd 'hæpi. 'ɑ:ftə hi: tʊk ə bɑ:θ, hi: rʌʃt 'ɪntu: hɪz 'pælɪs. hi: pɔ:d ðə 'wɔ:tə tu: hɪz 'dɔ:tər ænd ʃɪ: keɪm bæc tu: laɪ.

## Appendix 6

### THE SCORE OF TEST SMK MUHAMMADIYAH 5 MIRI

No	NAMA	X1	X2	Y
1	Aisyah Istiqomah	53	40	67
2	Ali Munawar	56	55	55
3	Anik Andri Astutik	58	40	68
4	Azizah Kurniasari	60	55	65
5	Citra Cantika Wulan Novembry	61	55	57
6	Diana	80	60	74
7	Emi Nurwidiya	65	60	55
8	Erika Novita Sari	67	70	62
9	Erika Widi Astutik	69	85	62
10	Eva Ardani Arinata	70	70	64
11	Fita Rahmawati	73	75	60
12	Ifa Kurnia Faunisyah	75	50	70
13	Ikhsanudin Zaki	77	55	75
14	Indah Estri Yuliana	79	80	75
15	Intan Suci Nur Aini	80	50	77
16	Isna Amelia Putri	81	65	70
17	Khalista Himayatin Nesa	83	55	70
18	Muhammad Eka Saputra	85	60	70
19	Nadila Agustina	87	65	76
20	Navi Fitria	65	50	60
21	Niken Indah Sundari	67	55	40
22	Nita Purnama sari	69	53	62
23	Putri	70	70	66
24	Putri Mega Aulia Rokhani	73	60	60
25	Pyxsela Maharani	75	55	66
26	Revangga Pratama Jati Yulian Saputro	77	55	70
27	Rizka Mawarti	79	55	62
28	Septiana Sari	53	70	52
29	Sindi Lafita Sari	56	80	65
30	Siti Nur Aisyah	58	55	65
31	Slamet Gudel Kurniawan	60	55	62
32	Sri Lestari	61	55	52
33	Sri Rejeki	63	55	58
34	Teguh Mulyo	65	55	65

35	Tri Rizki Jumiastuti	67	45	65
36	Tri Susilo	69	55	68
37	Tukiman	70	55	65
38	Vera Oktavia	73	55	65
39	Veronica Sulistyowati	75	50	70
40	Wiwik Purwaningsih	77	55	70
41	Rosiana Anggun TH	79	70	76
42	Abiba Pipit Novitasari	80	78	70
43	Deva Dwiyantri	87	77	74
44	Diah Putri Utami	53	43	64
45	Hesti Aditya	70	67	68
46	Ika Setyaningrum	53	41	84
47	Indra Nurcahyono	80	78	75
48	Istavia Nur Annisa	67	57	78
49	Latifah Hana	69	58	78
50	Lia Ratna Anjani	77	67	75
51	Luviek Aslama Aflah	65	54	78
52	Novi Rahma Pramadani	67	58	80
53	Ratri Kusumaningrum	69	54	74
54	Rofifah Amalia	82	78	79
55	Sefia Agnes Monika	73	70	65
56	Siti Mutifah	75	68	68
57	Riski Adityo	77	70	70
58	Rian Saputra	79	72	75
59	Shandi Wahyu Santoso	80	75	74
60	Sumar	81	68	77

## Appendix 7

**Table 3.11 The Validity of Students' Interest in Reading (Tryout)**

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	40	20
	Excluded <sup>a</sup>	10	80
	Total	60	100.0

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

**Reliability Statistics**

Cronbach's Alpha	N of Items
.905	50

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	138.59	231.245	.597	.901
VAR00002	138.98	248.569	-.036	.908
VAR00003	138.24	237.632	.330	.904
VAR00004	137.90	234.265	.634	.901
VAR00005	138.98	248.569	-.036	.908
VAR00006	138.15	237.407	.553	.902
VAR00007	137.85	236.856	.540	.902
VAR00008	137.95	238.946	.512	.903
VAR00009	138.98	248.569	-.036	.908
VAR00010	138.98	248.569	-.036	.908
VAR00011	138.08	224.010	.812	.897
VAR00012	137.36	247.268	.034	.907

VAR00013	138.98	248.569	-.036	.908
VAR00014	137.90	238.783	.565	.902
VAR00015	137.78	240.071	.407	.903
VAR00016	138.98	248.569	-.036	.908
VAR00017	138.12	224.899	.793	.898
VAR00018	138.59	231.245	.597	.901
VAR00019	138.15	237.407	.553	.902
VAR00020	137.56	238.216	.569	.902
VAR00021	138.20	236.820	.523	.902
VAR00022	138.46	237.597	.444	.903
VAR00023	138.98	248.569	-.036	.908
VAR00024	139.12	241.279	.415	.904
VAR00025	138.46	242.563	.295	.904
VAR00026	137.86	239.223	.391	.903
VAR00027	137.85	236.856	.540	.902
VAR00028	138.97	245.171	.109	.907
VAR00029	138.05	225.290	.785	.898
VAR00030	138.64	245.681	.095	.907
VAR00031	137.90	234.265	.634	.901

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00032	139.12	244.934	.110	.907
VAR00033	138.00	234.931	.592	.901
VAR00034	138.02	239.086	.402	.903
VAR00035	138.15	237.407	.553	.902
VAR00036	138.59	231.245	.597	.901
VAR00037	138.98	248.569	-.036	.908
VAR00038	138.24	237.632	.330	.904
VAR00039	137.90	234.265	.634	.901
VAR00040	138.53	234.426	.538	.902
VAR00041	138.15	237.407	.553	.902
VAR00042	137.85	236.856	.540	.902
VAR00043	137.95	238.946	.512	.903
VAR00044	138.59	231.245	.597	.901
VAR00045	138.59	231.245	.597	.901



VAR00046	138.07	228.926	.721	.899
VAR00047	138.12	247.899	-.022	.910
VAR00048	139.08	245.596	.092	.907
VAR00049	138.61	232.207	.512	.902
VAR00050	138.98	248.569	-.036	.908

Based on the table above, the researcher concluded that for test of vocabulary mastery there are 40 items which are valid and 10 items are invalid. The  $r$  table at  $\alpha = 0.05$  for  $N = 60$ . The item is valid if the value of the  $r$ - instrument is higher than  $r$ - table.

## Appendix 8

**Table 3.13 The Reliability of Students' Interest in Reading (X1)**

**Case Processing Summary**

		N	%
Cases	Valid	60	100.0
	Excluded <sup>a</sup>	0	0
	Total	60	100.0

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

**Reliability Statistics**

Cronbach's Alpha	N of Items
.946	40

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	115.69	264.802	.709	.943
VAR00003	115.34	274.056	.356	.946
VAR00004	115.00	270.655	.658	.943
VAR00006	115.25	273.020	.630	.944
VAR00007	114.95	273.566	.560	.944
VAR00008	115.05	276.635	.490	.945
VAR00011	115.19	259.223	.844	.941
VAR00012	114.46	283.839	.101	.947
VAR00014	115.00	276.207	.555	.944
VAR00015	114.88	276.968	.430	.945
VAR00017	115.22	260.864	.802	.942
VAR00018	115.69	264.802	.709	.943
VAR00019	115.25	273.020	.630	.944
VAR00020	114.66	275.056	.590	.944
VAR00021	115.31	270.285	.689	.943

VAR00022	115.56	273.354	.504	.944
VAR00024	116.22	278.347	.437	.945
VAR00025	115.56	277.802	.416	.945
VAR00026	114.97	274.275	.489	.945
VAR00027	114.95	273.566	.560	.944
VAR00028	116.07	283.650	.080	.947
VAR00029	115.15	260.373	.825	.942
VAR00030	115.75	283.848	.079	.947
VAR00031	115.00	270.655	.658	.943
VAR00032	116.22	285.278	.012	.948
VAR00033	115.10	269.024	.720	.943
VAR00034	115.12	275.417	.444	.945
VAR00035	115.25	273.020	.630	.944
VAR00036	115.69	264.802	.709	.943
VAR00038	115.34	274.056	.356	.946
VAR00039	115.00	270.655	.658	.943

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00040	115.63	269.341	.617	.944
VAR00041	115.25	273.020	.630	.944
VAR00042	114.95	273.566	.560	.944
VAR00043	115.05	276.635	.490	.945
VAR00044	115.69	264.802	.709	.943
VAR00045	115.69	264.802	.709	.943
VAR00046	115.17	264.143	.770	.942
VAR00048	116.19	285.361	.012	.948
VAR00049	115.71	265.485	.627	.944

The table above showed that r-obtained for 40 items which are valid is 0.946. It is higher than r-table for N = 60. It showed that the test is reliable at the very high reliability.

## Appendix 9

### Distribution Frequency

```

FREQUENCIES VARIABLES=X1 X2 Y
  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MO
DE SUM
  /HISTOGRAM NORMAL

  /ORDER=ANALYSIS.

```

### Frequencies

#### Notes

Output Created		25-Jun-2019 09:52:03
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		<pre> FREQUENCIES VARIABLES=X1 X2 Y   /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MODE SUM   /HISTOGRAM NORMAL   /ORDER=ANALYSIS. </pre>
Resources	Processor Time	00:00:03.011
	Elapsed Time	00:00:03.183

[DataSet0]

Table 4.1 The Computation of Mean, Median, Mode, etc.

		X1	X2	Y
N	Valid	60	60	60
	Missing	0	0	0
Mean		70.73	61.18	67.70
Std. Error of Mean		1.180	1.438	1.046
Median		70.00	62.00	68.00
Mode		67	54	70
Std. Deviation		9.139	11.139	8.100
Variance		83.521	124.084	65.603
Range		34	38	44
Minimum		53	40	40
Maximum		87	78	84
Sum		4244	3671	4062

a. Multiple modes exist. The smallest value is shown

### Frequency Table

Table 4.2 The Frequency Distribution of students Reading Interest Score (X1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	4	6.7	6.7	6.7
	56	2	3.3	3.3	10.0
	58	2	3.3	3.3	13.3
	60	2	3.3	3.3	16.7
	61	2	3.3	3.3	20.0
	63	1	1.7	1.7	21.7
	65	4	6.7	6.7	28.3
	67	5	8.3	8.3	36.7
	69	5	8.3	8.3	45.0
	70	4	6.7	6.7	51.7

73	4	6.7	6.7	58.3
75	4	6.7	6.7	65.0
77	5	8.3	8.3	73.3
79	4	6.7	6.7	80.0
80	5	8.3	8.3	88.3
81	2	3.3	3.3	91.7
82	1	1.7	1.7	93.3
83	1	1.7	1.7	95.0
85	1	1.7	1.7	96.7
87	2	3.3	3.3	100.0
Total	60	100.0	100.0	

Table4.4 The Frequency Distribution of Listening Ability Score(X2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	3.3	3.3	3.3
41	1	1.7	1.7	5.0
43	3	5.0	5.0	10.0
45	2	3.3	3.3	13.3
48	2	3.3	3.3	16.7
50	1	1.7	1.7	18.3
53	4	6.7	6.7	25.0
54	5	8.3	8.3	33.3
55	1	1.7	1.7	35.0
56	2	3.3	3.3	38.3
57	1	1.7	1.7	40.0
58	2	3.3	3.3	43.3
61	2	3.3	3.3	46.7
62	3	5.0	5.0	51.7

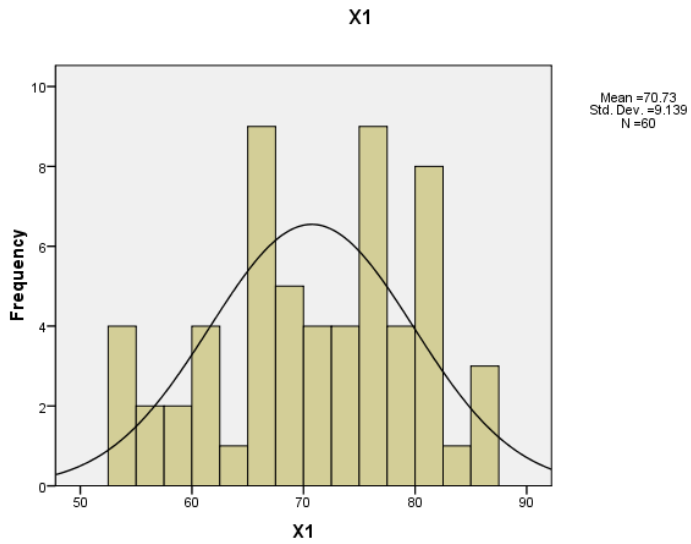
63	1	1.7	1.7	53.3
64	2	3.3	3.3	56.7
65	3	5.0	5.0	61.7
66	1	1.7	1.7	63.3
67	2	3.3	3.3	66.7
68	2	3.3	3.3	70.0
70	4	6.7	6.7	76.7
72	2	3.3	3.3	80.0
74	4	6.7	6.7	86.7
75	3	5.0	5.0	91.7
77	2	3.3	3.3	95.0
78	3	5.0	5.0	100.0
Total	60	100.0	100.0	

Table 4.6 The Frequency Distribution of Pronunciation Score (Y)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	1.7	1.7	1.7
52	2	3.3	3.3	5.0
55	2	3.3	3.3	8.3
57	1	1.7	1.7	10.0
58	1	1.7	1.7	11.7
60	3	5.0	5.0	16.7
62	5	8.3	8.3	25.0
64	2	3.3	3.3	28.3
65	8	13.3	13.3	41.7
66	2	3.3	3.3	45.0
67	1	1.7	1.7	46.7

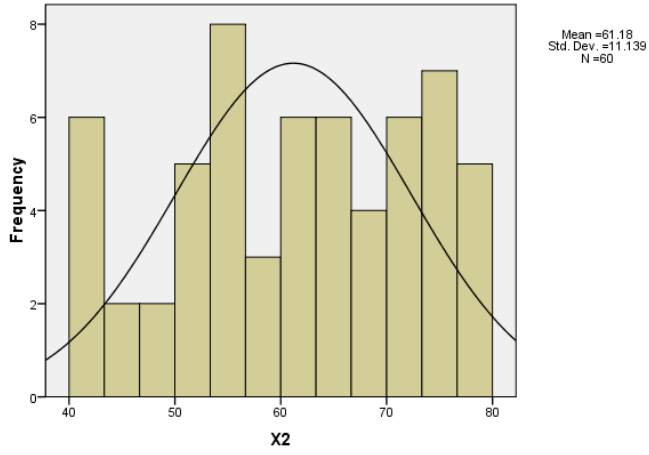
68	4	6.7	6.7	53.3
70	9	15.0	15.0	68.3
74	4	6.7	6.7	75.0
75	5	8.3	8.3	83.3
76	2	3.3	3.3	86.7
77	2	3.3	3.3	90.0
78	3	5.0	5.0	95.0
79	1	1.7	1.7	96.7
80	1	1.7	1.7	98.3
84	1	1.7	1.7	100.0
Total	60	100.0	100.0	

## Histogram

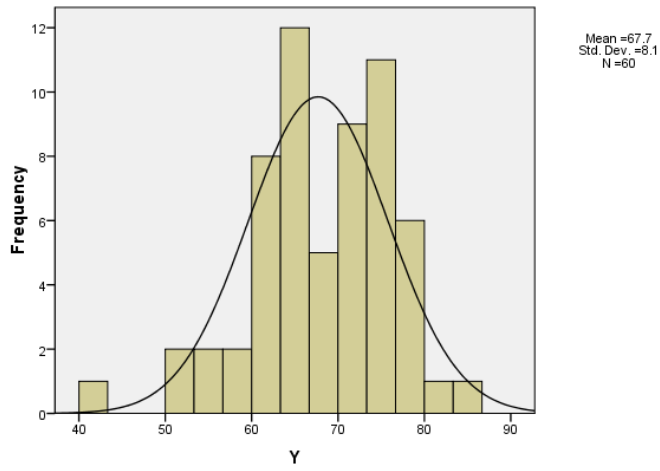




X2



Y



## Appendix 10

### Normality Test of Interest in Reading, Listening Ability and Pronunciation

```

EXAMINE VARIABLES=Y X1 X2
/PLOT BOXPLOT NPFPLOT
/COMPARE GROUP
/STATISTICS NONE
/CINTERVAL 95
/MISSING LISTWISE

/NOTOTAL.

```

## Explore

### Notes

Output Created		25-Jun-2019 10:22:38
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	60
	File	
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		<pre> EXAMINE VARIABLES=Y X1 X2 /PLOT BOXPLOT NPFPLOT /COMPARE GROUP /STATISTICS NONE /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL. </pre>
Resources	Processor Time	00:00:07.987

**Notes**

Output Created		25-Jun-2019 10:22:38
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		<pre> EXAMINE VARIABLES=Y X1 X2 /PLOT BOXPLOT NPLOT /COMPARE GROUP /STATISTICS NONE /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL. </pre>
Resources	Processor Time	00:00:07.987
	Elapsed Time	00:00:07.832

[DataSet0]

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Y	60	100.0%	0	.0%	60	100.0%
X1	60	100.0%	0	.0%	60	100.0%
X2	60	100.0%	0	.0%	60	100.0%

**Table 4.8 Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Y	.098	60	.200*	.963	60	.064
X1	.104	60	.174	.962	60	.056
X2	.086	60	.200*	.952	60	.020

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

## Appendix 11

### Linearity Test between Students' Interest in Reading (X1) and Pronunciation (Y)

```

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT Y

  /METHOD=ENTER X1.
  
```

## Regression

### Notes

Output Created		25-Jun-2019 10:39:07
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	60
	File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X1.
Resources	Processor Time	00:00:00.047
	Elapsed Time	00:00:00.032

Memory Required	1372 bytes
Additional Memory Required for Residual Plots	0 bytes

[DataSet0]

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	X1		. Enter

- a. All requested variables entered.  
b. Dependent Variable: Y

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532	.283	.271	6.915

- a. Predictors: (Constant), X1

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1097.169	1	1097.169	22.945	.000
	Residual	2773.431	58	47.818		
	Total	3870.600	59			

- a. Predictors: (Constant), X1  
b. Dependent Variable: Y

Table 4.12 Simple Linear Regression of X1 and Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.324	7.025		4.886	.000
	X1	.472	.099	.532	4.790	.000

a. Dependent Variable: Y

## Appendix 12

### Linearity Test between Students' Interest in Reading, Listening Ability, and Pronunciation

```
MEANS TABLES=Y BY X1 X2
  /CELLS MEAN COUNT STDDEV

  /STATISTICS LINEARITY.
```

### Means

#### Notes

Output Created		25-Jun-2019 10:26:49
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	60
	File	
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing.
	Cases Used	Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
Syntax		MEANS TABLES=Y BY X1 X2 /CELLS MEAN COUNT STDDEV /STATISTICS LINEARITY.
Resources	Processor Time	00:00:00.031
	Elapsed Time	00:00:00.031

[DataSet0]



**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Y * X1	60	100.0%	0	.0%	60	100.0%
Y * X2	60	100.0%	0	.0%	60	100.0%

**Y \* X1**

**Report**

Y

X1	Mean	N	Std. Deviation
53	60.00	4	18.762
56	60.00	2	7.071
58	66.50	2	2.121
60	63.50	2	2.121
61	54.50	2	3.536
63	58.00	1	.
65	64.50	4	9.883
67	70.40	5	8.081
69	68.80	5	7.155
70	65.75	4	1.708
73	62.50	4	2.887
75	68.50	4	1.915
77	72.00	5	2.739
79	72.00	4	6.683
80	74.00	5	2.550
81	73.50	2	4.950
82	79.00	1	.
83	70.00	1	.
85	70.00	1	.
87	75.00	2	1.414

**Report**

Y

X1	Mean	N	Std. Deviation
53	60.00	4	18.762
56	60.00	2	7.071
58	66.50	2	2.121
60	63.50	2	2.121
61	54.50	2	3.536
63	58.00	1	.
65	64.50	4	9.883
67	70.40	5	8.081
69	68.80	5	7.155
70	65.75	4	1.708
73	62.50	4	2.887
75	68.50	4	1.915
77	72.00	5	2.739
79	72.00	4	6.683
80	74.00	5	2.550
81	73.50	2	4.950
82	79.00	1	.
83	70.00	1	.
85	70.00	1	.
87	75.00	2	1.414
Total	67.70	60	8.100

Table 4.9 Linearity of Students Reading Interest (X1) and Pronunciation (Y)

	Sum of Squares	df	Mean Square	F	Sig.
Y * Betw X1 een (Combined)	1722.850	19	90.676	1.689	.081
Groups Linearity	1097.169	1	1097.169	20.434	.000
Deviations from Linearity	625.681	18	34.760	.647	.321
Within Groups	2147.750	40	53.694		
Total	3870.600	59			

**Measures of Association**

	R	R Squared	Eta	Eta Squared
Y * X1	.532	.283	.667	.445

Y \* X2

Report

Y

X2	Mean	N	Std. Deviation
40	46.00	2	8.485
41	84.00	1	.
43	60.33	3	7.234
45	65.00	2	.000
48	58.50	2	4.950
50	68.00	1	.
53	59.75	4	3.304
54	67.40	5	8.355
55	65.00	1	.
56	62.00	2	7.071
57	78.00	1	.
58	79.00	2	1.414
61	65.00	2	1.414
62	66.33	3	1.528
63	60.00	1	.
64	66.00	2	5.657
65	66.67	3	5.774
66	65.00	1	.
67	71.50	2	4.950
68	72.50	2	6.364
70	70.00	4	4.082
72	75.50	2	.707
74	74.00	4	2.944
75	71.33	3	2.309
77	75.00	2	1.414
78	74.67	3	4.509
Total	67.70	60	8.100

Table 4.10 Linearity of listening ability ( $X_2$ ) and students' pronunciation (Y)

		Sum of Squares	df	Mean Square	F	Sig.
Y *	Between (Combined)	3005.317	25	120.213	4.724	.000
X2	Groups					
	Linearity	1160.906	1	1160.906	45.616	.000
	Deviation from Linearity	1844.411	24	76.850	3.020	.102
	Within Groups	865.283	34	25.450		
	Total	3870.600	59			

**Measures of Association**

	R	R Squared	Eta	Eta Squared
Y * X2	.548	.300	.881	.776

## Appendix 13

### Test of Hypothesis (Correlation Analysis)

```

CORRELATIONS
/VARIABLES=X1 Y
/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.
    
```

### Correlations

#### Notes

Output Created		25-Jun-2019 10:34:28
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=X1 Y /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.000

[DataSet0]

**Table 4.11 The Correlation of Students' Interest in Reading (X1) and Pronunciation (Y)**

		X1	Y
X1	Pearson Correlation	1	.532**
	Sig. (2-tailed)		.000
	N	60	60
Y	Pearson Correlation	.532**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

**Table 4.12 The Correlation of Listening Ability (X2) and Pronunciation (Y)**

		X2	Y
X2	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.000
	N	60	60
Y	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

**Table 4.13 The Multiple Correlation of Students' Interest in Reading, Listening Ability (X2) and Pronunciation (Y)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.
1	.552	.305	.280	6.872	1.216	100.371	.000

**Appendix 14**

**R Product Moment Table**

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5%	1%		5%	1%
<b>3</b>	0.997	0.999	<b>38</b>	0.320	0.413
<b>4</b>	0.950	0.990	<b>39</b>	0.316	0.408
<b>5</b>	0.878	0.959	<b>40</b>	0.312	0.403
<b>6</b>	0.811	0.917	<b>41</b>	0.308	0.398
<b>7</b>	0.754	0.874	<b>42</b>	0.304	0.393
<b>8</b>	0.707	0.834	<b>43</b>	0.301	0.389
<b>9</b>	0.666	0.798	<b>44</b>	0.297	0.384
<b>10</b>	0.632	0.765	<b>45</b>	0.294	0.380
<b>11</b>	0.602	0.735	<b>46</b>	0.291	0.376
<b>12</b>	0.576	0.708	<b>47</b>	0.288	0.372
<b>13</b>	0.553	0.684	<b>48</b>	0.284	0.368
<b>14</b>	0.532	0.661	<b>49</b>	0.281	0.364
<b>15</b>	0.514	0.641	<b>50</b>	0.279	0.361
<b>16</b>	0.497	0.623	<b>55</b>	0.266	0.345
<b>17</b>	0.482	0.606	<b>60</b>	0.254	0.330
<b>18</b>	0.468	0.590	<b>65</b>	0.244	0.317
<b>19</b>	0.456	0.575	<b>70</b>	0.235	0.306
<b>20</b>	0.444	0.561	<b>75</b>	0.227	0.296
<b>21</b>	0.433	0.549	<b>80</b>	0.220	0.286
<b>22</b>	0.423	0.537	<b>85</b>	0.213	0.278
<b>23</b>	0.413	0.526	<b>90</b>	0.207	0.270
<b>24</b>	0.404	0.515	<b>95</b>	0.202	0.263
<b>25</b>	0.396	0.505	<b>100</b>	0.195	0.256
<b>26</b>	0.388	0.496	<b>125</b>	0.176	0.230
<b>27</b>	0.381	0.487	<b>150</b>	0.159	0.210
<b>28</b>	0.374	0.478	<b>175</b>	0.148	0.194
<b>29</b>	0.367	0.470	<b>200</b>	0.138	0.181
<b>30</b>	0.361	0.463	<b>300</b>	0.113	0.148
<b>31</b>	0.355	0.456	<b>400</b>	0.098	0.128
<b>32</b>	0.349	0.449	<b>500</b>	0.088	0.115
<b>33</b>	0.344	0.442	<b>600</b>	0.080	0.105
<b>34</b>	0.339	0.436	<b>700</b>	0.074	0.097
<b>35</b>	0.334	0.430	<b>800</b>	0.070	0.091
<b>36</b>	0.329	0.424	<b>900</b>	0.065	0.086
<b>37</b>	0.325	0.418	<b>1000</b>	0.062	0.081



**Appendix 15**

**Table distribusi F untuk probabilitas 0.05**

df untuk penyebut (N2)	df untuk pembilang (N1)									
	1	2	3	4	5	6	7	8	9	10
1	161	199	216	225	230	234	237	239	241	242
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06

44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05
df untuk penyebut (N2)	df untuk pembilang (N1)									
	1	2	3	4	5	6	7	8	9	10
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95
83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94
89	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94





## **Appendix 17**

### **Curriculum Vitae**

#### **Personal Detail**

Full Name : Chindy Zarra Kuswara  
Nick Name : Chindy  
Place, Date of Birth : Wonogiri, Juny 13<sup>rd</sup> 1995  
Nationaly : Indonesia  
Marital Status : Married  
Religion : Islam  
Region : Jawa Tengah  
Email : Zarrakuswara@gmail.com

#### **Educational Background**

TK Aisyah 1 Surakarta  
SD N 1 Jaten  
SMP N 3 Nguter  
SMK Muhammadiyah 1 Sukoharjo  
IAIN Surakarta

#### **Organizational Background**

Member of OSIS SMP N 3 Nguter  
Member of IPM SMK Muhammadiyah 1 Sukoharjo  
Member of Teater Sirat IAIN Surakarta  
Member of MAPALA