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# THE INFLUENCE OF STUDENTS' LINGUISTIC INTELLIGENCE AND THEIR READING INTEREST ON READING COMPREHENSION AT SMA NEGERI 1 PASIR PENYU

**THESIS**

**Submitted to State Islamic University of Sultan Syarif Kasim Riau in partial fulfillment of the requirements for the degree of Magister in English Education**

UIN SUSKA RIAU

**BY**

**DINA MAILENI**
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**POST GRADUATE PROGRAM**

**ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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Stated that the thesis that I have written entitled: "The Influence of Students' Linguistic Intelligence and Their Reading Comprehension at SMA Negeri 1 Pasir Penyu", to meet one of the requirements for a Master Degree at the Postgraduate Program UIN Suska Riau is on my own works, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Praise to God, Almighty Allah, the Lord of the Universe, by His guidance and blessing, the researcher can finish and complete this academic requirement. Then, the researcher says be upon to Prophet Muhammad SAW, his family, his companion and his followers.

This thesis is written and intended to submit in partial of the requirements for the *Magister* Program in English Education concentration at the Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis is entitled "The Influence of Students' Linguistic Intelligence and Their Reading Interest on Reading Comprehension at SMA Negeri 1 Pasir Penyu".

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S.Pd.I, Nurjannah Nasution, S.Pd, Rosmiya Sari Ritonga, S.Pd, seniors, and juniors of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

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Finally, the researcher realizes that this thesis is still far from the perfection. Therefore, comments, critics, and suggestions will be appreciated. Hopefully this thesis would be beneficial to everyone.

May Almighty Allah bless us all. Aamiin.

Pekanbaru, July 2022
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**Abstract**

Dina Maileni (2022) : The Influence of Students' Linguistic Intelligence and Their Reading Interest on Reading Comprehension at SMA Negeri 1 Pasir Penyu

This research was aimed to find out the influence of students' Linguistic Intelligence and their reading interest on reading comprehension at SMA Negeri 1 Pasir Penyu. The data were collected through students' Linguistic Intelligence questionnaire, students' reading interest questionnaire and reading comprehension test. This research was correlational research design using quantitative method. The subject of this research was the tenth grade students of SMA Negeri 1 Pasir Penyu. The research sample was taken by using simple random sampling. The total population was 136 students, so the total sample was 68 students. Simple linear regression and multiple regression formula were used to analyze the data. The research findings showed that first, that there was a significant influence of students' Linguistic Intelligence and their students' reading comprehension with score (0.00 < 0.05). Second, there was a significant influence of students' reading interest and reading comprehension with score (0.00 < 0.05). Third, there was significant influence of students' Linguistic Intelligence and their reading interest on reading comprehension with score (0.01 < 0.05) at SMA Negeri 1 Pasir Penyu.

***Keyword*** *: Students'Linguistic Intelligence, Students' Reading Interest, Reading Comprehension*

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**Abstrak**

Dina Maileni (2002) : Pengaruh Kecerdasan Linguistik Siswa dan Minat Membaca Mereka Terhadap Pemahaman Membaca di SMA Negeri 1 Pasir Penyu

Penelitian ini bertujuan untuk mengetahui pengaruh kecerdasan linguistik siswa dan minat membaca mereka terhadap pemahaman membaca di SMA Negeri 1 Pasir Penyu. Data dikumpulkan melalui angket kecerdasan linguistik siswa, angket minat membaca siswa dan tes pemahaman membaca. Penelitian ini merupakan penelitian korelasional dengan menggunakan metode kuantitatif. Subyek penelitian ini adalah siswa kelas sepuluh di SMA Negeri 1 Pasir Penyu. Sampel penelitian diambil dengan menggunakan sampel random. Jumlah populasi adalah 136 siswa, sehingga total sampel adalah 68 siswa. Regresi linier sederhana dan rumus regresi berganda digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa pertama, bahwa ada pengaruh yang signifikan antara kecerdasan linguistik siswa dan pemahaman membaca siswa mereka dengan skor (0,00 < 0,05). Kedua, terdapat pengaruh yang signifikan dari minat membaca siswa dan pemahaman membaca dengan skor (0,00 < 0,05). Ketiga, ada pengaruh yang signifikan antara kecerdasan linguistik siswa dan minat membaca mereka terhadap pemahaman membaca dengan skor (0,01 < 0,05) di SMA Negeri 1 Pasir Penyu.

***Kata Kunci*** *:Kecerdasan Linguistik, Minat Membaca, Pemahaman Membaca*.

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**الملخص**

دينا ميليني (2002) : تأثير الذكاء اللغوي للطلاب واهتمامهم بالقراءة على الفهم القرائي في SMA Negeri 1 Pasir Penyu

تهدف هذه الدراسة إلى تحديد تأثير الذكاء اللغوي للطلاب واهتمامهم بالقراءة على الفهم القرائي في SMA Negeri 1 Pasir Penyu. تم جمع البيانات من خلال استبيانات الذكاء اللغوي للطالب ، واستبيانات اهتمامات الطلاب في القراءة واختبارات فهم القراءة. هذا البحث عبارة عن دراسة ارتباطية باستخدام الأساليب الكمية. كانت موضوعات هذه الدراسة من طلاب الصف العاشر في SMA Negeri 1 Pasir Penyu. تم أخذ عينة البحث باستخدام عينة عشوائية. إجمالي عدد الطلاب 136 طالبًا ، وبالتالي فإن العينة الإجمالية هي 68 طالبًا. تم استخدام الانحدار الخطي البسيط وصيغ الانحدار المتعددة لتحليل البيانات. أظهرت النتائج أولاً أن هناك تأثيراً معنوياً بين الذكاء اللغوي لدى الطلاب واستيعابهم القرائي بنتيجة (0.00 <0.05). ثانيًا ، هناك تأثير معنوي في اهتمام الطلاب بالقراءة واستيعابهم للقراءة بدرجة (0.00 <0.05). ثالثًا ، هناك تأثير معنوي بين الذكاء اللغوي للطلاب واهتمامهم بالقراءة على الفهم القرائي بدرجة (0.01 <0.05) في SMA Negeri 1 Pasir Penyu.

**الكلمات المفتاحية**: ذكاء لغوي ، اهتمام بالقراءة ، فهم قرائي.

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## TRANSLITERATION GUIDELINES

### 1. Single Consonant

| Arabic Alphabet | Name | Latin Alphabet |
|---|---|---|
| ا | Alif | A |
| ب | Ba | B |
| ت | Ta | T |
| ث | Tsa | Ts |
| ج | Jim | J |
| ح | Ha | H |
| خ | Kha | Kh |
| د | Da | D |
| ذ | Dzal | Dz |
| ر | Ra | R |
| ز | Zai | Z |
| س | Sin | S |
| ش | Syin | Sy |
| ص | Shad | Sh |
| ض | Dhad | Dh |
| ط | Tha | Th |
| ظ | Zha | Zh |
| ع | ‘ain | ‘ |
| غ | Ghain | Gh |
| ف | Fa | F |
| ق | Qaf | Q |
| ك | Kaf | K |
| ل | Lam | L |
| م | Mim | M |
| ن | Nun | N |
| و | Waw | W |
| ه | Ha | H |
| ء | Hamzah | ,, |

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| | | |
|---|---|---|
| ي | Ya | Y |

**2. Double Consonant**

The double consonant is written double, for instanceالعامهwritten *al-ammah*.

**3. Short Vowel**

Fathah is written *a*, for instance(شريعة*Syari'ah*), Kasrah is written *i*, for instance( الجبال*al-Jibali*) and *dhommah* is written *u*, forظلوماinstance (*zhuluman*).

**4. Double Vowel**

او is written *aw*, او is written *uw*, اي is written *ay*, andايis written *i*.

**5. Ta' Marbuthah**

The stopped Ta‟ Marbuthat in the last verse h, for instanceالشريعةis written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic:الميتة

**6. Article Alif Lam**

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance المسلمis written*al-Muslimu*, un less when it is the name of person followed by the word Allah, for instance, *'Abdullah*).(عبدالله)

**7. Capittal Letter**

The capitalization is adjusted with the enhanced Indonesian spelling.

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# CHAPTER I
# INTRODUCTION

## A. Background of the Study

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. It is a process to receive written symbols (letters, punctuation marks and spaces) and convert them into words, sentences and paragraphs that communicate something to us. By reading, one can interact with feelings and thoughts and obtain information. Through reading the students get knowledge about what they read. It makes reading becomes one of the crucial skills in learning a language because the students will read the text, for instance in learning process they will read textbook and take test that is in written text. In addition, the students need to have good reading comprehension because it is the way of understanding the meaning of the text.

At school context, reading is understanding the meaning in various types of written interactional and monolog text. At senior high school level, there are three types of the text which are taught in grade tenth namely report text, descriptive text and news item text. Report text is a text that describes the details of an object. Details in this text are scientific details which include the description of objects, both physical and non-physical, from scientific facts about the object. A descriptive text usually focuses on describing a single location, object, event, person, or place. It endeavors to

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engage all five of the reader's senses to evoke the sights, sounds, smells, tastes, and feel of the text's subject. News item text is a text which informs readers about events of the day. The events are considered newsworthy or important.

One of the important factors that influence students' reading comprehension is the factor of Multiple Intelligences that come from each individual (Wulan, 2010, p. 169). Anna (2008, p. 3) stated there were nine Multiple Intelligences on Howard Gardner's theory; they are Linguistic, Mathematic, Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intrapersonal, Naturalistic and Existentialistic Intelligence. Allah SWT's words in surah al-Isra ' verse 84:

قُلْ كُلٌّ يَّعْمَلُ عَلٰى شَاكِلَتِهٖۗ فَرَبُّكُمْ اَعْلَمُ بِمَنْ هُوَ اَهْدٰى سَبِيْلًا

Meaning: Say (Muhammad), "Everyone acts according to his own nature." Then your Lord knows better who is in the right way".

Linguistic Intelligence is the sensitivity to the sounds, meanings and rhythms of words. The examples of Linguistic Intelligence in teaching learning enables the students to do presentation through Google Meet or Zoom, speech, story-telling, news anchor or any journalism activities, reading through electronic library or interactive storybooks, reading and writing poems, writing an article in the blog, social media or website. Mathematic Intelligence is an ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns. The students think

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conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them; they ask lots of questions and like to do experiments. Spatial Intelligence is a capacity to think in images and pictures, to visualize accurately and abstractly. The students tend to think in pictures and need to create vivid mental images to get back information. They enjoy looking at maps, charts, pictures, videos, and movies. Bodily-Kinesthetic is an ability to control one's body movements and to handle objects skillfully. The students express themselves through movement. They have a good sense of balance and eye-hand co-ordination. Through interacting with the space around them, they are able to remember and process information. Musical Intelligence is an ability to produce and appreciate rhythm, pitch and timber. The students immediately respond to music either appreciating or criticizing what they hear. Interpersonal Intelligence is the capacity to detect and respond appropriately to the moods, motivations and desires of others while Intrapersonal Intelligence is the capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes. Naturalistic Intelligence is an ability to recognize and categorize plants, animals and other objects in nature. Existentialistic Intelligence is the ensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

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Among the different domains of MI, Linguistic Intelligence is assumed to be the most relevant to language learning ability. Linguistic intelligence is related to a language where the students can receive the meaning of spoken and written words easier and understand it clearly. Linguistic Intelligence, as defined by Gardner (1993), is sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals (Samiyan, 2013, p. 11). Chapman and Freeman (1996 cited in Hemmati & Sadeghi, 2015, p. 563) stated that people who have good ability in Linguistic Intelligence usually good at memorizing vocabularies which lead deliver them to read books and to be engaged in the books and have a good appearance in English classes. The words of Allah Surat Al-Baqarah verses 31-33:

قَالَ اللهُ تَعَالى: وَعَلَّمَ ءَادَمَ الأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلاَئِكَةِ فَقَالَ أَنبِئُونِي بِأَسْمَآءِ هَؤُلآءِ إِن كُنتُم صَادِقِينَ {31} قَالُوا سُبْحَانَكَ لاَ عِلْمَ لَنَآ إِلاَّ مَا عَلَّمْتَنَا إِنَّكَ أَنتَ الْعَلِيمُ الْحَكِيمُ {32} قَالَ يَآءَادَمُ أَنبِئْهُم بِأَسْمَآئِهِمْ فَلَمَّآ أَنبَأَهُمْ بِأَسْمَآئِهِمْ قَالَ أَلَمْ أَقُل لَّكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنتُمْ تَكْتُمُونَ {33}

Meaning: and He taught Adam the names (things) of all, then He showed it to the angels, saying, "Tell Me the names of all (things), if you are right!" They replied, “Glory be to You, we know nothing but what You have taught us. Indeed, You are the All -Knowing, the All -Wise. ” He (Allah) said, “O Adam! Tell them the names! ” After he (Adam) mentioned his names, He

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said, "Did I not tell you that I know the secrets of the heavens and the earth, and I know what you reveal and what you hide?"

The next factor is students' reading interest. It is strong and deep attentive through feelings of pleasure to the activity of reading that can drive someone to read own accord. Reading interest will be able to grow if someone early accustomed to read. Rahim (2005, p. 28) pointed out that reading interest was a strong desire accompanied by someone efforts to read. The students with high interest usually read more and find it useful and enjoyable (Beale, 2004). They will spend their time by reading than doing other activities and try to focus and absorb it. Besides, having high motivation and attempt to read book are also indication of interest in reading. In the Holy Qur'an Surah Al-Alaq verses 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ - خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ - اقْرَأْ وَرَبُّكَ الْأَكْرَمُ - الَّذِي عَلَّمَ بِالْقَلَمِ - عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ

Meaning: (1. Read! In the Name of your Lord Who created.) (2. He has created man from a clot.) (3. Read! And your Lord is the Most Generous.) (4. Who has taught by the pen.) (5. He has taught man that which he knew not.)

From the situation above, students' Linguistic Intelligence and their reading interest should be considered which are the crucial factors that influence reading comprehension. Students with high Linguistic Intelligence

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construct a clear idea and use the words competently in reading. Therefore, the students should pay more attention about their Linguistic Intelligence, because it might be a strong predictor of the students' successful in language learning including reading comprehension. Then, if the students try to improve their Linguistic Intelligence then their reading interest might be increased too in order to achieve the goals of reading activity at learning.

In Indonesia educational use 2013 Curriculum (K13) as an operational curriculum that is designed and implemented at each educational institution (school). The 2013 curriculum is the newest curriculum focusing on achieving students' competencies and character building (Kementerian dan Kebudayaan, 2013) in Ekawati (2017). There are four aspects of competences expected to be achieved; spiritual, attitude, knowledge and skills which are then stated in the core competences (Kompetensi Inti/KI). SMA Negeri 1 Pasir Penyu is one of the schools in Indonesia that implements 2013 curriculum (K13) as guidance in teaching and learning process. There are four skills that include in English subject are listening, reading, speaking and writing. Reading is one of four skills needed to be learn by the students from elementary school to senior high school as an important role in English subject to improve students' reading skill. While the passing grade of the score for English subject is 75 points on the first year of tenth grade at SMA Negeri 1 Pasir Penyu.

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Based on the preliminary research at tenth grade of SMA Negeri 1 Pasir Penyu, English teacher on March 21, 2021 said that the students are less interested in reading, especially in reading text. Teacher sometimes used media such as power point and picture, it supposed to increase the students' interest better but most of the students about 60% are still in their less interest and motivation. It can be proved that most of the students have problems in reading English. It can be seen also from the interview with the students, the result of the students reading interest are still low. They were not able to perform their English subject well. Most of them got low mark in comprehending a text. They failed to comprehend the reading text well that was indicated with the fact that they did not pass the standard quality of the school (KKM). The students also confuse about the meaning of words, so they did not understand what the teacher's instruction. When the teacher gives a text they were not able to connect ideas in a passage. It is related to indicators in curriculum 2013, the difficulties faced by the students are they did not able to find main idea, specific information, inference, reference and understanding vocabulary.

Purwanto (1986) says, there are some factors that can influence learning achievement i.e.:

1. Internal factor that is the factor which comes from the students' inherent condition for instance: interest, intelligent, attention, motivation and attitude.

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2. External factor that is the factor which comes from outside, for instance: family, school, friends, teacher and society. For the school itself there are some factors which also influence the learning activity, such as curriculum teachers, motivation, education material of text book, etc.

From several factors above, interest is one of the students' internal factors. It may have a significant influence on the reading comprehension. Furthermore, the researcher ask the teacher about the criteria of the score in reading skill. Based on the criteria of Brown, the reading score of the students is poor if the students get 45-69. Based on the data obtained by reading test from the students of the tenth grade only 33% of students get score above criteria and 67% of students get score under the criteria. It can be concluded that students' interest in reading comprehension were still low.

Based on the problem stated above, the researcher interested to conduct a research entitled *"**The Influence of Students' Linguistic Intelligence and Their Reading Interest on Reading Comprehension at SMA Negeri 1 Pasir Penyu.**"*

## B. Statement of the Problem

In this research the problems stated are relevant to the students' Linguistic Intelligence that is not only benefits for communication, but also of great importance in expressing the person's thoughts, wishes and opinions. Even if we do not expect to be a superior speaker, being say with

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words and having strong communication skills is the decisive ability which allows the students to communicate with each other in their social and educational lives. The one of example benefits from reading is to increase Linguistic Intelligence. The students who are interested in language, primarily in reading usually have a good vocabulary potential which allows them to read and perform well in English classes.

There are some previous researches about Students' Linguistic Intelligence and their reading interest such as Susanta (2020) described How Linguistic Intelligence and Reading Interest Influence Reading Comprehension at Tridinanti University Palembang. The study found that the students' reading interest contributed students' Linguistic Intelligence on their reading comprehension. He found that the students were not interested and motivated to read did not go to the library in their free time to read English books or even they did not read any resources to do the assignments.

Then, Handayani (2021) investigated Linguistic Intelligence on Students Learning Outcomes at SMA Negeri 1 Sidrap. The study showed that learning activities were still low and only a small proportion of students are motivated to learn especially in reading. They did not get what the instruction and the ideas of the text given. Setyowati (2021) made research about the Implementation of Multiple Intelligence in English Learning SMP

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Muhammadiyah 1 Alternatif Kota Magelang. This study had gaps that the students' lack of motivation in learning especially in reading.

From the phenomena above, the researcher only limited on the students' Linguistic Intelligence and their reading interest. Reading is a number of interactive process between the reader and the text, in which readers use their knowledge to build, to create, and to get the meaning. On the other hand, Linguistic Intelligence allows the students to enjoy the real communicating through reading.

## C. Limitation of the Problem

In this research, the researcher limit the scope of the study. The study only stresses on three variables. They were the influence of students' Linguistic Intelligence and their reading interest on reading comprehension. To examine the Linguistic Intelligence and their reading interest on reading comprehension, the researcher focused on the appropriate questionnaire given.

## D. Purpose and Objectives of the Study

The purpose of this study was aimed to identify the influence of students' Linguistic Intelligence and their reading interest on reading comprehension. The objectives of the present study were as follows:

1. To find out the tenth grade students' Linguistic Intelligence at SMA Negeri 1 Pasir Penyu.
2. To find out the tenth grade students' reading interest at SMA Negeri 1 Pasir Penyu.
3. To find out the influence of the tenth grade students' Linguistic Intelligence and their reading interest on reading comprehension at SMA Negeri 1 Pasir Penyu.

**E. Research Questions**

Based on the background of the study, the researcher formulated some problems as follows:

1. Is there any significant correlation between students' Linguistic Intelligence on reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu?
2. Is there any significant correlation between students' reading interest on reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu?
3. Is there any significant influence of students' Linguistic Intelligence and their reading interest on reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu?

**F. Significance of the Study**

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By conducting this study, it expected to give contributions to the theoretical and practically benefit. This research give good information related to the students' Linguistic Intelligence. Also this study to provide a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

In practically, for the English teacher the researcher hopes that the result of this study useful to give information about how strong the relationship between students' Linguistic Intelligence and their reading interest as a factor that can influence the students' reading comprehension achievement. Meanwhile for students this research will enrich the knowledge of Linguistic Intelligence so they can find a way for themselves in gaining reading achievement. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

## G. Rationale of the Study

The students have different intelligence in learning process including their abilities in reading, namely Linguistic Intelligence. It might give a strong contribution to the students' reading comprehension. Linguistic Intelligence can help the students to understand the information of the text. Linguistic Intelligence refers to the ability to use words and

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language. The people with linguistic intelligence usually think in words rather than pictures. This intelligence has been assumed to be the most important domain of intelligence contributing to reading comprehension performance because it deals with the ability to manipulate different components of language including syntax, phonology, and the semantics or meaning of language.

Armstrong (2009, p. 6), states that a person who has linguistic intelligence with the high ability, might gravitate toward books and they think through the words. They love reading, writing, telling stories, playing word games. They also need books, writing materials, diary, debates, and other things to support their learning activities. In addition, reading is one of skills which correlated with linguistic intelligence. Students' linguistic intelligence influenced their attitude in reading learning process. This positive attitude will affect the students to increase their learning especially in reading. Therefore, if the students have high linguistic intelligence, they are typically good at reading, and they tend to learn best by reading. Furthermore, linguistic intelligence includes the core operations of phonemic discrimination, a command of syntax, sensitivity to the pragmatic uses of language, and acquisition of word meanings (Baum, Viens, and Slatin, 2005, p. 12).

Reading is one way for a reader to understand the information about something. The ability to read and to extract meaning from text is a

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fundamental skill necessary for most forms of personal learning, intellectual growth, and educational attainment. Soedarso (2006, p. 59) argues that reading comprehension involves understanding of the words, seeing the relationship among words, and concepts organizing the ideas, recognizing the author's purpose, and making judgment in evaluation. In advance stage, the goals to be achieve are broader and mostly about concept of reading. It does not only require improvement in reading speed but also in vocabulary recognition and comprehension of sentences as well as in paragraph and completely reading selections.

Rationally, based on the explanation above, it is necessary to know the difference level of the students' Linguistic Intelligence that can increase students' interest in learning especially in reading. By knowing their interest in reading, it is hoped that they can get better understanding in acquiring the lesson especially in reading comprehension.

## H. Definition of Terms

In avoiding misunderstanding for the readers, some definitions of terms related to study were given in the following:

### 1. Linguistic Intelligence

Linguistic Intelligence is the ability to use language effectively in written or spoken language. According to Gardner (1999), Linguistic Intelligence is the capacity to use language to express what is on your

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mind and to understand other people. In addition, Linguistic Intelligence is the ability to communicate meaning and develop knowledge of language functions.

**2. Students' Interest**

In general, the interest can be interpreted as a tendency that cause a person trying to look for or try activities in a specific field. Interest is a positive attitude towards environmental aspects. Syah (2006) defines interest as a high inclination and excitement or a great desire for something.

Interest implies a desire attention or doing anything. Interest also means something you like without any associated or unwillingly. According to Djali (2011), interest is pleasure or continuous attention to an object for their hope of gain emergence. In this research, the interest means the students' interest in reading. The interest is the students' personal interest in reading. The researcher wants to know whether the students interested in reading or not and the factors make them interested or not.

**3. Reading Comprehension**

According to Rubin (in Westwood, 2001, p. 65), reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already

acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand the text, a reader must be able to identify words rapidly, know the meaning of the most all of the words and be able to combine units of meaning into a coherent message.

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# CHAPTER II
# REVIEW OF RELATED LITERATURE

## A. Review of Related Theory

### 1. Reading Comprehension

Reading is a process text meaning through some process of interaction with print (Alderson, 2000, p.1). In line with that, reading is also defined as a process of understanding written texts. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. It is also stated word recognition is a process of accessing and recognizing individual words (Lems, Miller, and Soro, 2010, p. 65). Moreover, Johnson (2008, p. 3) defines reading as an activity of using texts to get comprehension and the meaning of the texts.

Another definition of reading is stated by Murcia (2001, p. 119) that reading is a process of trying to understand a written text. The reader has to perform a number of simultaneous tasks: decode the message by recognizing the written sign, interpret the message by assigning meaning to the string of words and understand what the author's intention was. Meanwhile, Nunan (2003, p. 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

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In defining reading, it is important to pay attention in the reader external and internal factors, both factors related to how the reading's readability and understanding. There are some factors involved both external and internal such as reader's intelligence, experience, and background knowledge, words, phrases, sentences, and grammatical cues.

So, like the previous statements, reading is a process that involves all of reader attention to read the reading. When the reader read the text, it will be better if the reader has good attention especially to both factors. So, the writer concludes that reading is all about the process such as mental process, brain process, and the process how the reader can work with the text. In reading, the reader who has background knowledge related to the text is better than the reader who has lack background knowledge. This because of the reader can easily read the text. Moreover, because of reading is a mental process that involves brain to work with, the reader has to have ability to work with the written text in order to get the meaning and main idea easily.

From the definitions above, reading can be described as the process of readers in extracting information interactively from printed texts or written language with combining information from a text and their own background knowledge in order to reach comprehension and the meaning of the texts.

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Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge (reader context). This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), and making inferences not necessarily intended by the author (elaborative process). These processes work together (interactive hypothesis) and can be controlled and adjusted by the reader as required by the reader's goals (metacognitive processes) and the total situation in which comprehension is taking place (situational context). Comprehension means what the reader remembers soon after reading the text. As according to Irwin (1986), comprehension can be seen as the process of using one's own prior experiences (reader context), the specific text being read (text context) and the total situation (situational context) all exert a strong influence on what is comprehended.

Reading comprehension is the process of understanding the message that the author is trying to convey. Khalid (2009) stated very simply, it is making meaning from the text. Furthermore, the readers can comprehend the text through reading process that includes the readers' background knowledge. Wolley (2011, p.12) defines reading comprehension as a flexible ongoing cognitive and constructive process. It is a two-way

process that integrates information from text-based with information from prior knowledge of the reader. During the reading, a reader attempt to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Reading comprehension is crucial for the students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concept.

According to Butler (2002) reading comprehension is defined as students' ability to demonstrate an overall understanding of the text, providing inferential as well as literal information, drawing conclusions, and making connections to their own experience. It means that a reader has to know what the purpose of reading itself to get the meaning what we are reading. The assessment of reading comprehension is a critical component of any national research effort aimed at improving our understanding about what reading comprehension is and how it can be best taught.

Klingner (2007) stated that reading comprehension was the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. The students must be able to understand the meaning of each word and also the

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text is about. Reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally.

Furthermore, according to Vaughn and Thompson (2004), reading comprehension was the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text.

Based on those definitions, reading is an important activity used in learning process, but it becomes more useful when the readers can comprehend what they read. Overall, reading comprehension can be concluded as the ability to understand the meaning or idea in the written text completely and chronically or one's ability in comprehending the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader.

**a. The Importance of Reading Comprehension**

The whole purpose of learning to read is to understand and learn from the text. As stated by Dias, Montiel, and Seabra (2015, p. 406),

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comprehension was the ultimate goal of competent reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Good readers are both purposeful and active and have the skills to absorb what they read, analyze it, make sense of it, and make it their own. While phonics and word reading are the beginning building blocks of reading. Comprehension is particularly important with English language learners. The foundation skills in reading are acquired by English language learners, but there is often a breakdown with reading comprehension. This breakdown may be caused by many reasons, including failure to understand word meanings; inadequate background knowledge; lack of interest in the text; or disconnect between instruction, text, and learner.

In addition, McNamara (2009, p. 34) stated that it was crucial for learners not only to read but also to understand what is written. In line with that, Behjat, Yamini & Bagheri (2012, p. 99) stated that the main concept in reading skill was comprehension. It is highly valued by students and teachers alike since it enhances the process of language acquisition and helps students to read for different purposes. In this technological era, students are surrounded by much information, either online or offline. Reading comprehension enables them to acquire new knowledge and information so that they are able to achieve academic success.

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Schumm (2006, p. 223) says there are three elements in reading comprehension, they are: (1) the reader who is doing the comprehension. To comprehend the text, a reader must have a wide range of capacities and abilities. These included cognitive capacities, motivation, and various types of knowledge; (2) the text that is to be comprehended. The features of the text have large effect on comprehension. Comprehension does not occur by simply extracting meaning from the text. Texts can be easy or difficult, depending on the factors inherent in the text. When there are too many of these factors are not matched to the readers' knowledge and experience, the text may be too difficult for optimal comprehension to occur; and (3) the activity in which comprehension is a part. A reading activity involves one or more purposes, some operation to process the text at hand, and the consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge that the reader has. Another consequence of reading activities is finding out how to do something. Moreover, Kustaryo (2000) stated that comprehension was the relationship between the elements of reading skills; they are competence, reading techniques, and good comprehension.

Furthermore, Harrison (2004, p. 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic

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development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be.

Referring to the explanation above, reading comprehension is important. By understanding and learning from text, the readers could develop their knowledge and develop the way they think related to the development of their moral, emotional as well as Linguistic Intelligence.

**b. The Types of Reading**

Acording to Wikipedia.com, there are three types of reading. They are as follows:

1) Slow reading

Slow reading is the intentional reduction in the speed of reading, carried out to increase comprehension or pleasure. The concept appears to have originated in the study of philosophy and literature as a technique to more fully comprehend and appreciate a complex text. More recently, there has been increased interest in slow reading as result of the slow movement and its focus on decelerating the pace of modern life. The use of slow reading in literary criticism is sometimes referred to as close reading.

Slow reading is contrasted with speed reading which involves techniques to increase the rate of reading without adversely affecting comprehension, and contrasted with skimming which employs visual page

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cues to increase reading speed. The earliest reference to slow reading appears to be in a masterpiece of a german philosopher, Nietzsche's (1887) preface to Daybreak: "It is not for nothing that one has been a philologist, perhaps one is a philologist still, that is to say, a teacher of slow reading." An American essayist and literary critic of Latvian ancestry, Birkerts (1994) stated "Reading, because we control it, was adaptable to our needs and rhythms. We are free to indulge our subjective associative impulse; the term I coin for this is deep reading: the slow and meditative possession of a book." His statement speaks to the idea that slow reading is not merely about slowing down, but about controlling the pace of reading. Slow readers may speed up at times, and then slow down for the more difficult or pleasurable portions of a text.

2) Subvocalization or silent speech

Silent speech is the internal speech typically made when reading; it provides the sound of the word as it is read. This is a natural process when reading and it helps the mind to access meanings to comprehend and remember what is read, potentially reducing cognitive load. The term merges the internal speech with involuntary minute movement of muscles associated with speaking, which does not require the literal moving of one's lips. Most of these movements are undetectable (without the aid of machines) by the person who is reading. It is highly 14 debatable whether

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such involuntary action has the same impact on faster reading as loud internal speech has.

3) Speed reading

Speed reading is any of several techniques used to improve one's ability to read quickly. Speed reading methods include chunking (chunking is a way to group words or letters in order to be easily understood) and minimizing subvocalization. This type also contains two methods, skimming and scanning.

Skimming is a process of speed reading that involves visually searching the sentences of a page for clues to meaning. For some people, this comes naturally, but is usually acquired by practice. Skimming is usually seen more in adults than in children. It is conducted at a higher rate (700 words per minute and above) than normal reading for comprehension (around 200–230 wpm), and results in lower comprehension rates, especially with information-rich reading material.

Scanning is the process where one actively looks for information using a mind-map (organizing information in a visually hierarchical manner that showcases the interrelatedness of the information for better retrievability) formed from skimming. These techniques are used by meta-guiding your eyes) and Meta guiding (the visual guiding of the eye using a finger or pointer, such as a pen, in order for the eye to move faster along the length of a passage of text).

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According to Harmer (2007, p. 99), there are two types of reading. They are extensive and intensive reading. To get the maximum benefit from their reading, students need to be involved in both of them.

1). Intensive reading

The notion of intensive reading, Harmer (Harmer, 2007, p. 99) defined that the reading activity focuses to learn the composition of the text which is the variants of the text depends on the purpose of the reader. In other words, studying the construction of the text, which has a certain purpose by the reader, can be read intensively. Moreover, Nuttal (2005, p. 38) explained about intensive reading as the activity that needs guidance to make the students understand the text which was the reading goal is not only understanding the text but also knowing more detail about words are produced. This explanation stated that intensive reading needs guidance that could make students interpret deeply about text. In Addition, Nation (2009, p. 25) stated that intensive study of reading text can be a means of increasing learners' knowledge of language features and their control of reading strategies. Here, this explanation said that beside detail information that the reader gets through it, intensive reading also makes the reader improves his understanding of language features that are a focus on the language that is being used.

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In summary, intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand it.

2). Extensive reading

After discussing the intensive reading, now this term will focus the extensive reading. Harmer (2005, p. 99) explains that the term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. It means that, the time for reading as usual and can be done wherever the students are beside the classroom.

Meanwhile, Nuttal (2005, p. 128) writes a slogan: The best way to improve your knowledge of a foreign language is to go and live among its speakers. It is assumed that going to go to other countries, which have different languages, is the best way to improve our knowledge, but many people are so hard to reach that chance.

However, extensive reading concentrates in larger text and can be read outside at the class time. Later, according to Nation (2009, p. 49), extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. It means that extensive reading concentrate in meaning and the progress of understanding the book that the reader chooses. Furthermore, Nation (2009, p. 50), adds during extensive reading learners should be interested in what they are reading and should be reading with

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their attention on the meaning of the text rather than on learning the language features of the text. In this sense, the reader can choose the literature, as he/she likes because the objective of extensive reading is dealing with the meaning of it.

The same argument by Day and Bamford in 1998 (cited in Nation, 2009, p. 50) that characteristic extensive reading as involving a large quantity of varied, selfselected, enjoyable reading at a reasonably fluent speed. It is obviously in extensive reading emphasize that the reader can access, enjoy the literature which he/she has chosen wisely. Reviewing from all definition above, extensive reading is a kind of reading in which the reader can focus on the value of story in a book, not for the specific items of the text.

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**c. The Process of Understanding a Text**

Reading implies comprehension, which is the process of capturing and building up meaning from a text (written or oral). It is the result of the interaction that takes place among the text itself, the reader, and the context (Duke & Carlisle, 2011). According to Kintsch and Perfetti, the reader's mind works on the meaning of words and the syntax of the text; it builds coherence (identifying degrees of relevance among different fragments of the text), and generates a "situation model of the text" (as cited in Duke &

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Carlisle, 2011, p. 200). These steps are influenced by the context in which the communicative act takes place. The interaction of the factors mentioned above makes the reading process a highly elaborate enterprise.

In addition, the act of reading and understanding a text consists of functions that work simultaneously. It implies both decoding content and relating it to previous knowledge from the reader. Similarly, Snow (2002, p.11) stated that reading comprehension was the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to the author, reading comprehension involves the reader as the process agent, who uses all cognitive and experiential capacities for this task, including the purposes, processes, and consequences associated with the act of reading and the text as the printed or electronic object to understand. These aspects interact with the sociocultural context, which influences the attitudes and abilities of the readers, as well as the activities they develop regarding the text.

Consequently, reading comprehension is a complex task that demands considerable effort from the reader who follows a series of important processes. According to Lin, comprehension implies obtaining and analyzing information to generate a cohesive and solid product that will demonstrate its understanding (as cited in Hill, 2011). Assimilating the content of a text goes far beyond understanding more words; it requires a

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series of analytical and critical skills, intended to obtain a meaningful outcome about the ideas expressed by an author.

Swan (1975) complemented these ideas by defining reading comprehension as the capacity of capturing the highest amount of information from a text with the least misunderstanding, as well as the capacity of re-stating the ideas expressed by an author.

Swan (1975) stated that comprehension deficiencies can be classified in two categories:

**Table I1.1**

**Obstacles for Comprehension When Reading Texts**

| | |
|---|---|
| 1) Inadequate habits<br>a) Paying too much attention to individual elements and details, losing the general idea of the text. | 2) Text complexity<br>a) Long sentences, syntactically complex.<br>b) Writer's style: loquacious and repetitive |

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| | |
|---|---|
| b) Not enough attention given to detail; especially when reading quickly.<br>c) When there is previous knowledge, or any strong feelings about the topic.The interpretation of the text may be selective and biased. | c) Indirect reference to important ideas (especially difficult when reading in a foreign language).<br>d) Vocabulary that is not familiar for the reader. |

From the description above, it can be concluded that the process of understanding the text, the reader should be interacted to the author. Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

**d. The Components of Reading Comprehension**

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There are some components in reading comprehension skill. The components have their own characteristic. King and Stanly (1998, p. 331) state that there are five components that may help students to read carefully.

1) Finding factual information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of questions: reason, purpose, comparison, etc in which the answer can be found in the text.

2) Finding main idea

Recognition of the main idea of paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

3) Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read.

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The words have been nearly equivalent meaning when it has it or nearly the same meaning as another word.

4) Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrase severral times, after it has been used we can usually refer to it then repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, she, he, they, this, etc.

5) Making inference from reading text

Inference is skill where the reader has to be able to read between lines, King and Stanly devide it into main attentions, draw logical inferences and make accurate prediction.

The goal of reading determines the best way to read the material in question. A thorough understanding of the levels of reading is necessary before we can improve our reading skills. According to Kennedy (2010), there are kinds of reading comprehension:

1) Literal comprehension

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Reading to understand, remember, or recall the information explicitly contained in a passage. It refers that the readers can know what a writer says. This comprehension focuses on the readers' ability to find explicit information.

2) Inferential comprehension

Reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition. It refers that the reader has to be able to make reasoning or finding information that is not stated in the text or implicit information.

3) Critical or evaluative comprehension

Reading to compare information in a passage with the readers' own knowledge and values.

Based on the theory above, generally, it can be concluded that reading comprehension is the process extracting and understanding the information of written text which has elements for thinking of reading. The inside element as reader, text, activity whereas the outside element, there are content and socio-cultural. And also an aspect to access reading comprehension should able to finding the main idea and specific information of the text, finding the reference and the meaning of words or expression within the text, and making inferences from the text.

The researcher reviewed that reading comprehension consists of several indicators, there are:

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1) Finding Explicit Information. It consists of finding details and fact

2) Finding Implicit Information It is consists of finding the main idea, inferring referents, drawing a conclusion, detecting the title of the text, detecting the purpose of the text and making a prediction.

3) Finding Judgment. It is consists of making a judgment.

4) Finding Idea

5) Finding meaning of certain word based in the context

From the explanation above, it can be conluded there are many kind of indicators of reading comprehension. In this study the researcher concludes to use the curriculum 2013 for Senior High School indicators to measure students' reading comprehension test; 1. Determining main idea, 2. Finding the specific information or part of text, 3. Finding reference, 4. Finding inference, 5. Understanding vocabulary.

**e. Factors Influence Students' Reading Comprehension**

In the efforts to help the students achieve comprehension in reading activity, teachers must understand the factors that influence their students' reading process. Some experts have identified a number of factors affecting comprehension skill. According Dawson and Bamman (1967), there are five factors which affect the comprehension skill, they are:

1) Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension. The number of ideas that they understand

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and depth of their understanding will be largely dependent upon his general capacity to learn.

2) Experience

Students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school.

3) Mechanics of reading

Comprehension will be easier for the students if they have all mastered the skills of word attack and word meaning, and if they have learned to handle material books properly. Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and to comprehension skills.

4) Interest and interest span

The interest span is related to personality factors; a disturbed student who has encountered many unfortunate experiences at home or in the school may be unable to preserve when required for comprehending reading passage.

5) Skills of comprehending

Another obvious factor, which nfluences the depth and amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

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**f. Teaching Reading**

In teaching, not only transfering the information from the teacher to the students, because it is a complex process which can do many activities when teaching learning process happens in the classroom. Teaching is not an easy job, but it is vital, and it can be quite fulfilling when we see our children grow and know that we helped to make it happen, according to Jaremy Harmer. True, certain students and teachers can be challenging and frustrating at times, but it's also worth remembering that the best teaching can also be a lot of fun (Harmer, 2008).

Based on the aforementioned definition of teaching, the researcher believes that teaching entails activities and maintaining a favorable atmosphere in order to create and provide opportunities for students in the learning process to achieve their goals. There are usually two parts for teaching reading. It can first be applied to educating students who are learning to read for the first time. Second, it refers to instructing students who already know how to read in their native tongue.

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In teaching and learning process the teachers need to use some ways to present the lesson beause students have the different character in understanding the lesson and also to make the students interesting in conducting their lesson. The teacher can conduct some strategies such as summarizing. Summarizing is the process of reducing enormous amounts of text to their bare essentials: the gist, important ideas, and main points worth noticing and memorizing.

In summarizing, students need to view the main ideas of the text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to conclude and improve their memory for what is read. Summarization techniques can be applied to nearly any type of content. Questioning is the next technique. One of the most crucial aspects of teaching and learning is questioning. It allows tutors to learn what pupils know and comprehend, as well as for students to request clarification and assistance The third option is to skim. Skimming is a technique for swiftly grasping the essential points and objectives of a reading selection (Cahyono et al, 2011). The fourth is scanning. Scanning is quick reading to carry out the general idea, scanning is quick reading to locate specific information.

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**2. Linguistic Intelligence**

Linguistic Intelligence is the ability to understand, use, and manipulate written or spoken language, Gardner (1983, p. 73). Linguistic Intelligence is the intelligence of words, or the ability to use the core operations of language with clarity. The significant components of this intelligence are employed communicating through reading, writing, listening or speaking. It enables personal perceptions to be communicated and his highly valued in schools, Bellanca (2009, p. 1). Linguistic Intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information Samiyan (2013, p. 89). Thus, writers, poets, lawyers and speakers are among those as having high Linguistic Intelligence.

Based on the explanation above, Linguistic Intelligence involves having a mastery of language. Linguistic Intelligence refers to the ability to use words and language. It is the ability to use language effectively to communicate meaning and develop knowledge of language functions.

**a. The Aspects of Linguistic Intelligence**

According to Armstrong (2009), Linguistic intelligence has four basic aspects, they are:

1) Phonology

Phonology is the study of how sounds are organised and used in natural languages. The phonological system of language includes an inventory of

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sounds and their features, as well as, rules which specify how sounds interact with each other. Phonology, the sounds of words, dictates that they can rhyme with each other (“cat’’ and “hat’’) and have different spellings yet share the same pronunciation (“through’’ and “threw”).

2) Syntax

Syntax is the study of the rules whereby words and other elements of sentence structure are combined to form grammatical sentence. It governs the systematic order, structure, and arrangement of words in sentences.

3) Semantics

Semantics, a more applied skill, is concerned with the meaning of words and their connotations. Semantics is the study about the meaning of linguistic expressions. Frequently, words have to be chosen with care because small differences in construction can really alter meanings to the ones originally intended; think of the subtleties between “simple’’ and “simplistic’’. The adjective “simple” means plain, ordinary, uncomplicated. The adjective “simplistic” means overly simplified and characterised by extreme and often misleading simplicity.

4) Pragmatics

Pragmatics is the ability to interpret intended meaning and is a way of investigating how sense can be made of certain texts even when the text seems to be either incomplete or to have a different meaning to what is really intended. You also need to consider facial expression, body language,

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tone, inflection, and sophisticated language devices like idioms ("change of heart") when interpreting what someone is actually saying.

According to Armstrong (2002), the aspect of Linguistic Intelligence are as follows:

1) Rhetoric

It is an ability of using language effectively especially in persuading people.it investigates how language is used to organize and maintain social groups, construct meanings and identities, coordinate behavior, mediate power, produce change, and create knowledge.

2) Memorization

It is the process of committing something to memory. It is a mental process undertaken in order to store in memory for later recall visual, auditory, or tactical informatio

3) Explanation

It is a statement or account that makes something clear.

4) Metalanguage

In linguistic, a metalanguage is a language used to describe another language, often called the object language. Expressions in a metalanguage are often distinguished from those in the object language by the use of italics, quotation marks, or writing on a separate line.

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**b. The Level of Linguistic Intelligence**

According to Gardner (1999) every student is unique and has his/her own style of understanding and comprehending. It is easy to identify them. The characteristics are:

1) Ideation

Think and remember throught internal language. Example: sensitive with rhymes, sounds, and intonation of the words, good memory for general knowledge.

2) Functional literacy

Understand the rules and functions of language. Example: appreciate grammar and meaning.

3) Self-regulation

They usually enjoy possessing words, enjoy word games, jokes, riddles, self reflective, and uerstand philosophy and abstract reasoning.

4) Adaptation

Apply rules of language to new and different contexts. Example: like to acquire new words and new language.

5) Oral and written expression

Explain and express one's self verbally and in writing. Example: enjoy talking and asking questions, love to listen, love to write and read, and good with spelling.

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The linguistically Intelligent people have an inclination towards languages. It makes them learn more than one language, or have aptitude for obtaining the skilss of Multiple Intelligences, Oak (2016). The people with Linguistic Intelligence usually think in words rather than pictures. They are sensitive to patterns, regular, systematic basis, to argue, like to listen to, love to read, love to write, spell easily, love to play the word, has sharp memories about trivial things, public speaker and debater reliable, Gardner (2001, p. 342).

**c. Factors Influence Linguistic Intelligence**

Linguistic intelligence can be developed to an adequate level of competency as well as the other types of intelligence (Amstrong, 2009, p. 15). Gardner (Prescott, 2001, p. 328) also states the intelligence is changing, it can be developed or nurtured. No intelligence exists by itself. People who want to be musicians for example must have well-developed musical intelligence as well people who want to be linguist must develop follow distinctive developmental paths to become. There are three main factors which influence the growth of intelligence; biological endowment, personal life history, and cultural and historical background (Amstrong, 2009, p. 27).

The first factor is biological endowment which includes heredity or genetic factors and insult or injuries to the brain before, during, and after birth. It cannot be denied that there are some people born with special gift.

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However there are some studies which find that intelligence is developed through practice and stimulus.

The second factor which contributes in intelligence development is personal life history; including experiences with parents, teachers, peers, friends, and others who awaken intelligence, keep them from developing, or actively repress them. In other words, society and environment affect much on intelligence improvement. Therefore, a child should interact with people who support his competence and motivate him to learn continuously.

The third factor is cultural and historical background including the time and place in which someone was born and raised, and the nature and the state of cultural or historical developments in different domains. Social environment also donates much on intelligence development. A society which perceives smart children are those who have good achievement in math and science but consider playing any musical instrument is an unimportant skill, will motivate children in developing maths and science more than developing music intelligence.

In addition, from the definition of intelligence which is proposed by Gardner above, it can be seen that Gardner emphasizes the impact of cultural forces on human intellect. In other words, there are some factors which play great role in shaping any intelligence such as the environment in which the individual lives, the culture which he acquires, and the surrounding people with whom he interacts. This is the reason why some

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intelligences are growth while others are not in the same person. People can change and grow the multiple intelligences in response to their biological and environmental experiences.

Therefore, some people have a high level in some intelligences and low for others. Although everyone is born with linguistic intelligence gift, others may need more effort to develop it through some activities related to linguistic intelligence. As Gardner believes that every people can change or increase the intelligences through training and practice (Richards & Rodgers, 2001, p. 115). For increasing students' linguistic intelligence, some activities can be practiced in English language classroom which will be explained in the next subtitle.

**d. Indicators of Linguistic Intelligence**

Everyone has linguistic intelligence. It is proven by the fact that people have the ability of listening, speaking, reading and writing in varying degree (Gardner, 2011, p. 82; Lunenberg & Lunenberg 2014). This is related to the first point of multiple intelligence which states that each person has all eight intelligences to some degree and displays them uniquely (Amstrong, 2009, p.15). Each person has a unique combination of these eight intelligences that triggers the individual difference.

In using linguistic intelligence, everyone also has different way. No individuals perform similarly. Moreover, Arifuddin, (2010, p. 102) stated that deaf people who are not suffering damage to brain language area can

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still learn the language through writing and sign language. This view is strengthened by Gardner's observation on Aphasic, which shows that damage to certain specific areas of brain disturbed speech and the ability to write. Therefore, linguistic intelligence not only can be seen on the people who can speak rhetorically (such as debate and public speaking) but also can write beautifully (such as writing poems, journal, and novel).

Students who have linguistic intelligence show brilliant auditory abilities, they are usually fond of reading, writing, and playing word games. They also are good at remembering names, dates, places, and they prefer doing word processing on a computer. They may have a bright, developed vocabulary and can speak fluently, accurately, and phonetically (Teele, 2000).

Laughlin in 1999 (cited in Sayed Abdallah, 2018, p. 26) stated a person with well-developed verbal/linguistic intelligence usually have some characteristic as follow:

1). Listens and responds to the sound, rhythm, color, and variety of the spoken word

2). Learns through listening, reading, writing, and discussing

3). Listens effectively, comprehends, paraphrases, interprets, and remembers what has been said

4). Reads and speaks effectively, comprehends, summarizes, interprets or explains, and remembers what has been read

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5). Exhibits the ability to learn other languages and uses listening, speaking, writing, and reading to communicate, discuss, explain, and persuade.

Summing up the theories that have been elaborated, it can be concluded that linguistic intelligence is the ability to use language either in spoken form that is in listening and speaking or in written form that is in reading and writing, clearly, correctly, and beautifully and the ability to use it to achieve goals, as well as the ability to learn new languages.

**e. The Correlation between Linguistic Intelligence and Reading Comprehension**

Linguistic Intelligence refers to the ability to use words and language. The people with linguistic intelligence usually think in words rather than pictures. This intelligence has been assumed to be the most important domain of intelligence contributing to reading comprehension performance because it deals with the ability to manipulate different components of language including syntax, phonology, and the semantics or meaning of language.

Armstrong (2009, p. 6), states that a person who has Linguistic Intelligence with the high ability, might gravitate toward books and they think through the words. They love reading, writing, telling stories, playing word games. They also need books, writing materials, diary, debates, and other things to support their learning activities. In addition, reading is one of skills which correlated with linguistic intelligence. Students' linguistic

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intelligence influenced their attitude in reading learning process. This positive attitude will affect the students to increase their learning especially in reading. Therefore, if the students have high linguistic intelligence, they are typically good at reading, and they tend to learn best by reading.

Furthermore, Linguistic Intelligence includes the core operations of phonemic discrimination, a command of syntax, sensitivity to the pragmatic uses of language, and acquisition of word meanings (Baum, Viens, and Slatin, 2005, p. 12).

**3. Students' Interest in Reading**

**a. Reading Interest**

Interest is one of the psychic factors that encourage individuals to stimulate an activity which is implemented to achieve the goal to be achieved. It is in line with Lester and Alice (1987), they define interest as something that can show the ability to provide stimulus which encourages us to pay attention to someone, something or activities that can have an impact on the experience that has been stimulated by the activity itself. According to Meriam Webster dictionary, interest is a feeling that accompanies or causes special attention to an object or class of objects.

In general, the interest can be interpreted as a tendency that causes a person to try activities in a specific field. Interest also means a positive attitude towards environmental aspects. Interest is a persistence tendency to observe and enjoy an activity with pleasure. Meichati (1972) defines the

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interest as a strong attention, intensive, and individual mastery deeply to diligently perform an activity.

Further, interest implies a desire attention or doing anything. Interest also means something that someone like willingly without any associated. According to Pawit (1990), interest is a pleasure or continuous attention to an object for their hope. In similar, Djali (2011) also notes that interest is a sense of preference and a sense of interconnectedness on a matter or activity, with no one force to do it. Moreover, everyone has a tendency to always be in touch with something that he or she considered giving pleasure and happiness. The feeling of pleasure and the desire to acquire can develop what has made him or her happy.

Slamet (1987) says that interest is a permanent tendency to notice and remember some of the activities. The activities demand constant attention of someone who is accompanied by a sense of fun. Interest is always followed by feelings of pleasure and satisfaction derived from it. Great interest influences on learning, because if the lesson materials learned are not in accordance with the interests of students, the students will not learn as well as possible. The study materials which attract students are easier to learn, because interest adds impetus to learn.

According to Hurlock (1999, p. 114), the interest is a source of motivation that drives people to do what they want as they are free to choose. When they see something to be profitable, they feel interested. This

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will bring satisfaction. From the definitions above, the writer can conclude that interest is a tendency related to individual feelings, especially feeling happy to something he or she considers valuable; it is in accordance with the needs; and it gives satisfaction to him or her. Something considered valuable can be activities, people, experiences, or objects that can be used as a stimulus which requires a directional response. Interest has a close relationship with encouragement within the individual that causes the desire to participate or involve on something he or she interested in.

Based on the statements above, interest is one of the psychological items which has an important role in a human beings especially in education. Interest is always followed by feelings of pleasure and from there can be obtained satisfaction. Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good. Learning process will go well if someone has an interest. The student who has an interest in learning a subject matter, will comprehend the material at a deeper level than the student who has not.

Rahim (2005, p. 28) pointed out that reading interest was a strong desire accompanied by someone efforts to read. Someone who has high reading interests will be seen in his willingness to get reading materials and read them on his own consciousness or encouragement from outside. Reading interest can make them consider the reading activity as a habitual

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activity for them. The students interested in reading satisfy the basic needs of personal adequacy or self-esteem, others' esteem, curiosity, or success.

According to Mark (2004, p. 50), reading interest is motivation to read, to respond affectively, to seek, and to enlarge self-understanding and sense of self-worth through reading. In addition, Rahayu (2009) stated that reading interest was a condition when someone can feel happy in reading, and also know the advantages of reading. In other words, reading interest is a condition when someone is happy in reading and knows if reading is an important activity to increase someone's knowledge.

According to Burs and Lowe as cited in Prasetyono (2008, p. 59), there were some characteristics from students that have good interest in reading:

1) The Need for Reading

Reading, for most of people, is very hard task. A person who feels reluctant in reading does not have wide purpose than the information he receives. When someone reads, he has specific purpose consciously or not which is different with someone else. Of course, there must be a lot of kinds of purposes from reading activities. With these purposes, make the reading becomes the activity that is needed in order to reach the achievement.

2) The Action to Look for Reading

Every person has opportunity in reading, yet only a few of people want to utilize them. Reading is one of the things that is less desirable in

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community. Moreover, It tends to be feared, because it is considered boring and tiresome. Only certain group of people who has high reading interest use every spare time to read. Here, they have some activities to make reading more interesting and enjoyable.

3) The Feeling of Pleasure for Reading

Reading for pleasure refers to read something that has intention having enjoyment. It involves varied literatures including fiction and non-fiction. Reading for pleasure becomes a practical place which is required in learners' everyday life and classroom-based activity.

4) The Desire to Always Read

In truth, reading is closely identical with knowledge. It is one of the main aspects in human civilization that advances humans' life. Reading determines to make science growing rapidly, delivers humans into dynamic life, and has broadminded perception.

5) The Follow Up

After people have already read a book, they are suggested to apply what they get from it. Doing post activity after reading can be the solution to maintain the the knowledege that is gained from reading activity. For example, presentation, making conclusion, discussion with friends etc.

In conclusion, having an interest in reading means having the motivation to read and respond effectively to seek self-understanding and sense of self-worth through reading.

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**b. The Types of Interest in Reading**

Basically, Interest will influence the students to follow teaching and learning activity in the process of learning. Interest will make the students pay attention to the teacher.

There are some types of interest as follows :

1) Personal Interest

It is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as : space exploration which is based on a deep level knowledge.

2) Situational Interest

It is more temporary and specific situation of attention to a topic. It can be increased by use : texts, media, and presentation or slide.

According to Sadoski, Reading interest is motivated reader to comprehend the main idea of reading. Rahim ( 2005, p.2 ) pointed out that reading interest is a strong desire accompanied by someone efforts to read. Additionally, according to Yunita ( 2011, p.16 ) reading interest was a strong and deep concern accompanied by feelings of pleasure to reading, so that, it can lead someone to read on their own accord. In addition, Sinambela in Rahayu ( 2009) stated that reading interest was a condition when someone can feel happy in Reading and also know the advantages of reading.

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According to Saiful (2005, p.23) there were some characteristic from students that have good interest in reading :

1) Have a willingness to read
2) Always reading in their spare time.
3) Make reading as a necessity.
4) Reading continiously.
5) Reading with pleasure.

From the explanation above the similirity between personal and situational are: First, both situational and personal interest result in the psychological state of interest that involves increased attention and cognitive functioning, persistence and has an affective component. Second, personal and situational interest emerge from the interaction of the person and certain aspects of the environment and are content specific.

**c. Factors Influencing Reading Interest**

Interest is essentially a result of experiences. Interest develops as a result of activities that will be used again in the same activity. According to the crow (1973), there are several factors that affect interest. These factors are as follows:

1) The factor of inner urge

Stimulation comes from environment or scope that corresponds to someone's wants or needs will be easy to generate interest. For instance,

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tendency towards learning, in this case, someone has a desire to know the science.

2) The factor of social motive

It is a person's interest toward an object or something. Besides, it is also influenced by factor from within someone and social motives. To emphasize, someone is interested in high achievement in order to have high social status.

3) Emotional factor

This feeling and emotional factor have an effect on the object. In detail, someone success in traveling as his/her particular activity which it will generate the feelings of pleasure and increase the spirit or strong interest in the activity. Otherwise, the failure experiences will flourish someone's interest.

In addition, according to Sukmadinata (2010) the factors which affect interest were:

1) Knowledge

Knowledge is the result of knowing that occurs after people do sensing of a particular object. Sensing occurs through five senses of human, namely: the sense of sight, hearing, smell, taste and touch. Much of human knowledge is gained through education, the experiences of others, the mass media and the environment.

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2) Experience

Experience as a source of knowledge is a way to gain the truth of knowledge by repeating the knowledge that has gained to solve problems faced in the past.

3) Information

In general, information can be defined as the result of processing data in a form that is more useful and more meaningful to the recipient that describes a real events used for decision making. Information is the data that has been classified, processed or interpreted to use in the decision-making process.

In conclusion, having an interest in reading means having the motivation to read and respond effectively to seek our self understanding and our sense of self worth through reading.

**d. Indicators of Students' Reading Interest**

Reading interest plays important role in increasing students' reading comprehension. Interest in reading is something very necessary for those that are expected to facilitate the learning process. With self-interest in reading the students will likely be able to motivate them to learn to be independent so it can help to achieve the maximum learning achievement.

Generally, there are many aspects of interest and principles that can be affecting the students' interest.

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According to Skinner (1984) there are four indicators of students' interest as follows:

1) Pleasure

Pleasure will emerge one's interest to objects of the people that satisfy them.

2) Willingness

This motivational desire will produce a will, attention, and concentration to a given object, then the interest of the individual will appear.

3) Consciousness

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

4) Attention

When the students observe an object, he perceives only what he/she pays attention to or interested in.

According to Hayati (2009, p.28), there were several ways to measure the level of the students' reading interest as stated below:

1) The attention that students give toward the reading activities, like the attention in reading books, reading facilities (such as library), and the activities which require reading.

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2) The intensity of reading which can be seen from students' frequency in performing reading activities. Whether they spend a lot of time in reading or not and how they make the schedule in reading.

3) Concentration; the higher the interest of students in reading, the longer they can concentrate in reading.

4) The statement from the students about the feeling of love without forced, need, satisfied, and glad; and the feeling of getting benefits from the reading.

In similarly, Burs and Lowe as cited in Prasetyono (2008, p.59) pointed out, the indicators in determining the reading interest of students were:

1) The need for reading
2) The actions to look for reading
3) The feeling of pleasure for reading
4) The desire to always read
5) The follow up (follow up what has been read)

In addition, Bafadal (2008, p. 203) argues that a sense of pleasure in reading can be caused by several factors, such as; he knows the benefits of reading; he realizes that books and other good literature can broaden his horizons (knowledge and insight).

In conclusion, the level of reading interest of students do not only measure from the word, "*interest or happy*", but they also need to prove it

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with the actions related to reading. On the other words, the penchant of reading is closely related to AIDA action framework; *attention, interest, desire and action.*

In conclusion to investigate the students' interest in reading, the researcher decided to use four aspects of interest and principles that can be affecting the students' interest as the indicators are mentioned by Skinner (1984), they are; pleasure, willingness, consciousness and attention.

**e. The Correlation between Reading Interest and Reading Comprehension**

Interest is one of the internal factors. According to Shnayer (1968, p. 6) high interest produce greater comprehension which often enabled a child to read a beyond his measured reading ability. In addition, Mark ( 2004, p. 50 ) states that reading interest means the motivation to read and to respond affectively, to seek enlarge ourself understanding and our sense of self worth through reading. Reading interest is important to enhance students" success in the school and to comprehend a certain issues in a text. According to Jannette (2007, p.2) pointed out that reading comprehension was the process of constructing meaning by coordinating a number of complex processes that include word reading.

According to Donoghue (2006, p. 175) there are some factors that influence reading comprehension, they are : purpose, active reader, types of the text, the quality of literacy instruction and interest and independent

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practice. In conclusion, reading Interest is one of the important factors that influence Students reading comprehension.

## B. Related Studies

Related studies need some formerly researches conducted by other researchers in which they are related to this research. Several studies are relevant to this research, including, for the first is O'Flynn (2016). The title is *Students' Reading Interests Impact on Reading Comprehension Abilities*. This study aimed to see if there was a correlation between a student's interest in either fiction or nonfiction books and his/her ability to comprehend. The study was conducted by a classroom teacher and took place over a three-week period with eight students. The study found that students are able to better comprehend nonfiction texts regardless of their interests.

The second, the study by Maulidar (2018), the study was about *An Analysis of Students' Interest in Reading at UIN Ar-Raniry.* The purposes of the study were to know the interest of the students in reading and some factors influenced their reading interest. The research design in this study was mix methods which combined qualitative and quantitative approaches. The writer used random and cluster sampling technique in choosing the sample of the research. The writer distributed questionnaire to 40 students of English Department and took 6 students to be interviewed. The results of

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this research showed that the students had low interest in reading. It was also supported by the result of the interview. The percentage was 47.5%. The students mostly interested to read only when they had the assignments and reading was not their hobby. Furthermore, the students explained that some factors that influenced their reading interest were: 1) the awareness of the importance of reading, 2) motivation in reading, 3) language, 4) the availability of books in the library, 5) the intensity of times for reading, 6) perceptions 7) environment, 8) the internet, and 9) the learning system.

The third, a research from Permatasari (2013) entitled *The Correlation Between Linguistic Intelligence And Reading Ability of the First Grade Students of SMA Islam Yakin Tutur Pasuruan*, this research was a quantitative study aimed to know whether any correlation between student's linguistic intelligence and their reading ability of the first grade students of SMA Islam Yakin Tutur Pasuruan. The researcher just took one class randomly as sample (cluster random sampling). The data of this study were obtained by distributing questionnaire set and the reading test. Then, they were analyzed by using Pearson Product Moment Formula. In this study, the researcher calculated the score between two variables and found that the value of computed r was 0,822. Otherwise, the value of r at the table with 35 as the degree of freedom (df) = N-2 was 0,325 at 0,05 level of significance, so the alternative hypothesis was accepted. It could be concluded that there was positive correlation between linguistic Intelligence and reading ability.

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Fourth, Rahimi, Sadighi, and Fard (2011) in a research entitled *The Impact of Linguistic and Emotional Intelligence on The Reading Performance of Iranian Efl Learners*, this study examined the impact of linguistic intelligence and emotional intelligence on the reading comprehension ability of the Iranian EFL learners. Data was gathered through two questionnaires and a reading test and analyzed through two-way ANOVA and Multiple Regression. The results revealed that the students with a high level of linguistic intelligence showed a higher reading ability than those with a lower level of linguistic intelligence. The results, however, showed no significant difference among the students with different degrees of emotional intelligence. Moreover, the results indicated that linguistic intelligence is a relatively strong predictor of reading performance, accounting for more than 40% of the variance observed in the students' performance on the reading comprehension test.

Fifth, a research by Khairuddin (2003) which entitled *A Study of students' Reading Interest in a Second Language*. This research was conducted on 2013 in Kuala Trengganu, Malaysia. The researcher used quantitative research. The number of population of this research was 86 students. In this research, the researcher used simple random sampling. From this study, it is found that students have relatively low interests in reading English materials and that there is a significant difference between male and female students. From these findings, it can be suggested that

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stakeholders should take action with regards to developing and enhancing male students' reading interests. It is hoped that the finding of this study would enlighten the relevant literature of the area.

The sixth, a research by Mujiono et al (2019) entitled *The Effect of Verbal Linguistic Intelligence and Emotional Intelligence on Academic Achievement of Indonesian EFL Learners*. He found that there was significant correlation between linguistic intelligence and the students' academic achievement. It was proven by the result of the correlation coefficient was 0.662 which means there was a quiet strong relation between students' linguistic intelligence and academic achievement. The participant of this study was English Education department students. It also found that linguistic intelligence gave strong effect on students' English skills including reading comprehension, it can be seen from the data that linguistic intelligence gave 44% effect on academic achievement.

Seventh, Rahimi et al (2011) in a research entitled *The Impact of Linguistic and Emotional Intelligence on The Reading Performance of Iranian EFL Learners* reported that Linguistic Intelligence became a strong predictor of students' reading comprehension. Then, the participant of this study was 90 Iranian students who took English major. Practically speaking, it also noted that linguistic intelligence was related with the students' cognition which was involved in their successful in reading comprehension. It also found that linguistic intelligence predicted the students' reading

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performance because intelligence and cognition are part of comprehension. It means that linguistic intelligence is very essential in language learning because it is involved in reading activity. As it was discussed above, it is important for the teacher to make the classroom activity that is more involved the students' linguistic intelligence so that they can improve their ability in using language.

Next, Hasanudin and Fitrianingsih (2019) entitled *Verbal Linguistic Intelligence of the First-Year Students of Indonesian Education Program: A Case in Reading Subject.* They found that that there were some indicators of linguistic intelligence of students in reading subject. First, the students had excellent knowledge in mentioning words, such as they can express the words in his mind just by reading the title of the books. Second, the students were enjoying wordplay. For example in doing the scrabble games, they can answer the questions and arrange the words correctly. Third, they can explain the meaning of the words that they have read and discussed it. Forth, most students were having difficulties in mathematics lesson, they prefer English, social, and history lesson than mathematics. Thus, the data showed that they only answered the mathematics questions randomly; because it was difficult for them, they also prefer reading short stories. Fifth, in doing the conversation, they used some words that related to something they have read and heard before such as the words that they had heard from their classmates and the words that they had read from articles. Sixth, the

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students had the ability in writing the poetry based on their personal experience. In line with the findings above, the indicators of linguistic intelligence can be seen through the students' characteristics in learning process. Therefore, it can be inferred that the students who have good linguistic intelligence tend to have creative thinking because they can write poem and read it in front of their classmates.

The next, preverious study is *The Correlation Between Students" Reading Interest And Reading Comprehension At The Second Year Students of SMA N 1 Punggur* conducted by Susanto et.al (2016). The purpose of his research is to find out the correlation between students" reading interest and their reading comprehension. He chosen as the sample by using simple random probably sampling. Students" reading interest scores were estimated by using Likert Scale in the range of 1-5, and their reading comprehension was tested and made based on materials that have been taught. He takes only one class as the subject. The result showed that the corfficient correlation was 0.673 and it was significant. The result also found that students" reading interest influenced students" reading interest comprehension of the students" with 43.4%.

The last previous study was conducted by Erlina et al (2019) entitled *Linguistic Intelligence under Graduate EFL Learners in Higher Education: A Case Study*. It was found that there was a minimum number of students who had dominant linguistic intelligence on their study. Besides, the

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participant of this study was 28 Indonesian undergraduate students also the writers mentioned that the aim of this study was not for generalization, but the result of this study was shown by phenomena in learning a language. The result showed some aspects of the students' linguistic intelligence. First aspect is rhetoric that is the ability in using the language effectively to persuade others. However, the result showed that only 3 of 28 students who used the language effectively to persuade others. For instance, some students had lack of linguistic factors in persuading others and delivering their ideas in spoken and written forms. Second aspect is mnemonic that is the ability in memorizing the information. It was found only 2 of 28 students who can remember and retell the information or the story of the text that they have read. Third aspect is explanation that is the ability in delivering the information orally and written. Forth aspect is metalinguistic that is the ability in learning the language itself.

Based on the previous studies, it showed that in reading class students were not active participate in asking the questions about the words that they did not familiar. Students still face difficulties in using descriptive and figurative language in order to deliver their ideas. From the result, it can be seen that in reading activity students still faced difficulties in delivering their thoughts in spoken and written forms.

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## C. Operational Concepts and Indicators

The opertional concept is a concept that is used in accordance with literature reviewed. In order to avoid misunderstanding in carrying out this study, it is necessary to determine clearly the variables which will be investigated in this study. There are three variables in this study; Linguistic Intelligence, students' reading interest and reading comprehension. The independent variables are Linguistic Intelligence (X1) and students' reading interest (X2) while Dependent Variable is reading comprehension (Y).

### 1. Indicators of Students' Linguistic Intelligence

According to Armstrong (2002) there are some indicators of Linguistic Intelligence as follows:

a. Rhetoric
b. Memorization
c. Explanation
d. Metalanguage

### 2. Indicators of Students' Reading Interest

Indicators of Students' Reading Interest based on Skinner (1984):

a. Pleasure
b. Willingness
c. Consciousness

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d. Attention

**3. Indicators of Reading Comprehension**

According to curriculum 2013 for Senior High School, the indicators of reading comprehension are as follows:

a. Main idea
b. Specific information of text
c. Reference
d. Inference
e. Understanding Vocabulary

## D. Assumptions and Hypothesis

**1. Assumption**

Reading comprehension is one of important English aspects which should be mastered by students. In Indonesia in particular, students can answer the questions correctly when they comprehend the text in the national exam. The fact is that it is hard for the students to comprehend a reading text. Basically, many aspects contributed to these problems among others, they had no reading habit; they thought that reading was a boring activity to do. The most important factor that influence reading comprehension is Linguistic Intelligence. The students with high linguistic intelligence were able to use the language effectively that they were

typically good at reading, playing word games; memorize words, storytelling, and making poetry.

Therefore, in this study it was assumed that there is a significant influence of students' Linguistic Intelligence and their reading interest on reading comprehension at SMA Negeri 1 Pasir Penyu.

**2. Hypothesis**

According to Creswell (2008, p. 137), there are two kinds of hypothesis which have to be made before the researchers conduct their experimental research. Hypotheses are formulated to draw a connection between three variables. The hypotheses in this study are described as follows:

a. Ha1: There is a significant correlation between students' Linguistic Intelligence and their reading comprehension at SMA Negeri 1 Pasir Penyu.

b. Ha2: There is a significant correlation between students' reading interest on reading comprehension at SMA Negeri 1 Pasir Penyu.

c. Ha3: There is a significant influence of students' Linguistic Intelligence and their reading interest on reading comprehension at SMA Negeri 1 Pasir Penyu.

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# CHAPTER III
# RESEARCH METHODOLOGY

## A. Research Design

In conducting the research, the researcher choosed a correlational research. Gay and Airasian (2000, p. 345) says that correlation research attempts to determine whether, and to what degree, a relationship exist between two or more variables. The objective of this research is to establish the relationship between the variables. The correlation method is used in this research since it is intended to the correlation between the variables Arikunto (2007, p. 247). This is also supported by Creswell (2012, p. 49) states that correlation research designs are quantitative design in which investigators use a statistical correlation technique to describe and measure the degree of association (relationship) between two or more variables or sets of a score.

According to Urdan (2005, p. 79), correlation study simply means that variation in the scores on one variable correspond with variation in the scores on the second variable. Furthermore, Fraenkel and Wallen (2009) stated correlation research was the relationship of two variables or more were studied without any attempt to influence them. Correlational research involves the collection of data to determine the extent to which two or more variables related. The goal of this research is knowing the correlation between two or more variables that specifically together with the statistic

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data. Correlational research investigates the factors of a theoretical model that would be developed and explain of the resultant correlation.

The purpose of a correlational research is to determine relationships between variables or to use these relationships to make predictions (Gay and Airasian , 2000). Therefore, a correlational research requires collection of data in order to measure and determine whether any significant relationship exists between the two or more quantifiable variables or not. Data are gathered from multiple variables and correlational statistical techniques are then applied to the data. Correlational research is a type of nonexperimental research where the researcher employs the data derived from preexisting variables. There is no manipulation of the variables in that type of research.

A correlational research is useful in a wide variety of studies. The most useful applications of correlation are: (1) assessing relationship, where correlational research method used to assesses the relationship among two or more variables in a single group of subjects. (2) Assessing consistency, where correlational research can be used to measure consistency (or lack thereof) in a wide variety of cases. (3) Prediction, where correlation can be predicted, for instance: if you find two variables are correlated, you can use one variable to predict the other Ary et.al (2006, p. 351).

Thus, this research consists of three variables. Students' Linguistic Intelligence, students' reading interest and reading comprehension.

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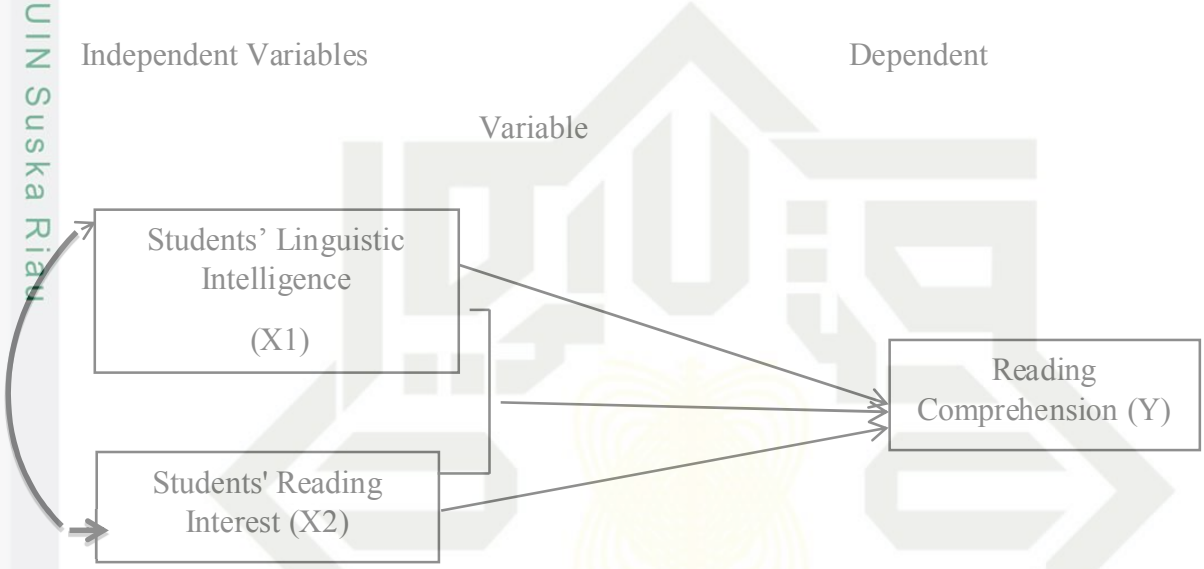
The independent variables were Students' Linguistic Intelligence and reading interest while dependent variable was reading comprehension.

**Figure II1.1**

The diagrams about specifical variables, these are :




**B. Population and Sample**

The population of this study was the students at tenth grade of SMA Negeri 1 Pasir Penyu in academic year 2021/2022. There are four classes which consist of class X IPS 1, class X IPS 2, class X IPA 1 and class X IPA 2. The total number of all students of the tenth grade in SMA Negeri 1 Pasir Penyu, in academic year 2021/2022 were 136 students. Gay (2000) stated that the population is part of sample to comprise the individual's item or events selected from a larger. Furthermore, Healey

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(1987) stated the population was the total of a collection of all cases in which the researcher is interested.

Here was the table of population of the tenth grade students at SMA Negeri 1 Pasir Penyu:

**Table II1.1 Population of the Tenth Grade Students at SMA Negeri 1 Pasir Penyu**

| Classes | Total of Students |
|---|---|
| X IPS 1 | 36 |
| X IPS 2 | 35 |
| X IPA 1 | 35 |
| X IPA 2 | 30 |
| **Total** | **136** |

In order to minimize the number of the population, the sample of the study needs to be taken. Darmadi (2014) stated that sample was a part of number and characteristic that belong to the population. To choose the sample of this study, the researcher will use simple random sampling technique. Kumar (2011) explained that "For a design to be called random sampling or probability sampling, it was imperative that each element in the population has an equal and independent chance of selection in the sample. Equal implies that the probability of selection of each element in the population is the same".

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Since the population is at the same level of study, it is considered that they are homogenous based on their characteristics. They have average age from 15 to 16 years old and they are taught by the same teacher at school with the same curriculum as well.

Arikunto (2009) in Darmadi (2014), choosing the sample from which the number of population is over 100, it is required to take sample of 10%, 15%, 20%, 30% and so on, but if the number of population is less than 100, all population is taken as the sample. The greater the number of the sample, the least mistake of the data distribution. There are 136 students at tenth grade of SMA Negeri 1 Pasir Penyu, the researcher will take 50% of those to be the sample, so there are 68 of the students are the sample.

## C. Data Collection Technique

### 1. Instrumentation

In this research, there were three variables. Two independent variables and one dependent variable. The independent variables were students' Linguistic Intelligence (X1) and their reading interest (X2) then the dependent variable was reading comprehension (Y). In the research, the data collected by using some techniques, they were :

#### a. Test

There was a test of reading comprehension which consists of 25 items constructed in multiple choice questions. The score of item is one, so

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highest total score is twenty five. The time of reading test was sixty minutes including the preparation and explanation of doing test.

**Table II1.2 Blue Print of Reading Comprehension Test**

| No | Indicators | Item Numbers |
|---|---|---|
| 1 | Determining main idea | 5, 15, 22 |
| 2 | Understanding Vocabulary | 14, 7, 8, 10, 16, 24 |
| 3 | Finding reference | 2, 12, 14, 25 |
| 4 | Finding the specific information or part of text | 1, 3, 6, 11, 17, 18, 19, 20, 21 |
| 5 | Finding inference | 9, 14, 23 |
| **Total** | | **25** |

**Table II1.2 Blue Print of Reading Comprehension Test**

**b. Questionnaire**

In order to get the data, the researcher used questionnaire as the technique of collecting the data. According to Cohen et al (2007, p. 317) questionnaire; is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the writer, and often being comparatively straightforward to analyze. Through questionnaire, the collected data can be processed quickly.

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The Questionnaire was used to investigate students' Linguistic Intelligence and their reading interest. The questionnaire given to students. Questionnaire is as widely will use and useful instrument for collecting survey information, providing structured, often numerical data, being able to administer without the presence of researcher, and often being comparatively straightforward to analyse ( Cohen et al., 2007).

The questionnaire through a likert scale. Nemoto & Beglar (2014) state that a likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue. Likert skale will be five options, they are strongly agree, agree, neutral, disagree and strongly disagree.

In this research the researcher provided 20 statements related to Linguistic Intelligence, and 25 statements related to students' reading interest.

| No. | Indicators | Number of Items | Total |
|---|---|---|---|
| 1 | Rhetoric | 1, 2, 3, 4, 5 | 5 |
| 2 | Memorization | 6, 7, 8, 9, 10 | 5 |
| 3 | Explanation | 11, 12, 13, 14, 15 | 5 |
| 4 | Metalanguage | 16, 17, 18, 19, 20 | 5 |
| | **TOTAL** | | **20** |

**Table II1.3. Blue Print of Students' Linguistic Intelligenc**

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| No | Indicators | Item Number |
|---|---|---|
| 1 | Pleasure | 8,9,11 |
| 2 | Willingness | 2,4,10,12 |
| 3 | Consciousness | 6,7,13 |
| 4 | Attention | 1,3,5,14,15 |
| **Total** | | **25** |

**Table II1.4. Blue Print of Students' Reading Interest**

## D. Pilot Study

According to Gay and Airasian (2000) before distributing the questionnaire participants try it out in a pilot study. The purpose of the pilot study is used to know the questionnaire is valid and reliable or not. Before the questionnaire gave to participant, the researcher checked by using other 87 participants to ensure the questionnaire is valid and reliable. The study was conducted at grade X of SMA Negeri 1 Pasir Penyu. In scoring the try out test the researcher determined one point for a correct answer and zero for a wrong answer. Therefore, the formula was used in scoring the try out test is S=R in which S refers to the raw scores and R refers to the right answer. For example, if a student will get twenty items correctly, so the point is twenty.

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## E. The Validity and Reliability of Instruments

### 1. Validity

According to Creswell (2008) states that validity is individual scores from an instrument make sense, meaningful, enable as the researcher to draw a good conclusion from the sample you are studying to the population. It can be concluded that validity is a way to know the result of suitable or not a questionnaire. Here the researcher examine the validity of instrument using the item analysis system and put them into the formula of correlation product moment by Pearson as follows:

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

Where:

$r_{xy}$ : Correlation coeffiecient between X adn Y

N : The total number f respondents

$\sum X$ : Scores of each items

$\sum X^2$ : The total of squared X scores

$\sum Y$ : The total of Y scores

$\sum Y^2$ : The total of squared Y scores

$\sum XY$ : The total of the product of paired scores

Then, varibale that will be correlated to respondents' answer of each item and will be correlated with the total score of all items that will be

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obtained by every respondent. Then $r_{xy}$ of each item will be consulted with the table-value of r product moment with significances of (α) 5% (Arikunto, 1992). An item is considered valid if the value of r will be obtained is higher than the value of r table and vice versa.

**a. Linguistic Intelligence**

Based on the result of questionnaire of Linguistic Intelligence validity of try out, the try-out of Linguistic Intelligence consisting of 20 items, all item were valid. Thus, 20 valid items were used as questionnaire. (See appendix 1).

**b. Students' Reading Interest**

Based on the result of questionnaire of students' reading interest in reading validity of try out, the try-out of students' reading interest consisting of 25 items were valid. Thus, 25 valid items were used as students' reading interest questionnaire. (See appendix 2).

**c. Reading Comprehension**

In try-out of reading comprehension instrument validity to 25 items, all items were valid. Thus, the researcher took all 25 valid items of test as the instrument. (See appendix 3).

**2. Reliability**

Reliability is a way to measure the acceptable questionnaire created by a researcher to students or participants. According to Cresswell (2009), reliability refers to whether scores items on an instrument are internally

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consistent, stable over time and whether there was consistency in administration test and scoring. Furthermore, H Doughlas Brown (2003) state that reliability has to do with the accuracy of measurement. Commonly, accepted rule of thumb for describing internal consistency by using Cronbach alpha as follows:

$$r_{11} = \left[\frac{k}{k-1}\right] - \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

Where :

$r_{11}$ : Reliabilities of instrument

k : Number of questionnaire items

$\sum \sigma_b^2$ : The sum of item variance

$\sigma_t^2$ : Total of variance

The formula of questionnaire of variance:

$$\sum \sigma_b^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n}$$

The formula of total variance questionnaire:

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{n}}{n}$$

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To count the level of reliability of test, the reseracher used the scale Sugiyono (2013, p. 257) as follows:

**Tabel II1.5 The Scale of Reliability Level**

| No | Reliability Index | Clasification |
|---|---|---|
| 1 | 0,00 - 0,199 | Strongly waek |
| 2 | 0,20 - 0,399 | Weak |
| 3 | 0,40 - 0,599 | Moderate |
| 4 | 0,60 - 0,799 | High |
| 5 | 0,80 - 1,000 | Strongly High |

Then the result of the reliability instrument was correlated to the level of reliability of test, so that has been found the level of classification.

**a. Linguistic Intelligence**

Based on the result of questionnaire of Linguistic Intelligence reliability of try out, $r_{count}$ was 0,828. It was consultated with product moment value with N = 30, the result of $r_{table}$ was 0,361. Thus, the score > $r_{table}$ (0,828 > 0,361) which indicated the reliability of questionnaire distributed to the students was strongly high reliable because the value was > 0,80. It meant the test was reliable and acceptable to be used as the instrument of data collection. (See appendix 4).

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**b. Students' Reading Interest**

Based on the result of questionnaire of students' reading interest reliability of try out, $r_{count}$ was 0,818. It was consultated with product moment value with N = 30, the result of $r_{table}$ was 0,444. Thus, the score > $r_{table}$ (0,818 > 0,361) which indicated the reliability of students' reading interest questionnaire distributed to the students was strongly high reliable because the value was > 0,80. It meant the test was reliable and acceptable to be used as the instrument of data collection. (See appendix 5).

**c. Reading Comprehension**

Based on the test result of reading comprehension reliability of try out, $r_{count}$ was 0,740. It was consultated with product moment value with N = 30, the result of $r_{table}$ was 0,361. Thus, the score > rtable (0,740 > 0,361) which indicated the reliability of students' reading comprehension test distributed to the students was high reliable because the value was > 0,60. It meant the test was reliable and acceptable to be used as the instrument of data collection. (See appendix 6).

## F. Data Analysis Technique

In order to find whether there was a significant correlation between Students' Linguistic Intelligence and their reading interest on reading comprehension, the data was analyzed by using SPSS 22. The researcher used the score of questionnaire of variables X1 and X2 and test score of

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variable Y. In analyzing the data, the researcher used Pearson product moment correlation and multiple regression.

Pallant (2010) stated that Pearson product moment is the analysis of one independent variable and one dependent variable. Freedman (2009) stated that multiple regression has an intercept variable and two or more explanatory variables with its own slope coefficient. It means that Pearson product moment refers to linear approach to modeling the relationship between independent variable and dependent variable. For more than one independent variable, it is called multiple regression.

To find out there was a significant influence of Students' Linguistic Intelligence and their reading interest on reading comprehension, it can be seen from significant (sig.) value $\leq 0.05$. If the sig. value is lower than 0.05, it means Linguistic Intelligence and students' reading interest influence on reading comprehension. If the sig. value is higher than 0.05, it means Linguistic Intelligence and students' reading interest do not influence on reading comprehension. Also, the data analysis was supported by frequency distribution, descriptive statistics etc.

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# CHAPTER V
# CONCLUSION, IMPLICATION AND RECOMMENDATION

## A. Conclusion

Based on the analysis at chapter IV, finally the researcher made conclusion of the research about "The Influence of Students' Linguistic Intelligence and Their Reading Interest on Reading Comprehension at SMA Negeri 1 Pasir Penyu". The data of this study had answered the research questions.

Firstly, from the research finding, the correlation between Linguistic Intelligence and reading comprehension by using Product moment correlation formula in SPSS 22, it proves that sig. value was in significance level. Thus, the alternative hypothesis one is accepted. It was seen from the significance value 0.00 that was smaller than 0.05. It means that there was significant correlation between students' Linguistic Intelligence and their reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu.

Secondly, based on the result of the research finding, the correlation between students' reading interest and reading comprehension by using Product moment correlation formula in SPSS 22, it proves that sig. value was in significance level. It can be seen from the significance value 0.00 which was smaller than 0.05. Thus, the alternative hypothesis two is accepted. It means that there was a significant correlation between

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students' reading interest on reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu. Lastly, for the third hypothesis, the influence of students' Linguistic Intelligence and their reading interest on reading comprehension by multiple regression formula in SPSS 22, it proves that sig. value was in significance level. It also can be seen that the significance value was 0.01 which was smaller than 0.05. Thus, the alternative hypothesis three was accepted. It means that there was a significant influence of students' Linguistic Intelligence and their reading interest on reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu.

In summary, the study findings had answered all research questions (RQ 1, RQ 2, and RQ 3). Linguistic Intelligence gave significant correlation on reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu. Next, students' reading interest gave significant correlation on reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu. Then, Linguistic Intelligence and students' reading interest also gave significant influence on reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu.

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**B. Implication of the Research**

Based on the research finding, it can be known that there is a significant influence of Linguistic Intelligence and students' reading interest on reading comprehension. It implied that Linguistic Intelligence and students' reading interest are important variables in giving a contribution to their reading comprehension.

Linguistic Intelligence involves having a mastery of language. It refers to the ability to use words and language. Students who have high Linguistic Intelligence they can use language effectively to communicate meaning and develop knowledge of language functions. Besides that, reading interest is an important factor for students who want a good result in reading comprehension**.** It is necessary for the teacher to improve students' reading interest by developing and provide a wider array of reading materials. So, the students should have interested in reading. If the students are interested in reading a text those can improve their reading interest because the high reading interest will result in high reading comprehension while the low reading interest will result in low reading comprehension.

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## C. Recommendation

Based on the data analysis conducted in the capter IV and the conclusion of this research found that there is a significant influence of Linguistic Intelligence and their reading interest on reading comprehension at tenth grade students of SMA Negeri 1 Pasir Penyu. There are some recommendations are provided in order to improve the students' reading comprehension. The recommendations are as follows:

Firstly, teachers are recommended that they build students' interest in reading. Teachers should select the suitable text so the students can understand the lesson easily. To build an interest in reading, teachers need to consider the factors which may affect students' interest in reading, such as long text, the topic of interest or characteristics of the text. It is also recommended to teacher to give the learning style to the students based on their intelligences. It can help them to know what they need in learning process.

Secondly, the students are recommended that it would be better for the students to know that interest in reading and belief in ability are absolutely indispensable; students are expected to increase reading interest for supporting their learning. All students should be motivated in reading and have ability to accomplish specific tasks that given by the teacher and submit it on time. So, they can develop their learning through reading comprehension task.

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Thirdly, the researcher realizes that the results of the research are far from being perfect; therefore, the researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study maybe with different topics. This research recommendeds for conducting further research in the form of correlational research in order to find out which variable is better to influence students' reading comprehension. It is suggested that the next research would take longer time and wide range of sample in order to give better.

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## TEST OF READING COMPREHENSION

**Name :**

**Class :**

**Text I Adapted from** (https://brainly.co.id/tugas/28658829) (2020)

This text for questions 1 – 4

One of the best known international radio services is the BBC World Service. The name BBC is short British Broadcasting Corporation. The world

Service started in 1935 in order to provide news for Britain"s colonies overseas.

Its headquarters in Bush House, a large building in London. The world service Broadcasting programmes in 37 languages, including English. It broadcasting programmes in English 24 hours a day about 25 million listeners. Its programmes focus on news and current affairs, but it also has programmes on music, science, sports and drama. The BBC gets its now in two ways. Firstly, it has reporters in most countries of the world.These people report what is happening in these countries. The second way, the BBC gets its news is by listening to other radio stations all over the world. The BBC listens to Indonesian radio to find out what is happening in Indonesia. For example, if there is report of a headquake in Sumatra on Indonesian radio, the BBC will tell its reporter to go there and collect news. The world Service is very useful for learners of English. They can listen to English and practice their listening skills. They can also note down the pronunciation, of words and even learn new words.

1. How long does BBC World Service broadcasting programmes in English? It broadcasts ……hours a day.

   a. 20 b. 24 c. 28 d. 26 e. 37

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2. Its programmes focus on news and current affairs, but it also has programmes on music, science, sports and drama.The word„Its‟ in the sentence refers to…. a. Bush house b. BBC c. Program d. London e. News

3. BBC World Service has programmes ….
   a. science, music, advertisement, trade, drama
   b. music, science, sport, movie, drama
   c. sport, drama, science, music
   d. music, advertisement, trade, music
   e. drama, culture, science, sport, music

4. World Service deals mainly with ….
   a. Science and drama
   b. News and music
   c. Current affairs and music
   d. drama and news
   e. news and current affairs

**Text II Adapted from** https://englishahkam.blogspot.com/2013/04/soal-reporttext-multiple-choice-beserta-jawaban.html

This text for questions 5 – 8

An elephant is the largest and stronger of all animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant‟s peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them, into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very-clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be

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trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

5. The third paragraph is mainly about the fact that ……..
   a. Elephants are strong b. Elephants can lift logs
   c. Elephants are servants d. Elephants are very useful
   e. Elephants must be trained
6. Which of the following is NOT part of the elephants described in the first paragraph?
   a. it books strange b. it is heavy
   c. it is wild d. it has a trunk
   e. it has a small tall
7. It is stated in the text that the elephant uses the trunk to do the following,
   except ……..
   a. To eat b. To push c. To drink
   d. To carry things e. To squirt water over the body
8. "The trunk is the elephant"s peculiar feature…"
   The underlined word is close in meaning to
   a. Large b. Strange c. Thought
   d. Smooth e. Long

**Text III Adapted from** https://www.jondrihambani.com/2020/01/dec-9-manjailed-for-striking-ri-maid-1.html

This text for questions 9 – 11

**SINGAPORE.**

A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote. Muhammad Shafiq Woon Abdullah was brought to court in Singapore because he had physically hurt the woman on several occasions between June and October 2002, the straits time said. The magistrate"s court heard that shafiq, 31, began striking Winarti, 22, about a month after she started working for him.

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He hit her on the head with the TV sets remote control because he was unhappy with her work. On one occasion, he punched her on the back after focusing her of day dreaming. S.S. Dhillon, Shafiq‟s lawyer, said this that his client had become mad when he saw his daughter‟s face covered as she was lying in bed. He said his client thought the maid had put the child in danger.

9. The text reported
   a. The arrest of a supervisor
   b. The working condition in Singapore
   c. An Indonesian worker in Singapore
   d. The Indonesian workers‟ condition in Singapore
   e. A crime by a Singapore supervisor towards his maid
10. “…. He physically hurt the woman…” Paragraph 2) The underlined word is close in meaning to ….
    a. Cut b. Injured c. offended d. Punished e. Damaged
11. Why did shafiq punch Winarti on her back? She was accused of …..
    a. Talking much time for herself b. Not working properly
    c. Working carelessly d. Daydreaming
    e. Being lazy

**Text IV Adapted from** By Pustaka Bahasa InggrisPosted on October 26, 2019

https://www.text.co.id/50-contoh-soal-toefl-reading-comprehension-lengkapdengan-kunci-jawaban-dan-pembahasan-part-a/

This text for questions 12 – 15

Robert Moog was an American inventor who developed the Moog synthesizer. it was one of the first synthesizers to gain widespread use as a musical instrument. Moog‟s synthesizers were an important part of musical innovation in rock and jazz music in the 1960s and 1970s. Robert Arthur

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Moog was born in Queens, a borough of New York City 75 years ago. He became fascinated with electronics as a teenager, particularly an early electronic musical instrument called the theremin. mood studied physic and electrical engineering at Queens College and Columbia University both in new york city and later received a Ph.D. in engineering physic cornel University in Ithaca, New York. in 1954, while still an undergraduate student, Moog Formed his own company to sell theremins and theremins kits.

Soon after, Moog began working on a keyboard instrument that could replicate the sound of any musical instrument electronically. working with American composer Herbert Deutch. moog introduced the prototype Moog synthesizer at a convention in 1964. the device represented a significant advance over previous electronic synthesizer because of its use of new semiconductor technology, which made it smaller and considerably cheaper than earlier machines. the Moog, as it was known, was soon in demand by musician all over the world.

In 1964, Moog began a collaboration with American composer and organist Walter Carlos who released the best selling electronic music album switched-on bach in 1968. Rock groups such as the Beatles and yes and jazz musician such as Harbie Hancock and Chick Corea began incorporating Moog synthesizer into their recordings, a trend that increased when the company introduced the compact and portable Minimoog in 1970. A Moog synthesizer was also prominently featured on the soundtrack to the movie A Clockwork Orange in 1971

12. The word „prominently“ in paragraph 3 can easily be replaced by.
    a. Significantly
    b. Perfectly
    c. Accurately
    d. Smartly
13. The passage describes theremin as a/an.
    a. The prototype of Moog Synthesizer

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b. Initial Electronic Music Instrument
c. Musical Instrument to replicate the sound
d. Instrument of electronic tool

14. The paragraph following the passage most likely discusses.
a. Collaboration between the Moog and other musicians
b. The description of compact and portable mini Moog
c. The improvement of Moog Synthesizer
d. Trend in the music industry about synthesizer

15. The main Idea of paragraph three is …
a. The Moog‟s collaboration in music field
b. The Moog in the movie soundtrack
c. The introduction of Minimoog
d. The collaboration of the Moog with music groups.

**Text V Adapted from** http://www.sekolahbahasainggris.com/25-soal-readingcomprehension-part-iii-beserta-kunci-jawaban-dalam-bahasa-inggris/

This text for questions 16 – 20

We believe the Earth is about 4.6 billion years old. At percent, we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth‟s age by measuring the ratios of various radioactive elements in rocks. The oldest Earth‟s rocks tested thus far are about 3 1/3 billion years old. But no one knows whether these are oldest

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rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth.

16. In line 8, the word "obliterated" means.
    a. created b. destroyed
    c. changed d. erosion
17. According to this passage, how do scientists estimate the age of the Earth?.
    a. By measuring the ratios of radioactive elements in rocks.
    b. By examining fossils
    c. By studying sunspots
    d. By examining volcanic activity
18. Scientists estimate the age of the Earth as …
    a. 4 billion years old. b. 3 1/3 billion years old.
    c. 4.6 billion years old. d. 6 billion years old.
19. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by the celestial bodies?
    a. Volcanic activity b. Solar radiation
    c. Gravity activity d. Crustal motions
20. According to the passage, why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth? ( b )
    a. Human alteration of the Earth. b. Erosion and crustal motions.
    c. Solar flares. d. Deforestation and global warming.

**Text VI Adapted from** waroeng-alam (http://waroeng alam.blogspot.com/2017/11/contoh-report-textdinosaurus-beserta.html) This text for questions 21– 25

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Dinosaurs were a type of lizards. They lived from about 230 million to about 65 million years ago. In 1842, Sir Richard Owen created the word dinosaur. It came from Greek words *deino.s,* meaning "terrible" and sauros, meaning "lizard". Dinosaurs lived on earth for about 140 million years. During the dinosaurian era, the days were short. The sun was not as hot as it is today. On earth there was only one big continent and one big ocean. The name of the continent was *pangea* (all lands) and the name of the ocean was *panthallassa* (all seas).

There were many kinds of dinosaurs. Some of them were very big and some others were small. Some dinosaurs ate leaves and some others ate meat. Some dinosaurs could fly.

What happened to dinosaurs? Dinosaurs became extinct because there was a large comet hitting the earth. The comet caused fire and it killed the trees. Dinosaurs could not eat because there were no trees on earth and finally they died and became extinct.

21. What were the days like during the dinosaurian era?
    a. Long
    b. Cold
    c. Warm
    d. Short
22. What is the main idea of paragraph 3?
    a. There were many kinds of dinosaurs
    b. Some dinosaurs could fly in the sky
    c. Many dinosaurs were small in form
    d. Dinosaurs ate leaves and meat
23. The writer wrote the text …
    a. to describe what the dinosaurs look like
    b. to show the steps how to measure dinosaurs
    c. to inform people about dinosaurs and their lives
    d. to amuse people by showing the dinosaurs‟ power

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24. "Dinosaurs became extinct because there was a large comet hitting the earth" The underlined word is similar in meaning to ...
    a. surviving
    b. alive
    c. vanished
    d. extant

25 "Some of them were very big and some others were small".
The underlined word refers to ...
    a. Lizards
    b. Dinosaurs
    c. Leaves
    d. Animals

Key Anwer of Reading Comprehension Test

| | | | | |
|---|---|---|---|---|
| 1. B | 6. A | 11. D | 16. B | 21. D |
| 2. B | 7. B | 12. A | 17. A | 22. A |
| 3. C | 8. B | 13. B | 18. C | 23. C |
| 4. E | 9. A | 14. C | 19. D | 24. C |
| 5. D | 10. B | 15. A | 20. B | 25. B |

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## QUESTIONNAIRE OF STUDENTS' READING INTEREST

**Adapted from Gardner (2004)**

The purpose of this questionnaire is to investigate the students' interest in reading. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher. There are 25 questions. All items are closed-ended questions that ask about each student's personal data where they have to put ticks in boxes. The questions are in the form of Likert-Scale with five options:

(1) Strongly Disagree (SD),
(2) Disagree (D),
(3) Moderate (M),
(4) Agree (A), and
(5) Strongly Agree (SA).

Name: ……

Class: …….

| | SA 5 | A 4 | M 3 | D 2 | SD 1 |
|---|---|---|---|---|---|
| 1. I always review the lesson by reading my textbook | | | | | |
| 2. I think reading is really important to me | | | | | |
| 3. I sometimes go to library to read textbooks | | | | | |
| 4.I remember things I have heard s better than things I have read in E-learning class. | | | | | |
| 5.When I read some books, I feel bored. | | | | | |
| 6. I tend to give up and not pay attention when I read textbook | | | | | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 7. I always apply something I get from reading | | | | | | |
| 8.I make note after reading a text. | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 9.I prefer plyaing game than reading a book | | | | | |
| 10.I enjoy my free time to read a book | | | | | |
| 11.I prefer to read a book story than my textbook | | | | | |
| 12. I always tell to my family or my friends about a book that I have read | | | | | |
| 13. I learn best in class when I can participate in related to reading activities on E-learning class | | | | | |
| 14. I do not have schedule for reading activity | | | | | |
| 15. I can read and understand the materials that teacher shows in every meeting in E- learning class | | | | | |
| 16. I try to find out the meaning of word when I read the text | | | | | |
| 17. I use my mobile phone to find out the text on internet | | | | | |
| 18. I read the text when my teacher asks me to do the task on e-learning class | | | | | |
| 19. I read all of the text when I have reading test on e-learning class | | | | | |
| 20. I use google translate to find the meaning of the text | | | | | |
| 21. I listen to my teacher when he reads the text on e-leaning class | | | | | |
| 22. I am focus on the text when I read the text | | | | | |
| 23. I do not like reading on e-learning class | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 24. I can not follow the lesson when I seldom join on e-learning class especially in understanding the word in English | | | | | |
| 25. My concentration is not good when I see the long text | | | | | |

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**QUESTIONNAIRE OF STUDENTS' LINGUISTIC INTELLIGENCE**

**(Armstrong: 2002)**

| | SA 5 | A 4 | M 3 | D 2 | SD 1 |
|---|---|---|---|---|---|
| 1. Saya mampu membuat orang lain tertawa dengan lelucon | | | | | |
| 2. Saya mampu menegur teman yang melakukan kesalahan | | | | | |
| 3. Saya dapat memberikan saran pada orang lain | | | | | |
| 4. Saya mampu mengajak teman melakukan kegiatan | | | | | |
| 5. Saya mampu mempengaruhi orang lain | | | | | |
| 6. Saya dapat mengingat nama orang, nama tempat dan tanggal dengan baik | | | | | |
| 7. Saya memiliki kosakata yang baik | | | | | |
| 8. Saya dapat mengingat penjelasan dari guru dengan baik | | | | | |
| 9. Saya dapat mengingat apa yang saya ucapkan | | | | | |
| 10.Saya dapat mengingat kata-kata sulit yang baru saya dengar | | | | | |
| 11.Saya dapat saling bertukar informasi terbaru dengan teman | | | | | |
| 12.Saya mampu membicarakan masalah pelajaran yang sulit dengan teman | | | | | |
| 13.Saya mamp berbicara di depan kelas | | | | | |
| 14.Saya dapat menyampaikan informasi secara lengkap kepada orang lain | | | | | |
| 15.Saya dapat menerangkan kembali apa yang sudah saya baca | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 16.Saya dapat menggunakan tanda baca dengan benar | | | | | |
| 17.Saya dapat menggunakan aturan-aturan tata Bahasa | | | | | |
| 18.Saya dapat menggunakan ejaan yang benar dalam tulisan saya | | | | | |
| 19.Saya dapat menggunakan kosakata yang benar sesuai kaidah Bahasa saat berbicara | | | | | |
| 20.Saya dapat membuat kalimat dengan struktur kalimat sesuai dengan kaidah bahasa | | | | | |

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## QUESTIONNAIRE OF STUDENTS' LINGUISTIC INTELLIGENCE

**(Armstrong: 2002)**

| | SA 5 | A 4 | M 3 | D 2 | SD 1 |
|---|---|---|---|---|---|
| 1. I am able to make others laugh with jokes | | | | | |
| 2. I was able to reprimand a friend who made a mistake | | | | | |
| 3. I can make suggestions to others | | | | | |
| 4. I am able to invite friends to do activities | | | | | |
| 5. I am capable of influencing others | | | | | |
| 6. I can remember people's names, place names and dates well | | | | | |
| 7. I have a good vocabulary | | | | | |
| 8. I can remember the explanation from the teacher well | | | | | |
| 9. I can remember what I said | | | | | |
| 10. I can remember difficult words I just heard | | | | | |
| 11. I can exchange the latest information with friends | | | | | |
| 12.I am able to talk about difficult lesson issues with friends | | | | | |
| 13. I can speak in front of the class | | | | | |
| 14. I can pass on the complete information to others | | | | | |
| 15. I can recount what I've read | | | | | |
| 16. I can use punctuation correctly | | | | | |
| 17. I can use the rules of grammar | | | | | |
| 18. I can use the correct spelling in my writing | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 19. I can use the correct vocabulary according to language rules when speaking | | | | | |
| 20. I can make sentences with sentence structure according to the rules of the language | | | | | |

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**THE RESULT OF QUESTIONNAIRE OF STUDENTS LINGUISTIC INTELLIGENCE VALIDITY**

**20 ITEM OF QUESTIONNAIRES FOR 30 STUDENTS**

| No. | Students | NUMBER OF ITEMS | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | ΣY | $\Sigma Y^2$ |
| 1 | Student 1 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 2 | 2 | 4 | 3 | 65 | 4225 |
| 2 | Student 2 | 2 | 1 | 4 | 3 | 4 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 4 | 4 | 2 | 1 | 5 | 2 | 4 | 3 | 52 | 2704 |
| 3 | Student 3 | 4 | 2 | 3 | 4 | 4 | 2 | 2 | 4 | 2 | 4 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 60 | 3600 |
| 4 | Student 4 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 73 | 5329 |
| 5 | Student 5 | 3 | 2 | 4 | 2 | 3 | 3 | 2 | 2 | 4 | 2 | 2 | 2 | 3 | 4 | 4 | 1 | 3 | 2 | 2 | 2 | 52 | 2704 |
| 6 | Student 6 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 3 | 4 | 3 | 1 | 1 | 2 | 4 | 2 | 49 | 2401 |
| 7 | Student 7 | 4 | 2 | 2 | 3 | 3 | 1 | 3 | 1 | 3 | 3 | 4 | 2 | 4 | 3 | 4 | 3 | 1 | 1 | 3 | 3 | 53 | 2809 |
| 8 | Student 8 | 4 | 3 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 1 | 63 | 3969 |
| 9 | Student 9 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 43 | 1849 |
| 10 | Student 10 | 4 | 2 | 2 | 3 | 3 | 1 | 2 | 1 | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 50 | 2500 |
| 11 | Student 11 | 4 | 2 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 67 | 4489 |
| 12 | Student 12 | 2 | 4 | 4 | 3 | 3 | 3 | 1 | 3 | 4 | 4 | 2 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 1 | 59 | 3481 |
| 13 | Student 13 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 2 | 1 | 4 | 3 | 63 | 3969 |
| 14 | Student 14 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 72 | 5184 |
| 15 | Student 15 | 4 | 3 | 3 | 3 | 1 | 3 | 2 | 4 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 54 | 2916 |
| 16 | Student 16 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 60 | 3600 |
| 17 | Student 17 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 4 | 2 | 58 | 3364 |
| 18 | Student 18 | 1 | 2 | 3 | 3 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 46 | 2116 |
| 19 | Student 19 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 54 | 2916 |
| 20 | Student 20 | 5 | 3 | 5 | 4 | 4 | 3 | 5 | 3 | 5 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 75 | 5625 |
| 21 | Student 21 | 2 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 2 | 2 | 3 | 1 | 1 | 4 | 4 | 4 | 4 | 2 | 3 | 59 | 3481 |
| 22 | Student 22 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 61 | 3721 |
| 23 | Student 23 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 4 | 2 | 3 | 1 | 2 | 4 | 3 | 52 | 2704 |
| 24 | Student 24 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 57 | 3249 |
| 25 | Student 25 | 2 | 1 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 37 | 1369 |
| 26 | Student 26 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 58 | 3364 |
| 27 | Student 27 | 2 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 59 | 3481 |
| 28 | Student 28 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 4 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 48 | 2304 |
| 29 | Student 29 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 51 | 2601 |

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| Student 30 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 51 | 2601 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $\sum X$ | 89 | 76 | 100 | 88 | 89 | 77 | 82 | 86 | 91 | 78 | 91 | 88 | 91 | 94 | 80 | 82 | 72 | 93 | 76 | 1701 | 98625 |
| $\sum X^2$ | 289 | 212 | 346 | 272 | 279 | 221 | 244 | 282 | 291 | 232 | 293 | 276 | 299 | 308 | 242 | 260 | 196 | 303 | 208 | | |
| $(\sum X)^2$ | 7921 | 5776 | 10000 | 7744 | 7921 | 5929 | ### | 7396 | 8281 | 6084 | 8281 | 7744 | 8281 | 8836 | 6400 | 6724 | 5184 | 8649 | 5776 | | |
| $\sum XY$ | 5160 | 4443 | 5769 | 5008 | 5126 | 4471 | ### | 5011 | 5242 | 4589 | 5254 | 4538 | 5065 | 5250 | 5420 | 4676 | 4785 | 4186 | 5364 | 4397 | |
| $r_{xy}$ (Product Mon | 0,48755 | 0,63 | 0,596 | 0,69 | 0,44 | 0,46 | 0,6 | 0,477 | 0,46 | 0,64 | 0,49 | 0,566 | 0,382 | 0,4 | 0,52 | 0,56 | 0,47 | 0,461 | 0,49 | 0,478 | |
| $r_{tabel}$ | 0,361 | 0,36 | 0,361 | 0,36 | 0,36 | 0,36 | 0,4 | 0,361 | 0,36 | 0,361 | 0,36 | 0,361 | 0,361 | 0,36 | 0,36 | 0,36 | 0,36 | 0,361 | 0,36 | 0,361 | |
| Status | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | |

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THE RESULT OF QUESTIONNAIRES OF STUDENTS' INTEREST IN READING VALIDITY OF TRY OUT

25 ITEM OF QUESTIONNAIRES FOR 30 STUDENTS

| | NUMBER OF ITEMS | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | $Y^2$ |
| 1 | Student 1 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 2 | 1 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 78 | 6084 |
| 2 | Student 2 | 2 | 1 | 4 | 3 | 4 | 1 | 3 | 1 | 3 | 1 | 1 | 4 | 4 | 2 | 1 | 5 | 2 | 4 | 3 | 3 | 1 | 3 | 1 | 4 | 52 | 2704 |
| 3 | Student 3 | 4 | 2 | 3 | 4 | 4 | 2 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 4 | 57 | 3249 |
| 4 | Student 4 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 72 | 5184 |
| 5 | Student 5 | 3 | 2 | 4 | 2 | 3 | 3 | 2 | 2 | 4 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 4 | 2 | 2 | 2 | 52 | 2704 |
| 6 | Student 6 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 3 | 4 | 3 | 3 | 1 | 2 | 4 | 2 | 3 | 1 | 4 | 2 | 3 | 51 | 2601 |
| 7 | Student 7 | 4 | 2 | 2 | 3 | 3 | 1 | 3 | 1 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 4 | 1 | 1 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 53 | 2809 |
| 8 | Student 8 | 4 | 3 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 4 | 61 | 3721 |
| 9 | Student 9 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 44 | 1936 |
| 10 | Student 10 | 4 | 2 | 2 | 3 | 3 | 1 | 2 | 1 | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 1 | 3 | 49 | 2401 |
| 11 | Student 11 | 4 | 2 | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 2 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 2 | 4 | 3 | 63 | 3969 |
| 12 | Student 12 | 2 | 4 | 4 | 3 | 3 | 3 | 1 | 3 | 4 | 4 | 2 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 1 | 4 | 4 | 2 | 3 | 2 | 59 | 3481 |
| 13 | Student 13 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 1 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 61 | 3721 |
| 14 | Student 14 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 72 | 5184 |
| 15 | Student 15 | 4 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 53 | 2809 |
| 16 | Student 16 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 60 | 3600 |
| 17 | Student 17 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 57 | 3249 |
| 18 | Student 18 | 1 | 2 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 46 | 2116 |
| 19 | Student 19 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 54 | 2916 |
| 20 | Student 20 | 5 | 3 | 5 | 4 | 4 | 3 | 5 | 3 | 5 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 5 | 3 | 5 | 3 | 4 | 3 | 4 | 4 | 77 | 5929 |
| 21 | Student 21 | 2 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 2 | 2 | 3 | 1 | 1 | 4 | 4 | 4 | 4 | 2 | 3 | 4 | 2 | 2 | 3 | 1 | 59 | 3481 |
| 22 | Student 22 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 61 | 3721 |
| 23 | Student 23 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 4 | 2 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 50 | 2500 |
| 24 | Student 24 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 4 | 4 | 3 | 59 | 3481 |
| 25 | Student 25 | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 3 | 39 | 1521 |
| 26 | Student 26 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 4 | 4 | 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 59 | 3481 |
| 27 | Student 27 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 55 | 3025 |
| 28 | Student 28 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 47 | 2209 |
| 29 | Student 29 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 4 | 51 | 2601 |

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THE RESULT OF READING COMPREHENSION TEST VALIDITY AND RELIABILITY OUT

| No | STUDENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | X |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 2 | | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| 3 | Student 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| 4 | Student 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 5 | Student 5 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| 6 | Student 6 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 7 | Student 7 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| 8 | Student 8 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| 9 | Student 9 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| 10 | Student 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| 11 | Student 11 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 23 |
| 12 | Student 12 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| 13 | Student 13 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 23 |
| 14 | Student 14 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 15 |
| 15 | Student 15 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 23 |
| 16 | Student 16 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 17 | Student 17 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 15 |
| 18 | Student 18 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 15 |
| 19 | Student 19 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 20 | Student 20 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 23 |
| 21 | Student 21 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 15 |
| 22 | Student 22 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 15 |
| 23 | Student 23 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 19 |
| 24 | Student 24 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 19 |
| 25 | Student 25 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 26 | Student 26 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 27 | Student 27 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 15 |
| 28 | Student 28 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 29 | Student 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| 30 | Student 30 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 7 |
| | | 18 | 21 | 10 | 10 | 19 | 19 | 19 | 20 | 20 | 18 | 9 | 7 | 6 | 22 | 20 | 28 | 16 | 8 | 22 | 14 | 8 | 8 | 9 | 7 | 7 | |
| | EX^2 | 324 | 441 | 100 | 100 | 361 | 361 | 361 | 400 | 400 | 324 | 81 | 49 | 36 | 484 | 400 | 784 | 256 | 64 | 484 | 196 | 64 | 64 | 81 | 49 | 49 | |
| | EXY | 243 | 276 | 143 | 144 | 254 | 248 | 248 | 255 | 260 | 250 | 137 | 113 | 93 | 282 | 268 | 343 | 227 | 122 | 292 | 207 | 136 | 138 | 146 | 115 | 125 | |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | |
| | p | 0,600 | 0,700 | 0,333 | 0,333 | 0,633 | 0,633 | 0,633 | 0,667 | 0,667 | 0,600 | 0,300 | 0,233 | 0,200 | 0,733 | 0,667 | 0,933 | 0,533 | 0,267 | 0,733 | 0,467 | 0,267 | 0,267 | 0,300 | 0,233 | 0,233 | |
| | q | 0,400 | 0,300 | 0,667 | 0,667 | 0,367 | 0,367 | 0,367 | 0,333 | 0,333 | 0,400 | 0,700 | 0,767 | 0,800 | 0,267 | 0,333 | 0,067 | 0,467 | 0,733 | 0,267 | 0,533 | 0,733 | 0,733 | 0,700 | 0,767 | 0,767 | |
| | p-q | 0,240 | 0,210 | 0,222 | 0,222 | 0,232 | 0,232 | 0,232 | 0,222 | 0,222 | 0,240 | 0,210 | 0,179 | 0,160 | 0,196 | 0,222 | 0,062 | 0,249 | 0,196 | 0,196 | 0,249 | 0,196 | 0,196 | 0,210 | 0,179 | 0,179 | |
| | p/q | 1,500 | 2,333 | 0,500 | 0,500 | 1,727 | 1,727 | 1,727 | 2,000 | 2,000 | 1,500 | 0,429 | 0,304 | 0,250 | 2,750 | 2,000 | 14,000 | 1,143 | 0,364 | 2,750 | 0,875 | 0,364 | 0,364 | 0,429 | 0,304 | 0,304 | |
| | Mt | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | 11,533 | |

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THE RESULT OF STUDENTS' LINGUISTIC INTELLIGENCE QUESTIONNAIRE RELIABILITY OF TRY OUT

20 ITEM OF QUESTIONNAIRES FOR 30 STUDENTS

| NO | STUDENT | NUMBER OF ITEMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | |
| 1 | Student 1 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 2 | 1 | 4 | 3 | 63 | | | | | | | | | | 3969 |
| 2 | Student 2 | 2 | 1 | 4 | 3 | 4 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 4 | 4 | 2 | 1 | 5 | 2 | 4 | 3 | 52 | | | | | | | | | | 2704 |
| 3 | Student 3 | 4 | 2 | 3 | 4 | 4 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 58 | | | | | | | | | | 3364 |
| 4 | Student 4 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 73 | | | | | | | | | | 5329 |
| 5 | Student 5 | 3 | 2 | 4 | 2 | 3 | 3 | 2 | 2 | 4 | 2 | 2 | 2 | 2 | 4 | 3 | 1 | 3 | 2 | 2 | 2 | 50 | | | | | | | | | | 2500 |
| 6 | Student 6 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 3 | 4 | 3 | 1 | 1 | 2 | 4 | 2 | 49 | | | | | | | | | | 2401 |
| 7 | Student 7 | 4 | 2 | 2 | 3 | 3 | 1 | 3 | 1 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 1 | 1 | 3 | 3 | 52 | | | | | | | | | | 2704 |
| 8 | Student 8 | 4 | 3 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 3 | 3 | 1 | 61 | | | | | | | | | | 3721 |
| 9 | Student 9 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 43 | | | | | | | | | | 1849 |
| 10 | Student 10 | 4 | 2 | 2 | 3 | 3 | 1 | 2 | 1 | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 50 | | | | | | | | | | 2500 |
| 11 | Student 11 | 4 | 2 | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 2 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 3 | 64 | | | | | | | | | | 4096 |
| 12 | Student 12 | 2 | 3 | 3 | 3 | 3 | 4 | 1 | 3 | 4 | 4 | 2 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 1 | 58 | | | | | | | | | | 3364 |
| 13 | Student 13 | 3 | 3 | 4 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 2 | 1 | 3 | 3 | 62 | | | | | | | | | | 3844 |
| 14 | Student 14 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 73 | | | | | | | | | | 5329 |
| 15 | Student 15 | 4 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 52 | 1693 | 2704 | 97665 | | | | | | | |
| 16 | Student 16 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 60 | | 3600 | | | | | | | | |
| 17 | Student 17 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 1 | 3 | 2 | 60 | | 3600 | | | | | | | | |
| 18 | Student 18 | 1 | 2 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 46 | | 2116 | | | | | | | | |
| 19 | Student 19 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 3 | 2 | 2 | 54 | | 2916 | | | | | | | | |
| 20 | Student 20 | 5 | 3 | 5 | 4 | 4 | 2 | 4 | 3 | 5 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 5 | 3 | 74 | | 5476 | | | | | | | | |
| 21 | Student 21 | 2 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 2 | 2 | 4 | 1 | 1 | 4 | 4 | 4 | 4 | 2 | 3 | 60 | | 3600 | | | | | | | | |
| 22 | Student 22 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 61 | | 3721 | | | | | | | | |
| 23 | Student 23 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 4 | 2 | 3 | 1 | 2 | 4 | 3 | 55 | | 2809 | | | | | | | | |
| 24 | Student 24 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 2 | 4 | 1 | 4 | 2 | 3 | 3 | 61 | | 3721 | | | | | | | | |
| 25 | Student 25 | 2 | 1 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 2 | 4 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 37 | | 1369 | | | | | | | | |
| 26 | Student 26 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 61 | | 3721 | | | | | | | | |
| 27 | Student 27 | 2 | 2 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 4 | 3 | 1 | 3 | 3 | 3 | 56 | | 3136 | | | | | | | | |
| 28 | Student 28 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 4 | 2 | 2 | 2 | 50 | | 2500 | | | | | | | | |
| 29 | Student 29 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 51 | | 2601 | | | | | | | | |
| 30 | Student 30 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 49 | | 2401 | | | | | | | | |
| | $\sum X$ | 89 | 75 | 99 | 90 | 89 | 76 | 80 | 80 | 92 | 76 | 90 | 80 | 89 | 91 | 95 | 80 | 84 | 70 | 90 | 78 | | | | | | | | | | | |
| | $\sum X^2$ | 289 | 205 | 341 | 286 | 279 | 216 | 230 | 242 | 298 | 220 | 288 | 234 | 285 | 303 | 319 | 242 | 274 | 188 | 286 | 218 | | | | | | | | | | | |
| | $\sigma^2 b$ | 0,83222 | 0,5833 | 0,4767 | 0,5333 | 0,4989 | 0,782 | 0,556 | 0,96 | 0,529 | 0,916 | 0,6 | 0,69 | 0,699 | 0,9 | 0,6056 | 0,956 | 1,2933 | 0,822 | 0,53 | 0,51 | | | | | | | | | | | |
| | $\sum \sigma^2 b$ | 14,26555556 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\sigma^2 t$ | 70,77888889 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $r_{11}$ | 0,828021189 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $r_{tabel}$ | 0,361 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clasification | | Strongly High Reliability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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THE RESULT OF STUDENTS' READING INTEREST QUESTIONNAIRE RELIABILITY OF TRY OUT

25 ITEM OF QUESTIONNAIRES FOR 30 STUDENTS

| | | NUMBER OF ITEMS | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | Y | $Y^2$ | $\Sigma Y$ | $\Sigma Y^2$ |
| 1 | Student 1 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 2 | 4 | 4 | 4 | 3 | 2 | 1 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 69 | 4761 | | |
| 2 | Student 2 | 2 | 1 | 4 | 3 | 4 | 1 | 3 | 1 | 3 | 1 | 4 | 1 | 4 | 4 | 2 | 1 | 5 | 2 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 56 | 3136 | | |
| 3 | Student 3 | 4 | 2 | 3 | 4 | 4 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 62 | 3844 | | |
| 4 | Student 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 78 | 6084 | | |
| 5 | Student 5 | 3 | 2 | 4 | 2 | 4 | 3 | 2 | 2 | 4 | 2 | 2 | 2 | 2 | 4 | 3 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 53 | 2809 | | |
| 6 | Student 6 | 3 | 1 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 4 | 2 | 3 | 4 | 3 | 1 | 1 | 2 | 4 | 2 | 2 | 2 | 4 | 2 | 4 | 52 | 2704 | | |
| 7 | Student 7 | 4 | 2 | 2 | 3 | 3 | 1 | 3 | 1 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 55 | 3025 | | |
| 8 | Student 8 | 4 | 3 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 62 | 3844 | | |
| 9 | Student 9 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 46 | 2116 | | |
| 10 | Student 10 | 4 | 2 | 2 | 3 | 3 | 1 | 2 | 1 | 3 | 1 | 3 | 1 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 54 | 2916 | | |
| 11 | Student 11 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 2 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 64 | 4096 | | |
| 12 | Student 12 | 2 | 4 | 4 | 3 | 3 | 3 | 1 | 3 | 4 | 4 | 2 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 60 | 3600 | | |
| 13 | Student 13 | 3 | 3 | 4 | 3 | 4 | 3 | 2 | 2 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 65 | 4225 | | |
| 14 | Student 14 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 76 | 5776 | | |
| 15 | Student 15 | 4 | 3 | 4 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 58 | 3364 | 1811 | 111993 |
| 16 | Student 16 | 3 | 4 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 65 | 4225 | | |
| 17 | Student 17 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 1 | 3 | 2 | 2 | 2 | 4 | 2 | 2 | 62 | 3844 | | |
| 18 | Student 18 | 1 | 2 | 3 | 3 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 48 | 2304 | | |
| 19 | Student 19 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 4 | 2 | 56 | 3136 | | |
| 20 | Student 20 | 5 | 3 | 5 | 4 | 4 | 3 | 5 | 3 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 5 | 3 | 2 | 3 | 2 | 2 | 4 | 79 | 6241 | | |
| 21 | Student 21 | 2 | 4 | 4 | 3 | 4 | 2 | 3 | 4 | 4 | 2 | 2 | 3 | 1 | 1 | 4 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 63 | 3969 | | |
| 22 | Student 22 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 2 | 2 | 4 | 3 | 2 | 63 | 3969 | | |
| 23 | Student 23 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 4 | 2 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 55 | 3025 | | |
| 24 | Student 24 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 4 | 2 | 2 | 2 | 60 | 3600 | | |
| 25 | Student 25 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 2 | 40 | 1600 | | |
| 26 | Student 26 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 83 | 6889 | | |
| 27 | Student 27 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 4 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 55 | 3025 | | |
| 28 | Student 28 | 1 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 59 | 3481 | | |
| 29 | Student 29 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 56 | 3136 | | |

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| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $\sum X$ | 92 | 79 | 103 | 88 | 93 | 77 | 84 | 81 | 94 | 80 | 93 | 82 | 88 | 92 | 94 | 82 | 83 | 74 | 90 | 82 | 80 | 89 | 88 | 88 | 87 |
| $\sum X^2$ | 308 | 231 | 367 | 272 | 307 | 219 | 256 | 249 | 314 | 244 | 307 | 248 | 278 | 304 | 306 | 256 | 269 | 212 | 288 | 244 | 232 | 287 | 282 | 278 | 277 |
| $\sigma^2 b$ | 0,8622 | 0,766 | 0,446 | 0,46 | 0,623 | 0,712 | 0,693 | 1,01 | 0,649 | 1,022 | 0,623 | 0,796 | 0,662 | 0,729 | 0,382 | 1,062 | 1,312 | 0,982 | 0,6 | 0,66 | 0,62 | 0,766 | 0,796 | 0,662 | 0,823 |
| $\sum \sigma^2 b$ | 18,72555556 | | | | | | | | | | | | | | | | | | | | | | | | |
| $\sigma^2 t$ | 88,96555556 | | | | | | | | | | | | | | | | | | | | | | | | |
| $r_{11}$ | 0,818760486 | | | | | | | | | | | | | | | | | | | | | | | | |
| $r_{tabel}$ | 0,361 | | | | | | | | | | | | | | | | | | | | | | | | |
| Clasification | Strongly High Reliability | | | | | | | | | | | | | | | | | | | | | | | | |

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THE RESULT OF READING COMPREHENSION TEST RELIABILITY OF TRY OUT

| NO. | STUDENT | NUMBER OF ITEMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | $Y^2$ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | Y | $\sum Y$ | | | |
| 1 | Student 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 | 215 | | | 225 |
| 2 | Student 2 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 | 169 | | | 169 |
| 3 | Student 3 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 9 | 81 | | | 81 |
| 4 | Student 4 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 3 | 9 | | | 9 |
| 5 | Student 5 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 12 | 144 | | | 144 |
| 6 | Student 6 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 14 | 196 | | | 196 |
| 7 | Student 7 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 12 | 144 | | | 144 |
| 8 | Student 8 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 7 | 49 | | | 49 |
| 9 | Student 9 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 8 | 64 | | | 64 |
| 10 | Student 10 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 81 | | | 81 |
| 11 | Student 11 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 | 196 | | | 196 |
| 12 | Student 12 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 8 | 64 | | | 64 |
| 13 | Student 13 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 | 225 | | | 225 |
| 14 | Student 14 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 400 | | | 400 |
| 15 | Student 15 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 | 324 | 397 | 5771 | 324 |
| 16 | Student 16 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 16 | 256 | | | 256 |
| 17 | Student 17 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 9 | 81 | | | 81 |
| 18 | Student 18 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 12 | 144 | | | 144 |
| 19 | Student 19 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 13 | 169 | | | 169 |
| 20 | Student 20 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 100 | | | 100 |
| 21 | Student 21 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 | 324 | | | 324 |
| 22 | Student 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 18 | 324 | | | 324 |
| 23 | Student 23 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 18 | 324 | | | 324 |
| 24 | Student 24 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 16 | 256 | | | 256 |
| 25 | Student 25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 20 | 400 | | | 400 |
| 26 | Student 26 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 11 | 121 | | | 121 |
| 27 | Student 27 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 12 | 144 | | | 144 |
| 28 | Student 28 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 17 | 289 | | | 289 |
| 29 | Student 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 18 | 324 | | | 324 |
| 30 | | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 12 | 144 | | | 144 |
| | $\sum X$ | 15 | 25 | 12 | 15 | 23 | 24 | 25 | 26 | 19 | 14 | 15 | 13 | 27 | 25 | 29 | 22 | 12 | 26 | 15 | 15 | 18 | 22 | 16 | 18 | 17 | | | | | |
| | $\sum X^2$ | 15 | 25 | 12 | 15 | 23 | 24 | 25 | 26 | 19 | 14 | 15 | 13 | 27 | 25 | 29 | 22 | 12 | 26 | 15 | 15 | 18 | 22 | 16 | 18 | 17 | | | | | |
| | $\sigma^2 b$ | 0,25 | 0,14 | 0,24 | 0,25 | 0,18 | 0,16 | 0,14 | 0,1 | 0,232 | 0,25 | 0,25 | 0,2 | 0,09 | 0,139 | 0,03 | 0,2 | 0,2 | 0,12 | 0,25 | 0,25 | 0,24 | 0,2 | 0,25 | 0,24 | 0,2 | | | | | |
| | $\sum \sigma^2 b$ | 4,931111111 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\sigma^2 t$ | 17,24555556 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $r_{11}$ | 0,74051166 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $r_{tabel}$ | 0,361 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Clasification | High Reliability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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PUSAT PENGEMBANGAN BAHASA
Jalan T. Rizal Nurdin Km. 4,5 Sihitang Kode Pos 22733
Telpon. (0634) 22080 Faximile (0634) 24022 Website: www.iain-padangsidimpuan.ac.id

# TOEFL CERTIFICATE

This is to certify that

| | |
|---|---|
| **Name** | **: Dina Malleni** |
| **ID Number** | **: 21990125629** |
| **Date of Birth** | **: May 31, 1996** |
| **Test Form** | **: Paper Based Test** |

**has succesfully completed the Test of English as Foreign Language conducted by the Language Development Center of IAIN Padangsidimpuan on March 28th 2022 with score of: 542**

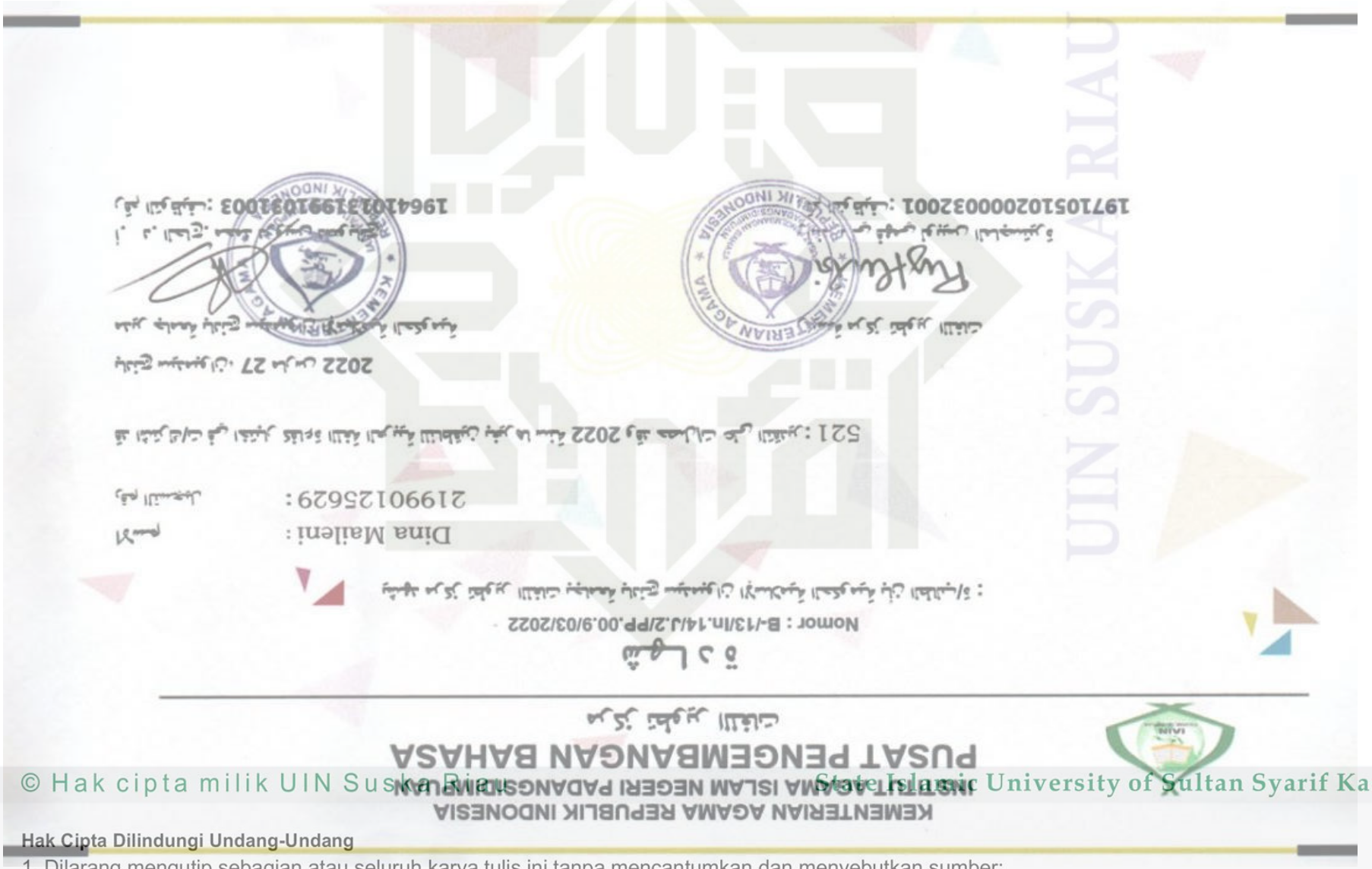
Padangsidimpuan, March 28th 2022
Director of The Language Development Center

Dr. Hj. Nurhayendriani Fahmei Lubis, M.Ag
NIP 19710510 200003 2 001

Rector of IAIN Padangsidimpuan

Dr. H. Muhammad Darwis Dasopang, M.Ag
NIP. 19641013 199103 1 003

UIN SUSKA RIAU



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INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
PUSAT PENGEMBANGAN BAHASA
مركز تطوير اللغات

شهادة

Nomor : B-/13/In.14/J.2/PP.00.9/03/2022

يشهد مركز تطوير اللغات بجامعة بادنج سيدمبوان الإسلامية الحكومية بأن الطالب/ة :

الاسم : Dina Maileni

رقم التسجيل : 21990125629

قد اشترك/ت في اختبار كفاءة اللغة العربية للناطقين بغيرها سنة 2022 وقد حصل/ت على التقدير : 521

بادنج سيدمبوان، 27 مارس 2022

مدير جامعة بادنج سيدمبوان الإسلامية الحكومية

أ. د. الحاج. محمد دوبس دسوبي

رقم التوظيف: 196410131991031003

رئيسة مركز تطوير اللغات

أ. د. ذ. ف. فهمي لوبيس الماجستيرة

رقم التوظيف: 197105102000032001

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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: https//pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

Nomor : B-1506/Un.04/Ps/HM.01/06/2022 Pekanbaru, 14 Juni 2022
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

| | |
|---|---|
| Nama | : DINA MAILENI |
| NIM | : 21990125629 |
| Program Studi | : Pendidikan Agama Islam S2 |
| Semester/Tahun | : VI (Enam) / 2022 |
| Judul Tesis/Disertasi | : The Influence of Students' Linguistic Intelligence and Their Reading Interest on Reading Comprehension at SMA Negeri 1 Pasir Penyu |

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari Kec. Pasir Penyu Kab. Inhu

Waktu Penelitian: 3 Bulan (14 Juni 2022 s.d 14 September 2022)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth, Rektor UIN Suska Riau

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**PEMERINTAH PROVINSI RIAU**
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
**Email : dpmptsp@riau.go.id**

# REKOMENDASI

**Nomor : 503/DPMPTSP/NON IZIN-RISET/48465**

TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET**
**DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-1502/Un.04/Ps/HM.01/06/2022 Tanggal 14 Juni 2022**, dengan ini memberikan rekomendasi kepada:

| | | |
|---|---|---|
| 1. Nama | : | **DINA MAILENI** |
| 2. NIM / KTP | : | 21990125629 |
| 3. Program Studi | : | PAI |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | **THE INFLUENCE OF STUDENTS' LINGUISTIS INTELLIGENCE AND THEIR READING INTEREST ON READING COMPREHENSION AT SMA NEGERI 1 PASIR PENYU** |
| 7. Lokasi Penelitian | : | SMA NEGERI 1 PASIR PENYU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 17 Juni 2022

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

**Tembusan :**
**Disampaikan Kepada Yth :**
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

# SMA NEGERI 1 PASIR PENYU

AKREDITASI : A

Jl. Simpang Tiga Lirik kode Pos 29352 Telp (0769) 41130 -AIR MOLEK

Nomor : 895.4/SMAN.01-PP/2022/258 Airmolek, 20 Juni 2022
Lampiran : -
Hal : **Izin Melaksanakan Riset Tesis/ Disertasi**

Kepada Yth : Pimpinan UIN SUSKA RIAU

di-
Pekanbaru

Berdasarkan Surat Dekan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan Nomor: B-1506/Un.04/Ps/HM.01/06/2022 tanggal: 14 Juni 2022, Perihal: Izin melakukan kegiatan Riset Tesis/ Disertasi mahasiswa dari UIN SUSKA RIAU Pekanbaru. Berkaitan dengan hal tersebut, maka dengan ini Kepala SMA Negeri 1 Pasir Penyu memberikan izin kepada nama yang tersebut dibawah ini untuk melakukan Riset Tesis/ Disertasi di SMAN 1 Pasir Penyu.

Nama : DINA MAILENI

NIM : 21990125629

Prodi : Pendidikan Agama Islam S2

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Kepala Sekolah,

DINAS PENDIDIKAN PROVINSI RIAU
SMAN 1 PASIR PENYU

**A.DESMAN, M.Pd**
NIP. 197512062008011008

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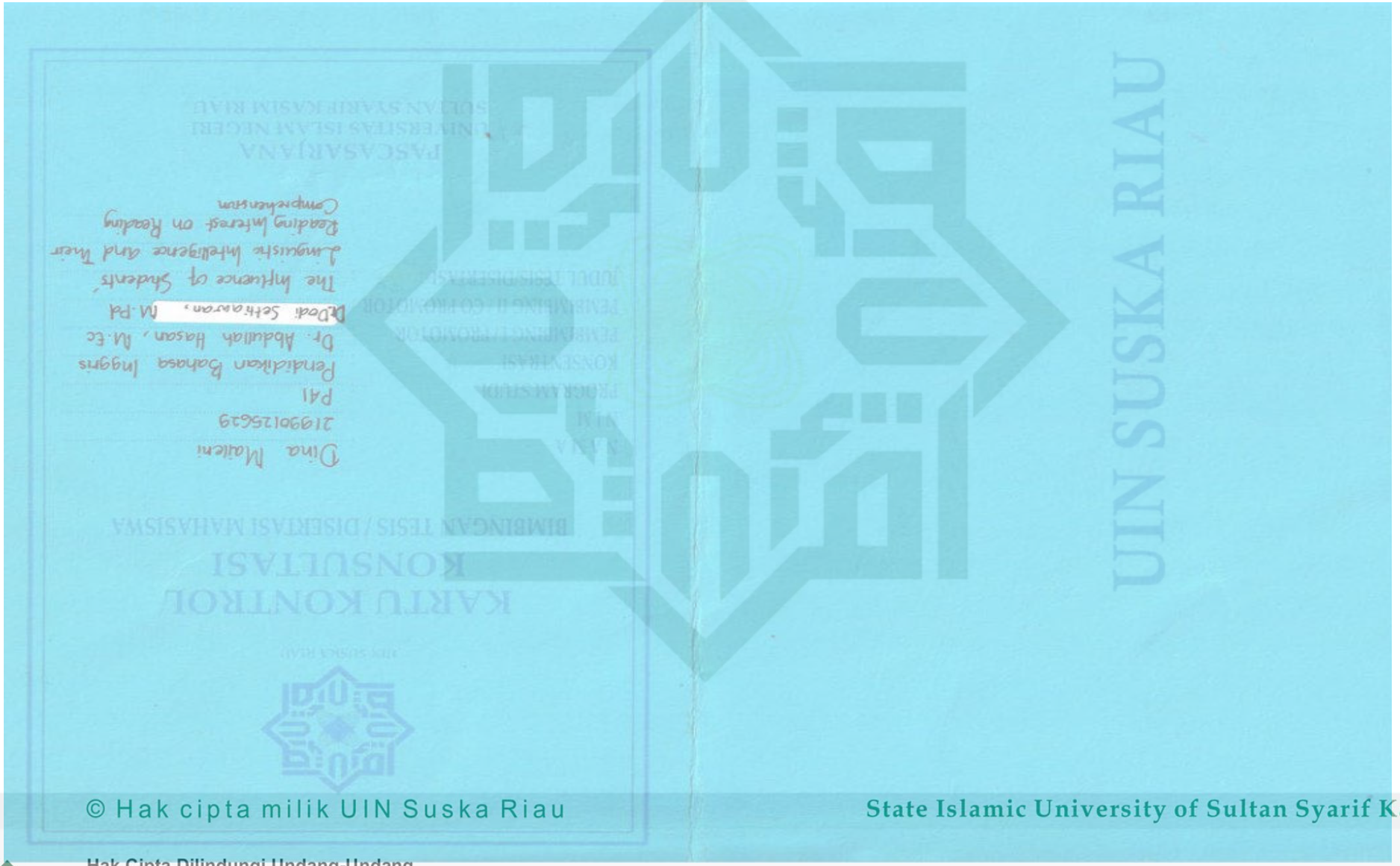


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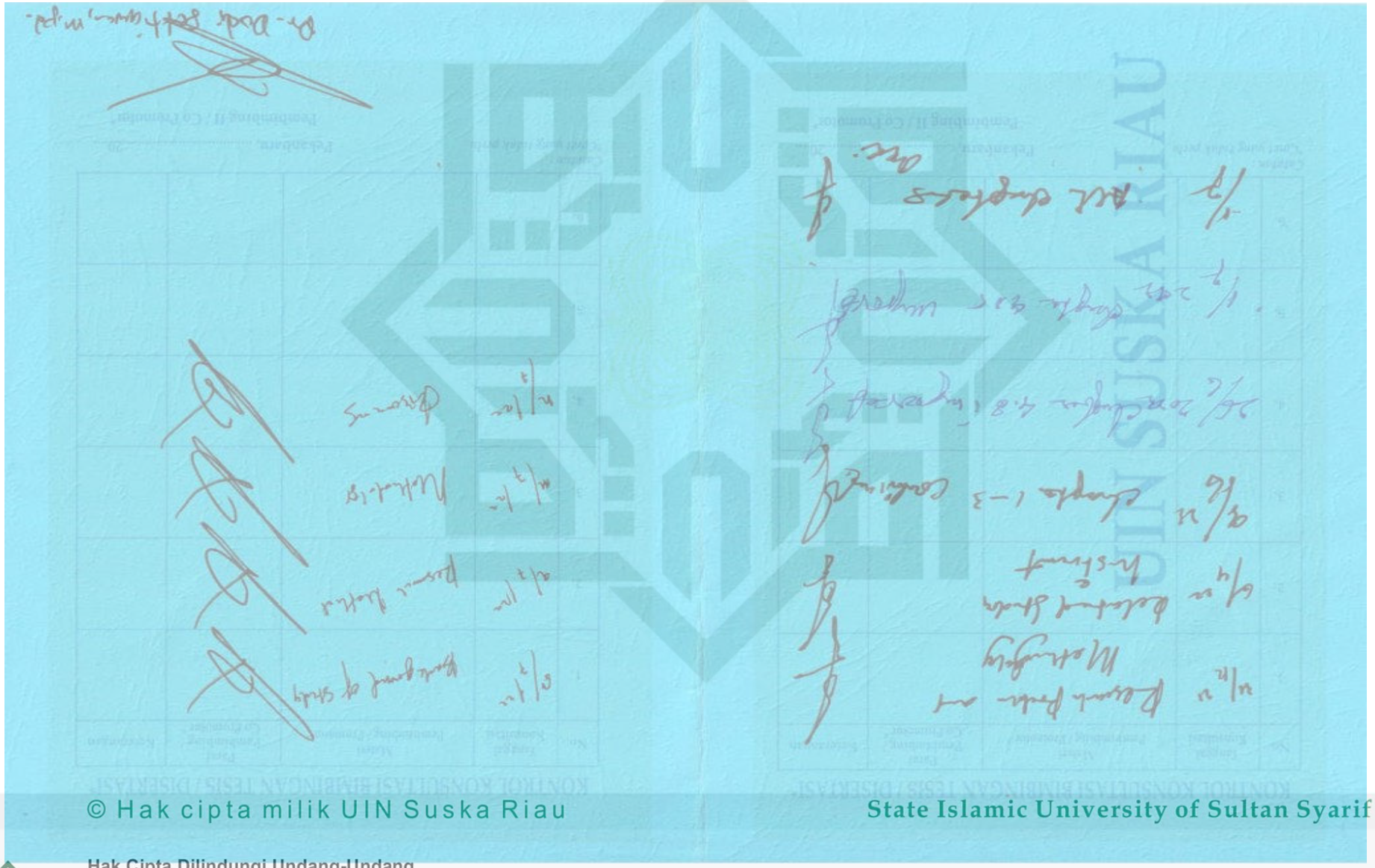

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