

**THE CORRELATION BETWEEN STUDENTS' READING
INTEREST AND ABILITY ON RECOUNT TEXT AT SMK
KARSA MULYA PALANGKA RAYA**

THESIS



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FACULTY OF TEACHING TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAMS OF ENGLISH EDUCATION
2019 M / 1440 H**

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READING INTEREST AND ABILITY ON RECOUNT TEXT
AT SMK KARSA MULYA PALANGKA RAYA**

THESIS

Presented to State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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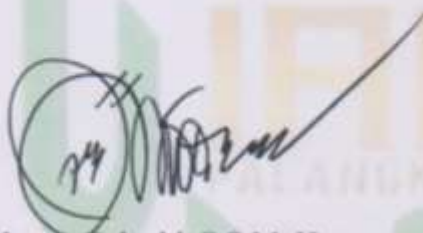
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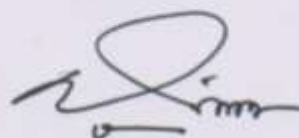
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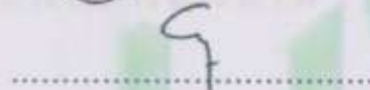
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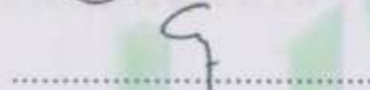
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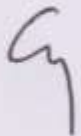
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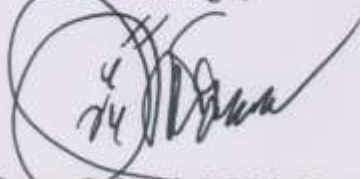
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Terima kasih atas perhatiannya.

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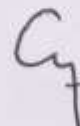
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MOTTO AND DEDICATION

Whoever multiples istigfar, surely Allah will make a way out of every difficulty and spaciousness, and give fortune from an unexpected direction .

Riwayat Ahmad : 2123

This Thesis is dedicated to:

My Beloved Parents, my father Tarjudin and my mother Salasiah for their valuable endless prayer, sacrifice, and support. My beloved brother Andri and my beloved sisters Yani, Yana, Lena, and friends.

DECLARATION OF AUTHORSHIP

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- B. This thesis is to the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
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Yours Faithfully



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ABSTRACT

Susanti, I. 2019. *The Correlation Between Students' Reading Interest and Ability on Recount Text at SMK Karsa Mulya of Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, M.Hum., (II) Sabarun, M. Pd.

Key Words: *Correlation, Reading Interest, Reading Ability, Recount Text*.

The In accordance with the symptoms, the writer has seen problems that should be discussed and overcome. This research is aimed to find out the correlation between students' reading interest and ability on recount text.

Subject of this research is the eleventh-grade at SMK Karsa Mulya Palangka Raya and the object of this research is students' reading interest and ability on recount text. It is firstly proven by the writer through her preliminary research before doing the research which shows the symptoms as explained as follow: some of the students confused understand about recount text so reading interest and ability on recount text it is low.

The design of the study was correlational design in quantitative approach. The population of this research was eleventh-grade students of Multimedia Program at SMK Karsa Mulya Palangka Raya in which consists of 72 students chosen by using cluster sampling. In order to collect the data, the researcher used questionnaire and test. The data was analyzed with Pearson product moment correlation.

Based on the findings in the previous chapter, the writer can draw the value r observed is 0.328. It is bigger than 0.05. Therefore, there is in ccorrelation between students' reading interest and ability on recount text. It is means that both variables have same direction. A change in variable X can be followed by the change in variable Y. If the students' reading interest and ability on recount text is increased, there is correlation their reading interest and ability on recount text at SMK Karsa Mulya Palangka Raya.

ABSTRACT

Susanti, I. 2019. *Hubungan Antara Minat Baca Siswa dan Kemampuan Baca Dalam Teks Recount di SMK Karsa Mulya Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Drs, Imam Qalyubi, M.Hum., (II) Sabarun, M. Pd.

Kata Kunci: *Korelasi, Minat Membaca, Kemampuan Membaca, Teks Recount.*

Berdasarkan gejala-gejala yang telah di ungkapkan, penulis melihat masalah yang harus dibahas dan dikuasai. Penelitian ini bertujuan untuk menemukan hubungan antara minat membaca siswa dan kemampuan membaca dalam teks recount.

Subjek dari penelitian ini adalah siswa kelas sebelas di SMK Karsa Mulya Palangka Raya dan objek dari penelitian ini adalah minat membaca siswa dan kemampuan siswa dalam teks *recount*. Hal ini pertama dibuktikan oleh *pra-research* melalui penelitian awal sebelum melakukan penelitian yang menunjukkan gejala seperti dijelaskan sebagai berikut: beberapa siswa bingung memahami tentang teks *recount* sehingga minat membaca dan kemampuan membaca teks *recount* itu rendah.

Teknik penelitian ini adalah korelasi dengan pendekatan kuantitatif. Populasi penelitian ini adalah mahasiswa/i kelas sebelas jurusan *Multimedia* di SMK Karsa Mulya Palangka Raya yang terdiri dari 72 mahasiswa/i yang dipilih menggunakan *purposive sampling*. Untuk mengumpulkan data, peneliti menggunakan angket dan tes. Data dianalisis menggunakan korelasi *Pearson Product Moment*.

Berdasarkan temuan dalam bab sebelumnya, penulis dapat menarik nilai *r observed* adalah 0.328. Ini lebih besar dari 0.05. Oleh karena itu, ada korelasi antara minat membaca siswa dan kemampuan pada teks *recount*. Ini berarti bahwa kedua variabel memiliki arah yang sama. Perubahan variabel X dapat diikuti dengan perubahan variabel Y. Jika minat dan kemampuan membaca siswa dalam teks *recount* meningkat, maka terdapat korelasi minat membaca dan kemampuan mereka dalam teks *recount* di SMK Karsa Mulya Palangka Raya.

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Palangka Raya, September 2019
The Writer

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TABLE OF CONTENT

COVER	i
COVER (Second Page)	ii
ADVISOR APPROVAL	iii
THESIS APPROVAL	iv
MOTTO AND DEDICATION	v
DECLARATION OF AUTHORSHIP	vi
ABSTRACT	vii
ABSTRAK (Indonesia)	viii
ACKNOWLEDGEMENT	ix
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Problem	4

C. Objective of the Study.....	4
D. Hypothesis of the Study	5
E. Assumption	5
F. Scope and Limitation	5
G. Significance of the Study	5
H. Definition of Key Term.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Related Studies.....	8
B. Reading	11
1. Nature of Reading	11
2. Definition of Reading.....	12
3. The Importance of Reading.....	12
C. Reading Interest	14
1. Definition of Reading Interest.....	14
2. The Importance of Reading Interest.....	14
a. The concept of Reading interest.....	16
b. Types of Reading Interest	17
3. Indicator of Reading Interest.....	19
4. Assessment of Reading Interest	20
D. Reading ability	21
1. Definition of Reading Ability	21
2. The Importance of Reading ability	22

3. Assessment of Reading Ability.....	24
E. Recount Text.....	24
1. Definition Recount Text.....	24
2. Language Feature	25
3. Example Recount Text.....	27
4. Analyzing the Text.....	28
CHAPTER III . RESEARCHMETHOD.....	29
A. Research Design.....	29
B. Population and Sample.....	30
1. Population.....	30
2. Sample.....	31
3. Location and Time	31
C. Research Instrument.....	32
1. Questionnaire of Reading Interest.....	32
2. Test of Reading Ability.....	34
D. The Validity Of Instrument.....	37
E. The Reability Of Instrument	37
F. Data Collection Procedure	38
G. Data Analysis Procedure	38
H. Normality Test	40
I. Linear ReggresionTest	40
J. Homogeniety Test.....	40

CHAPTER IV RESEARCH FINDING AND DISCUSSION	42
A. Data Presentation	42
1. Interest For Reading Questionnaire	42
2. Ability For Reading Test.....	46
3. Normality Test	50
4. Linearity Test	53
5. Homogeniety Test	54
B. Research Findings	56
1. The correlation Between Students' Reading Interest and Reading Ability	56
2. The Correlation Between Students' Reading Interest and Reading Ability.....	58
C. Discussion	60
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	62
A. The Conclusions.....	62
B. The Suggestions	63
REFERENCE.....	65
APPENDICES	67

LIST OF TABLES

Table

3.1 Likert Scale for Reading Interest Questionnaire	32
3.2 Reading Interest Level.....	33
3.3 Indicator of Reading Interest Questionnaire.....	34
3.4 Indicator of Reading Ability Test	35
3.5 Scale of Students' Reading Ability	36
4.1 The Result of Reading Interest	43
4.2 Distribution of Students' Reading Interest.....	45
4.3 The Result of Reading Ability	47
4.4 Distribution of Students' Reading Ability.....	49
4.5 Normality Test of Reading Interest	51
4.6 Normality Test of Reading Ability	52
4.7 Linearity Test of Reading Interest and Reading Ability.....	54
4.8 Homogeneity Test of Reading Interest	55
4.9 Homogeneity Test of Reading Ability	55
4.10 Correlation Between Reading Interest and Reading Ability.....	56

LIST OF FIGURES

Figure	Page
4.1 The Normal Q-Q Plot of Reading Interest.....	51
4.2 The Normal Q-Q Plot of Reading Ability	53
4.3 Scatterplot Correlation between Reading Interest and Reading Ability.....	57



LIST OF APPENDICES

Appendix

1. Reading Interest Questionnaire	67
2. Reading Ability Test	70
3. Answer Key Reading Ability	70
4. Manual Calculation of Variables.....	81
5. Sample of the Study	81
6. Students' Answer Sheet Reading Interest	84
7. Research Schedule.....	83
8. Curriculum Vitae.....	84
9. Documentation	85
10. Research Decrees (Surat Izin Penelitian)	86
11. Research Decrees (Surat Selesai Penelitian).....	87

LIST OF ABBREVIATION

Ha : Alternative Hypotheses

Ho : Null Hypotheses

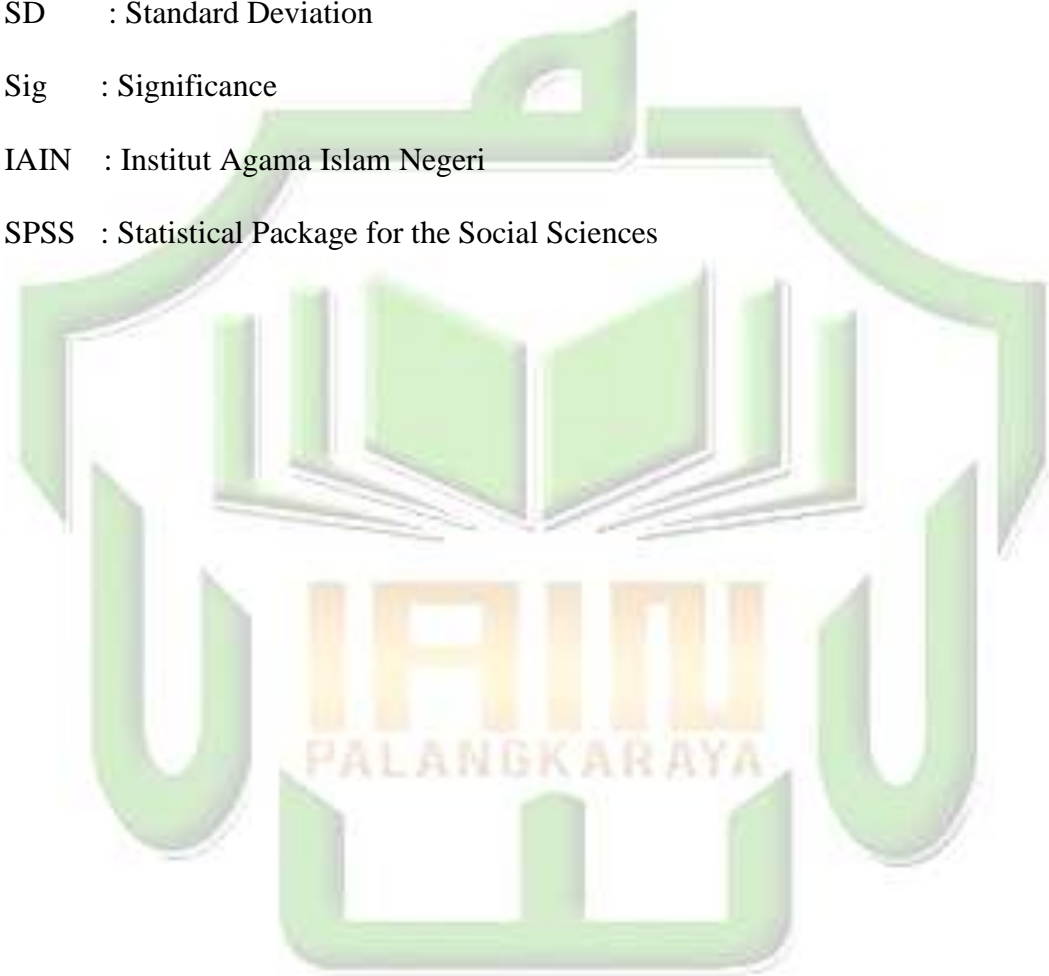
Df : Degree of Freedom

SD : Standard Deviation

Sig : Significance

IAIN : Institut Agama Islam Negeri

SPSS : Statistical Package for the Social Sciences



CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem of the study, objective of the study, hypotheses of the study, assumption of the study, scope and limitation of the study, significance of the study and definition of key terms.

A. Background of the Study

English is language that used as a medium of communication as and the first international language used to interact with other people throughout the world. According to Hikmah (2009, p. 1) English as a foreign language in Indonesia plays an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English becomes an International enterprise.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoler, 2002, p. 9). According to Hikmah (2009, p. 1) Reading is regarded as a decoding skill, that is, interpreting codes into ideas. Sharma and Singh (2005, p. 119), reading is a basic tool of education and one of the most important in everyday life. Brown (2003, p. 185) stated that reading is the most essential skill for success in all education contexts, remain of skill of paramount important as we create assessment of general language ability. The result of this research.

According to Nation (2009, p. 49), “reading is a source of learning and a source of enjoyment”. L1 reading, the effects of linguistic features in text is more commonly investigate since it is assuming that the first-language readers already

have basic syntactic and semantic knowledge (Arlina, Jufrizal, Rozimela Yenni, 2014, p. 48).

Furthermore, to can the advantage of reading we will to understand reading interest is one of the keys of someone to be successful in their pursuing knowledge. Eidswick (2009, p. 2), defines Interest is commonly categorized as situational interest, individual interest and topic interest: Individual interest subsumes the readers' preferences for certain text topics or subject matter, and this interest exists before reading a text Many countries strive for their communities to improve reading interest. Winkel (1995, p. 358) gave the definition of interest he defines an interest is a feeling of psychic statement indicating the concentration of attention on an object, because the object is interesting itself. Meanwhile, according to Holland in Djaali (2008, p. 358), said the interest is the tendency of elevated hearth against something.

The Important role that can affect students' the interest must be in accordance with one's own personal. Concerning about the importance of reading interest, UNESCO report in 2012 shows that reading interest index of Indonesia was 0.001 Yusuf (2013, p. 55). Hidi (2001, p. 55), who argues that interest has an important role in reader's text. Interest itself can be defined as the quality that something has when it attracts somebody's attention or makes them want to know more about its Hornby (2010, p. 55). Ebbers (2011, p. 55), confirms that by having interest, it will enable the readers to process the text, comprehend it deeply, and recall the information longer. To enjoy it students, must be interested

in it as what Hidayat and Aisah (2013, p. 55) explain that without interest someone is impossible to do anything.

Many students of SMK Karsa Mulia Palangka Raya find to be struggle in reading interest, in writer's experience and interviewed the teacher while doing observation, she said "students feel English as a hard subject because they do not have any background knowledge in learn English especially in learn recount text so it's important for national exam especially English. The problems concern with the students who are accustomed to reading recount text with superficial understanding. They do not know the generic structure of recount text (orientation, even, reorientation). In addition, they find the difficulty when they comprehension on recount text because they do not have any pictures or illustrations to help students imagine the route the story.

Recount text is a text written to retell for information or entertainment. According to Hartono (2005: 3) recount text is normally presented in the past tense and temporally sequenced. Andersons (1997, p. 50) stated that the recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are (a) the first paragraph that gives background information about who, what, where, and when (called orientation), (b) a series of paragraphs that retell the events in the order in which they happened, and (c) a concluding paragraph. While Andersons (1997; p 48) claimed that the purpose of a recount is to give the audience a description of what occurred and when it occurred.

The reason for choosing this topic because students Reading Interest and reading Ability is very important for students, reading interest and reading ability get affect their behaviors of reading. Meanwhile, in Longman dictionary, ability is defined as the mental skill or physical power to do something” (1998, p. 1). Interest in the field of education can be referred to as a psychological state or selective preference toward domain of the study (Huan Shyang Lin, 2013, p. 2153).

Based on the problem above, it must be carried out a model can solve problem. The writer used questioner to students’ reading interest and used test to students’ reading ability, so the writer is interesting to investigate the relationship between the variable. Thus, the writer would like to conduct a study entitled: “The Correlation between Students’ reading interest and Students’ reading ability on recount text at SMK KarsaMuliaPalangka Raya”.

B. Research Problem

1. What is the correlation between students’ reading interest and reading ability on recount text at SMK Karsa Mulia Palangka Raya?

C. Objective of the Study

The objective of the study is to measure the correlation between reading interest and reading ability on recount text at SMK Karsa Mulia Palangka Raya.

D. Hypothesis of the Study

In the study there are two hypotheses. The hypotheses are divided into two categories; they are alternative hypotheses and Null hypotheses that will be interpret as follows:

1. Alternative hypotheses (Ha): There is correlation between students' reading interest and reading ability on recount text.
2. Null hypotheses (Ho): There is no correlation between students' reading interest and reading ability on recount text.

E. Assumption

The assumptions of this study are as followed:

1. If the students' have high reading interest, so they are good reading ability.
2. If the students' have low interest reading, so the students will have low ability in reading.

F. Scope and Limitation

The study only stressed on two variables of correlation. They are correlation between students reading interest and students reading ability on recount text. And, the research subject is eleventh grade students of Multimedia program in SMK KarsaMulia year 2018/2019 at Palangka Raya as the subject of the study and also limit on reading interest and reading ability on recount text.

G. Significance of the Study

The study is intended to know the correlation between students reading interest and students reading ability on recount text. The result of the study is expected to give significance both theoretically and practically

1. Theoretically

This research is to prove whether there is a positive significance correlation between students reading interest and students reading ability on recount text at the eleventh-grade students of Multimedia program in SMK

KarsaMulia of Palangka Raya, so it can be used as the reference in improving and developing reading interest and reading ability on the student.

2. Practically

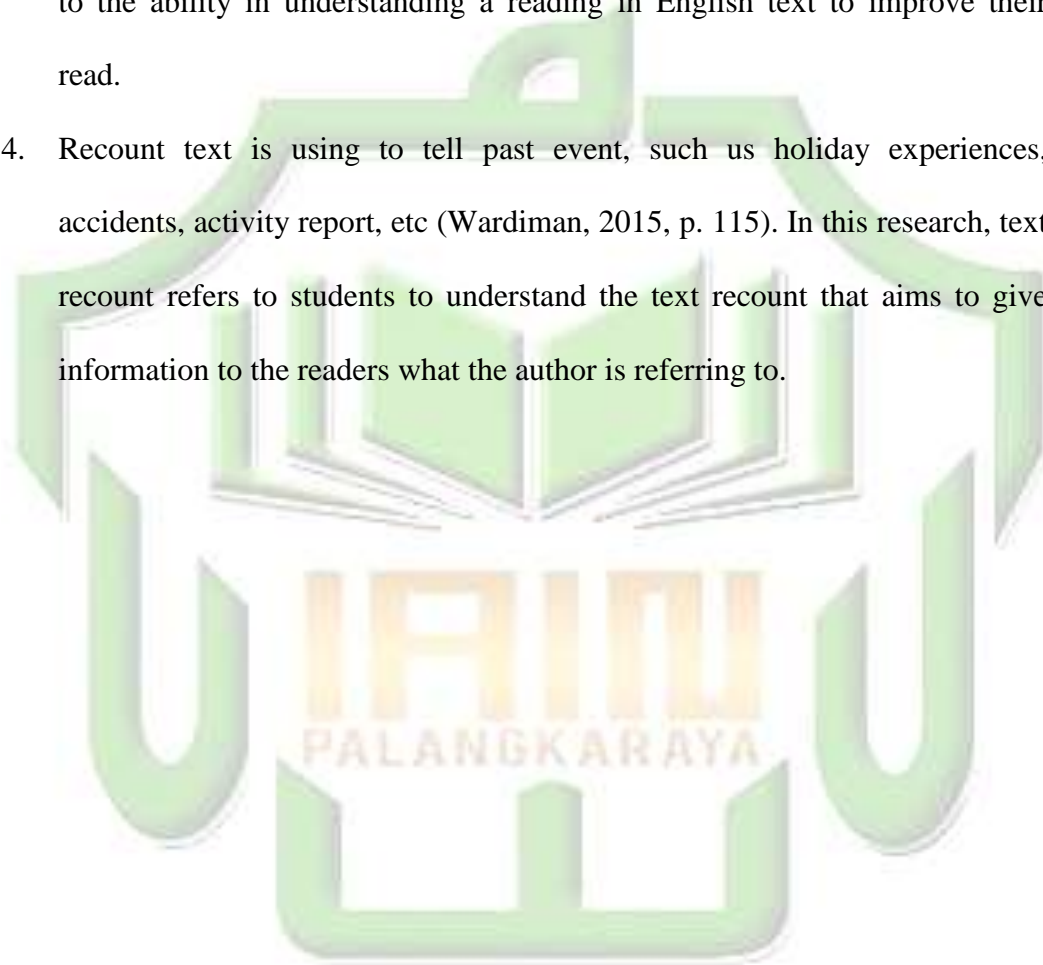
- a. For the students, the result of the research gives knowledge for them to improve their reading interest and reading ability on recount text. It also gives motivation for students to develop their reading interest and reading ability on recount text.
- b. For the teachers, the result of the research gives information which important that reading interest and reading ability on recount text have influence the students. It can also be used as reference in guiding the teachers to know more about the factor that influence reading interest and reading ability, especially on recount text.
- c. For the researcher, the result of the research gives information for the others who wants to study deeper in English to know the other factor which can influence reading interest and reading ability on recount text.

H. Definition of Key Terms

1. A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Cresswell, 2012, p. 337). The writer concludes the correlation is that the relationship of two variables can occur due to causal relationships or can also happen by chance alone.
2. Reading interest is the leisure reading choices of rural teenagers and found that their reasons for leisure reading were for entertainment and for acquiring

information (Mellon, 1990, p. 228). In this research, reading interest refers to students' performance in improving their read to gain more knowledge.

3. Reading ability is using to extract the information in the text by using their knowledge, skill, and strategy to achieve the purpose of reading (Nusri& Dian NovianiSyafar, 2017, p. 83). In this research, the reading ability refers to the ability in understanding a reading in English text to improve their read.
4. Recount text is using to tell past event, such us holiday experiences, accidents, activity report, etc (Wardiman, 2015, p. 115). In this research, text recount refers to students to understand the text recount that aims to give information to the readers what the author is referring to.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, review on reading will explain about some theories related to students' reading interest and students' reading ability on recount text. Those theories are the definition of reading, the purpose of reading, reading interest, reading ability and definition of recount text.

A. Related Studies

Reading interest and reading ability are two skills which is important in transferring the source language to the target language. Some writer conducted some studies about reading ability, particularly the ability to determine the proper interest equivalent, and reading ability.

First, Astomo D, P (2017). "Correlation Study Between Students' Interest of Reading on English Text and Translation Ability Toward Reading Comprehension" (2017), The design of this research is correlational design. The research was carried out at the state Islamic institute of Surakarta in the academic year of 2016/2017. The population of this research is the fifth semester students of English department. While the sample 25 students of 5G class taken by cluster random sampling technique. The instruments to collect the data were questionnaire and test. Questionnaire is used to collect the students' reading interest data while the test is used to collect the translation ability and reading comprehension data. In analyzing the data, the researcher used Person Product Moment formula to find the coefficient correlation

and simple linear regression to find the significance and linearity of the variables. The result of students' interest of reading on English text and translation toward reading comprehension is positive and significant.

Second, Fitriani (2005) "The Correlation Between Reading Interest and Students' Ability to Find the Main Idea in A Short Text: A Study of Second - Year Students at Smu Negeri 4 Malang" (2005). The target population of this study is the second-year students of SMUN 4 Malang, which cover 40 students. The instrument that is used by the writer is questionnaire that consists of 20 items; each of items has four choices. The obtains data were analyzed by using Pearson Product Moment Formula. The result of research Reading Interest and Students' Ability to Find the Main Idea in A Short Text is positive correlation.

Third Fitriah (2010). "The Relationship between Students' Understanding on Recount Text and Their Ability to Retell the Text at the First Year of MAN Dumai." The subject of this research is the First year of MAN Dumai and the object of this research is students' understanding on recount text and their ability to retell the text. The population of this research covers 113 students. In this case, the writer uses random sampling technique to take 55 students. In collecting data, the writer used test. The test was used to find out the students' understanding on recount text and their ability to retell the text. In analysing the data, the formula of this research is equation of regression. In this research, the writer used SPSS version 17.00. the result can be concluded that there is no significant.

Fourth, Fahrurrozi (2017). “Relationship between Students’ Reading Interest and Vocabulary Mastery with Reading Comprehension ability” The method used in this research was descriptive method with acorn-relational technique. The population in this study were all students of class V elementary school 01 Page BendunganHilir, Central Jakarta, Indonesia amounting to 78 students. The sample were 38 with the sampling technique and taken randomly. The instruments used for data retrieval were through multiple-choice tests for the variables of vocabulary mastery (X2) and reading comprehension (Y) and a questionnaire for the variable of reading interest (X1).

Based on the previous studies above, the writer does different study, in this research the writer has different subject of the study, the writer subject is the students in SMK Karsa Mulia Palangka Raya class eleventh the first semester. The writer use instrument that are questionnaire and test. Students in this study is in academic years 2019/2020 the first semester class eleventh-grade. This study only focuses to measure the correlation between students’ reading interest and students’ reading ability on recount tex. While previous the first are the research was carried out at the state Islamic institute of Surakarta in the academic year of 2016/2017, the population of this research is the fifth semester students of English department. While the sample 25 students of 5G class taken by cluster random sampling technique. while previous the second are the target population of this study is the second-year students of SMUN 4 Malang, which cover 40 students. The instrument that is used by the writer is questionnaire that consists of 20 items; each of items has four choices. The obtains

data were analyzed by using Pearson Product Moment Formula. While previous the third are the subject of this research is the First year of MAN Dumai, the population of this research covers 113 students. While previous the fourth are the method used in this research was descriptive method with acorn-relational technique. The population in this study were all students of class V elementary school 01 Page Bendungan Hilir, Central Jakarta, Indonesia amounting to 78 students. The sample were 38 with the sampling technique and taken randomly.

B. Reading

1. Nature of Reading

According to the Oxford Advanced Learner's Dictionary (2005: 1383), reading is an activity or reading job or the way in which something is interpreted or read, eg books, stories, newspapers or articles. Reading is the most widely employed skill in the literate society for studying, creating awareness, building future environment, and utilizing as media to have recreation Grigg and Mann (2008, p. 9). Reading also can determine as the important skill to help students grab their success individually in their studies Hermida, (2009, p. 9). These large quantities of reading materials provide large amounts of comprehensible input in students' new language to make progress toward overall command of that language Krashen (1982, p. 73). Those statements above show the various definition of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials. Which involve most of

reader's intellectual act such as pronunciation to receive ideas or information extended by the text. The result of this research is positive and significant.

2. Definition of Reading

Marton and Saljo (1976, p. 22) reported that while reading the text, some students simply identified some isolated facts mentioned in the text, which they believed the writer would ask them about during the interview, and then memorized those facts. These students could not make any connections between these facts and failed to see any connection to their realities. Reading is the process of looking at words in the form of graphic symbols but also getting meaning from the word or word or line to understand what we read. It means that reading is processing to understand the text content and to get information. Burn and Roe (1980:8) state that reading is a complex and complicated process that involves some factors influential upon each other.

The writer concludes that reading is a process to get information to understand about the read text.

3. The Importance of Reading

Harry Maddox (1989) said that reading is the most important single in study. And the curriculum stated that out of the four skills, listening, speaking, reading, and writing, the main emphasis is on reading skill because it is believed that acquisition on reading in a second or foreign language is a priority. Patel and Jain (2008, p. 113) Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic

success. Reading consist of two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Sabarun (2012, P. 37) stated the reading is one of the four language ability, that have centered on a few basic issues. He argued that interest is central in determining the ways in which we select and process certain types of information in other. Heilman (1964, p. 322-323) defines that the school experience can also play a major role in the total process with an emotionally disturbed pupil, it aims toward the development of skill and mastery, and it can offer a source of gratification at varying levels of ability of aspiration of interest. In tracing the development of interest in relationship between must be increase in teaching English.

According to Paul S. Anderson in Widyamartaya (1992: 90), there are seven goals of reading, reading for details and facts, reading for main ideas, reading for sequences or organization, reading for inference, reading for classifying, reading for evaluating and reading to compare contexts.

- a. Reading for details and facts is reading to find out what the subject of the story is doing.
- b. Reading for the main ideas is reading to get a problem statement.
- c. Reading to order the organization is reading to know every part of the story
- d. Reading as a conclusion is reading to find out what the writer means by the story

- e. Reading to classify is reading to find unusual things
- f. Reading to evaluate is reading to know the value of the story
- g. Reading to compare or contest is reading to compare the way of life of the story with the way the reader lives.

C. Reading Interest

1. Definition of Reading Interest

According to Hidi (2001: 195) that investigation into the role of interest reading have centered on a few basic issues. He argued that interest is central in determining the ways in which we select and process certain types of information in preferences to other. According to Mc Kool (2004: 131), reading interest is defined as readings done when students are outside the school compound. Furthermore, the US Department of Education defined reading interests as whether students like to read in their spare time or at home or whether they like to go to the library. The initial experience experienced by ESL students when reading second language material can determine their attitude towards reading and those students will use the attitude they have adopted in reading in a second language as they progress to the reading development stage as shown by Marrero (2010).

In tracing the development of interest in the relationship between reading problems and emotional involvements several act merit attentions. First, the concept of a close relationship between the two is not accepted quite as readily by educators and teachers as were certain other concepts popular about the same

time, such as readiness, individual testing, the role of phonics in reading instruction and oral versus silent reading. Second, reading whose purpose is to explore relationship between emotional factors and the students' inability to learn and read. Most students are interested to read because they are interested in the topic of the text. The other factor is the environment that give them impulse to interest on read the text. The environment factor can include parents, teacher, school's friend or community.

2. The Importance of Reading Interest

Reading interests is an important role in reader's text processing. It is also based on the research of educational psychology. According to (Krapp, 1999, p. 24) have identified three conceptualizations of interest which play an important role on discussion of motivation and interest. They are:

- a. Interest as a dispositional characteristic of the person,
- b. Interest as the characteristics of the learning environment and
- c. Interest as a psychological state,

This approach focuses on the cognitive and affective states and processes which are evoked while experiencing an actualized interest.

Interest is a necessity inherent in a person without interest, and one cannot do the activity. Hidayat and Aisah (2013) explain that without interest someone is impossible to do anything. Interest is very important in one's life, with interest we can do the activities we love. It is also supported by Hidi (2001) who argues that interest has an important role in reader's text. Interest itself can

be defined as the quality that something has when it attracts somebody's attention or makes them want to know more about it (Hornby, 2010). Reading interest have concept as follow as:

a. The concept of reading interest

In accordance with Schraw and Lehman (2001), interest is defined as liking and willful engagement in a cognitive activity. It plays an important part in learning process since it promotes active engagement and focusing one's attention. Interest is commonly categorized as individual/personal and situational interest (Eidswick, 2010). Crow and Crow state that there are three factors which influence students' reading interest (as cited in Fadliyatis, 2014, p. 4). They are intrinsic motivation, social motive and emotion. Intrinsic motivation involves students' curiosity that generates their interest in reading. Social motive involves the activities supported by the environment. Emotion involves students' feeling when reading. The students with high interest usually read more and find it useful and enjoyable (Beale, 2004). They will spend their time by reading more than other activities, focus and absorb in it. Besides, having high motivation and attempt to read book is also indication of interest in reading. Those five indicators would be the basis measurement of reading interest.

b. Types of Interest

According to Hidi there are two types of interest: situational and individual interest. Situational interest has been defined as an immediate affective response to certain condition and or stimuli in the learning environment, it is evoked rather suddenly by something in the environment that focuses attention and represents an action that may or may not have a long-term effect on the individual's knowledge and value system, it means that situational interest may or may not develop into a long-standing. In other words, situational interest is a reaction to the environmental input. The second type of interest is individual interest. It refers to a relatively enduring predisposition to attend to events and objects, and to reengage in activities.

This predisposition develops slowly, tends to be long-lasting and it is associated with the increasing of knowledge and values. Krapp, as quoted from Sara et al., defines individual interest as a stable preference for certain topics or domains, whereas situational interest is aroused by characteristics of the task such as the topic. Students with high interest in reading are highly dependent on their individual interest in certain topics or content. The discussion of this topic of reading is commonly known as topic interest. Generally, the students with high interest in the topic of text being read are considered have more interest and enjoyment of the story. In contrary, when

students with low topic interest for a text, they were more likely to stop reading when given the pop orotundity and feeling bored while reading.

Hidi added that situational interest activated by specific features oral and written discourse or what is commonly known as text-based. Several studies have tried to identify the conditions which trigger interest during reading.

According to Kintsch, as cited in Pietro, cognitive interest is activated by unexpected information whereas emotional interest is activated by emotionally loaded topics such as murder, romance or sport. The distinction between cognitive and emotional interest underlies research seductive details. Finally, research has demonstrated that seductive details negatively affect learning from text because it tends to interfere with the integration of principal ideas in a coherent representation because of its vividness.

Consequently, the different types of information may elicit different reaction from the reader. Hidi, as cited in Boscolo et al., added that the definition of situational interest over the past three decades emphasize that interest consists of different cognitive and affective reactions, for example focus of attention, liking and reflection. Therefore, it would seem logical that if children were interested in reading they would read more often and therefore have more opportunities to improve their reading ability than children who prefer not to read. Other information related with interest is

that internal motivation for reading is based on items assessing characteristics such as reading self-efficacy, thinking deeply about text content and frequency of independent reading, which go beyond the usual sense of reading interest (Kirby, 2011, p. 263).

c. The Indicators of Interest

It can be concluded that someone who has higher interest in reading is assumed will have better reading ability. On the contrary, someone who has low ability in reading can be assumed will also have low interest in reading. Therefore, it is needed to build the awareness of reading through the development of reading interest. It is because someone's interest may affect his ability in doing something such as reading.

Many studies cited by Hidi & Baird (2007: 3) have shown that cognitive performance as measured by many different indicators improve with personal interest. Typical indicators of interest are:

a. Increased Attention

Attention is the concentration or activity of our souls towards observation, the understanding, and so on by ignoring the others. Students who is interested in English text will pay attention more on it.

b. Greater Concentration

c. Concentration is exclusive attention to one object: close mental application. Concentration can also refer to something that clustered together or to density or strength of a solution.

1) Pleasant feelings

A student has a pleasant feeling of reading English text, so they will always read the text happily. They are not forced to read every English text that they want to read, such as magazines, story or newspaper.

2) Willingness

Willingness is a motivational desire directed to the purpose of life controlled by thought. For example, a man who wants to be a soldier will have a strong will and full attention to learn how to be a good soldier.

Based on Marrero (2013) the way to score the questionnaire is as follows: The questionnaire is five options, those are: “Very, very important”, “Very important”, “important”, “Not very important”, and “Not important at all”. The reading assessment in this research will be category score of Scale from (Marrero, 2009).

3. Assessment of Reading Interest

Based on Paul Molyneux and Macintyre. In this research, the questionnaire will be given to the students to find numerical data of their interest of reading on Recount text. The consists are expected to choose one of those choices that they think and feel nearly matched with their condition. The questionnaire is five options, those are: Every day, Almost every day, about once a week, About once a month, and never or hardly ever.

Based on Sugiyono (2008) said that Likert scale. In this research, the questionnaire will be given to the students to find numb is used to measure attitude, opinion, peoples or groups perception about social phenomenon epical data of their reading interest on Recount text. The questionnaire has five options, those are: “SangatSetuju (SS)”, “Setuju (S)”, “Ragu-ragu (R)”, “TidakSetuju (TS)”, and “Sangat Tidak Setuju (STS)”.

D. Reading Ability

1. Definition of Reading ability

Reading is what the reader does to get the meaning he needs from textual sources. Kennedy (1981: 5) says that reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and based on past experiences, understand and interpret its meaning. Munby (1978) elaborately writes a reading ability list, he distinguishes nineteen reading micro skill, which has been influential in syllabus and materials design as well as language test design. Heaton (1988) also defines fourteen skill of reading ability. While Lado (1964: 132) stated that reading in a foreign language consist of grasping meaning in that language though its written representation. Reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the content and to get information.

Reading is something crucial and has main role in human beings' life. By reading, we can get information about science, technology, and other advancements of the world. Reading is like providing the mind with nourishment because through reading, we can get knowledge. Reading is importance to student.

Everybody may read for many purposes, and that purpose helps to more understand what is read by them. If they are reading for pleasure, enjoyment, they may read either quick or slowly based on the way they like or feel. But if they are reading for study or information such as news, science, which are part of their study or assignment it does very slowly and carefully, (Lado, 1964: 154).

2. The Importance of Reading ability

Reading is importance to students. By reading, someone will know many things. Obviously, a student who want to develop his/her knowledge should have ability in reading. Efficient reading involves two components, namely: first, understanding what the written passage means and the second is doing it in a short period of time. According (Hammer, 1998) defines reading as an exercise dominated by the eyes and the brain.

According to (Gordon, 1972, p. 64) stated about the purposes of reading. He said that in reading, readers are usually at least vaguely aware of their purpose. Readers know that they are reading either because they want to or because they have to and they are aware of the differences in their approaches for each of these purposes.

According to Grabe (2009: 8) there are six major purposes for reading;

a. Reading to search for information

When a reader wants to find specific information, a reader should engage in search process that usually include scanning and skimming. The combination of it can build a simple quick understanding of the text allow the reader to search for information and identifying a specific form.

b. Reading for quick understanding

A reader skims when a reader wants to determine what a text is about and whether or not a reader wants to spend more time reading it.

c. Reading to learn

A reader reads to learn when the information in the text is identified as important aspect and when the information will be used for some task or may be needed in future.

d. Reading to integrate information

This purpose represents a more complex and more difficult task than reading to learn.

e. Reading to evaluate, critique, and use information

Sometimes reader is asked to evaluated and critique information from multiple texts, required to make decision about which aspect of the text are most important, the most persuasive or most controversial.

f. Reading for general comprehension (in many cases, reading for interest or reading to entertain) it is the most common purpose for reading among fluent

readers, and it is default assumption for the term reading comprehension. It takes place as a reader reads a good novel, an interesting magazine, etc.

3. Assessment of Reading Ability

Moss of the measure students' reading ability with test. Best on Arbaina (2014) the test uses multiple choice types. There is fourth answer's option: a, b, c, and d in each question. Then in determining the students' score, the writer marks (4) for each item which is answered correctly and marked 0 for the wrong answer.

E. Recount Text

1. Definition of Recount Text

Based on the Competency Based Curriculum (CBC 2004, 2004: 1), the term 'recount' has a purpose to describe an event which happened in the past time, for example, an accident, report of event, etc. Recount is similar to anecdote if it is seen from its purpose that is to explain a past event through the main difference which said that anecdote has a funny and pleasuring aspect. Because of this difference, recount and anecdote use the different generic structure and lexicon grammar (CBC 2004, 2004: 1). Each text has its own social function or purpose. While Andersons (1997: 48) claimed that the purpose of a recount is to give the audience a description of what occurred and when it occurred.

The common examples of recount text types are: newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters. Recounts begin by telling the reader who was involved, what happened, where this event took place and when it happened. This is called the orientation. The sequence of events is then described in some sort of order (e.g. time). There may be a reorientation at the end which summarizes the event. Andersons (1997: 50) stated that the recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are (a) the first paragraph that gives background information about who, what, where, and when (called orientation), (b) a series of paragraphs that retell the events in the order in which they happened, and (c) a concluding paragraph. The steps for constructing a recount text stated by Andersons above are called generic structure. There is also another though in giving the characteristics or generic structure of recount text type, those are (1) Orientation: introducing the participants, place and time; (2) Events: describing series of events that happened in the past; (3) Reorientation: stating personal comment of the writer to the story, it is optional.

According to Anderson (1997: 50), the language features usually found in a recount are proper nouns to identify those involved in the text; descriptive words to give details about who, what, when, where, and how; the use of the past tense to retell the events; and words that show the order of events (for example, first, next, then). Simply, the language features of a recount text are: (1) introducing personal participant: I, my group, etc.; (2) using chronological connection: then,

first, etc.; (3) using linking verb: was, were, saw, heard, etc.; (4) using action verbs: look, go, change, etc.; and (4) using simple past tense.

2. Language Features of Recount Text there are:

- a. Using simple past tense in most recounts.
- b. Specific descriptive words (adjective) help the readers visualize or imagine event.
- c. A range of conjunctions (because, although, while) is will be used to link clauses within sentences.
- d. Time connectives (firstly, next, finally, after) will be used to link separate events or paragraphs into a coherent whole text.
- e. Adverb of phrases to indicate specific times and places.
- f. Specific participant (nouns and pronouns).
- g. Use of action verbs to indicate an event or action.

Recount text is learned for students at senior High School the first semester class eleventh-grade. Based competence in learning recount text for reading is students are able to respond the meaning and structure accurately and fluently. Personal recount is read an event that the writer is personally involved in. For example: personal experience, personal latter, diary, entries, journal, anecdotes, and postcard. Biographical recount is telling the readers about the person's life with third person narrator (she, he, and they).

Subject Matters in Learning Recount are:

- a. Textual meaning of recount text

- b. Structure of recount text are title, orientation, series of event and orientation.
- c. The purpose of recount text is to inform and entertain the readers
- d. Language feature of recount text are using simple past tense, a range of conjunction (although, because, while), use time connective (firstly, next, finally), using adverb phrase to indicate time and place (yesterday, last week, at home, outside), using action verb (played, visited) and using specific participant (Mr. John, I, we).

3. Example Recount Text

a. My Adventure at Leang Cave

On Sunday, my parents, my best friend Novi, and I visit the cave, at Maros called leang-leang. It was my first time to visit the cave, better yet. My best friend came to visit it with me! The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground, and some were actually piled into a big mound! The guide said that these piles of seashells are called kjokkenmoddinger, or kitchen trash. The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum where they have skeletons of

the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there. After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

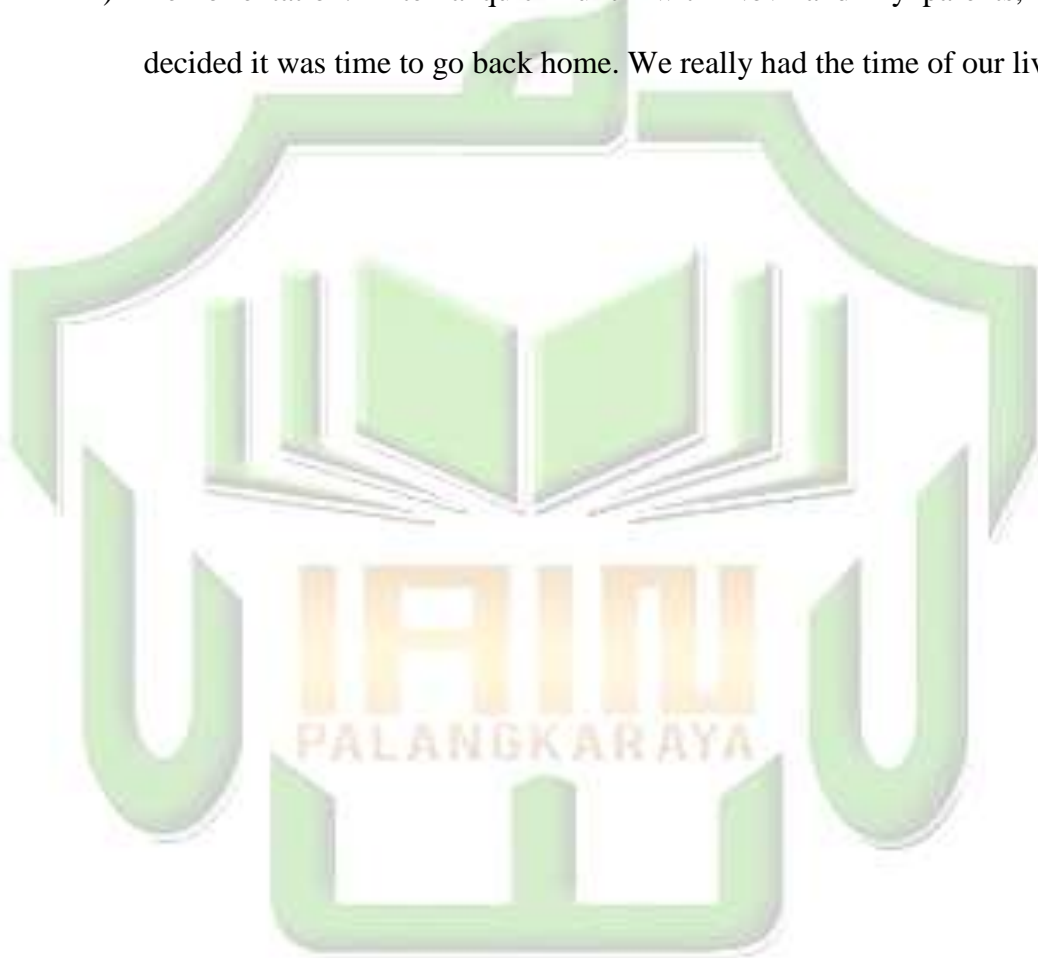
4. Analysing the text

a. Generic Structure Analysis

- 1) Orientation: On Sunday, my parents, my best friend Novi, and I visit the cave, at Maros called leang-leang. It was my first time to visit the cave, better yet. My best friend came to visit it with me!
- 2) Event 1: The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings was turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground, and some were actually piled into a big mound! The guide said that these piles of seashells are called *kjokkenmoddinger*, or kitchen trash.
- 3) Even 2: The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum where they

have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

- 4) Re- orientation: After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our live



CHAPTER III

RESEARCH METHOD

This chapter covers: a). Research Design, b). Population and Sample, c). Research Instrument, d). Data Collection Procedure, e). Data Analysis Procedure.

A. Research Design

In this study, the writer will be a correlational research method to find out the correlation between variables and interpret the result that may appear. The writer will be this method to find out the correlation between reading interest and reading ability on recount text.

Creswell (2005) states that correlation design is procedures in quantitative research in which investigators measure the degree of association (relationship) between two or more variables using the statistical procedure of correlation analysis. Furthermore, Fraenkel, Wallen and Hyun (2012) states that correlational studies investigate the possibility of relationships between only two variables although investigations of more than two variables are common.

The reason of choosing this design is the researcher would like to know the levels of correlation between two or more variables. Gay et al. (2006: 11-12) states that there are three possibility result of correlation study, it can be positive correlation, negative correlation and no correlation. The correlation coefficient is measured of correlation strength, and it range from -1.00 to +1.00. Then Jacobs M

Richard (1990: 5) also said that correlation study is determine weather and to what degree a relationship exist between two or more quantifiable variables, the degree of relationship is expressed as a coefficient of correlation, the presence of a correlation does not indicate a cause-effect relationship primarily because of the possibility of multiple confounding factors a study numerical estimate the correlation coefficient about relationship between two or more variables.

Ary et. al. (2010, p. 132) also stated that a scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicates a positive correlation. One with dots going from upper left to lower right indicates a negative correlation.

B. Population and Sample

1. Population

According to Richards and Schmidt (2010), population in statistics is any set of items, individuals, which share some common and observable characteristics and from which a sample can be taken. It is in line with what Frankel, Wallen and Hyun (2012) state that the population is a group where the researcher as cited in Marzulina (2018, p. 67). Thus, one can speak of comparing test scores across a sample of a population of students and Creswell (2012) states that population is a group of individuals who have the same characteristic. The population of this study were students in eleventh-grade at SMK Karsa Muliya Palangka Raya in the academic year 2019/2020. The population of students from

program Multimedia class A and B, class A 35 students and class B 37 students, the total numbers of the population is 72 students.

2. Sample

The writer chose the sample using cluster sampling. The writer takes the students eleventh-grade Multimedia (Reading recount text) as the sample. Therefore, the students of eleventh-grade Multimedia were take as sample in this study. However, there are only 72 students participating. According to Fraenkel, Wallen, and Hyun (2012), a sample should be as large as the writer can obtain with a reasonable expenditure of time and energy. Moreover, the minimum acceptable sample size for a correlation study is considered to be less than 45.

3. The Location and the Time of the Research

The research was conducted at SMK Karsa Mulya Palangka Raya. The school is located in G. Obos KM 4,5 Palangka Raya. This research was conducted on September 04 until 13 September 2019.

C. Research Instrument

The data is collected by using a questionnaire and reading test on recount text. Oppenheim (1982) stated that the purpose of questionnaire as a whole is measurement as cited in Marzulina (2010, p. 32). In this research, the writer used two instruments as follows:

1. Questionnaire of Reading Interest

Questionnaire is a tool in collecting information through write questions, it is one of the most widely use social research techniques. According to (Arikunto, 2005, p. 102), he stated that the questionnaire is a list of questions given to people to give Their response to the question. The questionnaire adopted by Astomo (2016). Based on the above definition, it can conclude that the questionnaire is a list of questions given to respondents to collect information (data) about respondents through the about the question. In this study, questionnaires are used to find numerical data of the student's interest to read English subtitles. In determining the value of the student, the author determines the score statement in the first questionnaire. The writer will use the Likert scale as questionnaire ratings. Sugiyono (2008) says that the Likert scale used to measuring attitudes, opinions, communities or groups of perception about social phenomena. The how to print the questionnaire is as follows:

Table 3.1
Likert Scale for Reading Interest Questionnaires

Positive		Negative	
Sangat Setuju (SS)	5	Sangat tidak Setuju (STS)	1
Setuju (S)	4	Tidak Setuju (TS)	2
Ragu-ragu (R)	3	Ragu-ragu (R)	3

Tidak Setuju (TS)	2	Setuju (S)	4
Sangat tidak Setuju (STS)	1	Sangat Setuju (SS)	5

In this study, questionnaires would be given to students to find numerical data of their reading interest. The questionnaire consist of 30 items and each item has five options with a scale score from 1 to 5. The students are expected to choose one of the choices they think and feel almost according to their conditions. Questionnaire has five options, namely “Sangat Setuju (SS)”, “Setuju (S)”, “Ragu-ragu (R)”, “Tidak Setuju (TS)”, and “Sangat tidak Setuju (STS)”.

Based on Romainah (2018) there were five levels of reading interest. The scoring rubrics be seen below:

Table 3.2 Scale of students' reading interest

Score Interval	Category
153-185	Very high
120-152	High
87-119	Moderate
56-86	Low
30-55	Very Low

Table 3.3
The Indicators of Reading Interest Questionnaires

The Measured Aspect	Indicator	Positive	Negative	Total
Reading interest is the motivating force which causes individual to give attention to reading activity on recount text. It includes attention, concentration, pleasant, willingness.	1. Attention is activity of our souls towards observation, the understanding, and so on by ignoring the others.	7, 9, 14, 22	3, 11, 15, 28	8
	2. Concentration is exclusive attention to one object: close mental application.	4, 5, 18,	12, 19, 26	6
	3. Pleasant is feeling of reading which is not forced of every English text that they want to read.	1, 2, 8, 21	13, 23, 27, 29	8
	4. Willingness is a motivational desire directed to the purpose of life controlled by thought	6, 17, 25, 30	10, 16, 20, 24	8
				30

2. Test of Reading Ability

To measure whether students' reading ability is high or low, the student will answer reading recount text. The writer use questionnaire adopted by: Arbaina (2014). The questionnaire used multiple choice types. There is fourth

answer's option: a, b, c, and e in each question. Then in determining the students' score, the writer marks (4) for each item which is answer correctly and marked 0 for the wrong answer.

Table 3.4 The Indicators of Reading Ability Test

Material	Indicator	Number of Item	Total
Recount Text	❖ The students are be able to fine the information from the text.	3, 7, 11, 19, 21, 23, 24, 25.	8
	❖ The students are able to find the main idea of paragraph of recount text and what the text talking about.	1, 9, 13, 16, 22	5
	❖ The students are be able to find the meaning of certain word in recount text.	2, 6, 10, 12, 18, 20	6
	❖ The students are be able to find the social function of	5, 8, 15, 17	4

	recount text. ❖ The students are be able to find the generic structure of recount text.	4,14	2
			25

Based on Arbaina (2014) there were five levels of reading ability. The scoring rubrics be seen below:

Table 3.4 Scale of students' reading ability

Score Interval	Category
85-100	Excellent
70-84	Good
55-69	Sufficient
40-54	Poor
0-39	Bad

The Score is found from the sum the total correct answers time four.

$$\text{Score} = 25 \times 4 = 100.$$

$$s = \frac{n}{N} \times 100$$

Where:

S= Students score

n= Number of true answers

N= Number of test

D. The Validity of Instrument

Ary et al. (2010, p. 255), validity is the most important consideration in developing and evaluating measuring instruments. He also stated that validity is defined as the extent to which an instrument measured what it claimed to measure. To measure the validity of reading interest and reading ability on recount text.

E. The Reliability of Instrument

Ary et al. (2010, p. 236) states that reliability of a measuring instruments is the degree of consistency with which it measures whatever it is measuring. To determine the reliability of reading interest and reading ability on recount text.

F. Data Collection Procedure

Data collecting in this research have very important role. Based on Franken and Wallen (2009, p. 23) stated that data collection is all of proccess to collect the data in the research.

The writer will use some steps in order to obtain the data as follows:

1. The writer choose the place of the study.
2. The writer ask permission to carry out the study.
3. The writer give the students a questionnaire of reading interest and reading ability two kinds of test, on recount text test.
4. The writer ask the students to answer in certain time.
5. The writer check the students' answers and score the answers.
6. Then the writer analyses the data.
7. The writer interpret the analysis result.

G. Data Analysis Procedure

After collecting the data, the next step is analyzing the data in order to know whether there is significant positive correlation between students' reading interest and students' reading ability on recount text. The writer presents the mean, range, median, and modus of the sample. Furthermore, the next step is analyzing the data, this research will be normality, sample Linear Regression, Multiple Linear Regression, and Correlation to analyze the data. Those are follows:

1. The first variable of this research is the continuous variable (X). X variable refers to students' reading interest score.

2. The second variable of the study is the continuous variable (Y). Y variable refers students' reading ability score.

This formula will be used in finding index correlation "r" product moment between variable X and variable Y (r_{xy}).

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

Where:

N = Number of respondents

X = The Students Reading Interest Score

Y = Students' Reading Ability Score

ΣX = The Sum of The Students' Reading Interest Score

ΣY = The Sum of Students' Reading Ability Score

ΣX^2 = The Sum of The Squared the Students' Reading Interest Score

ΣY^2 = The Sum of The Squared Students' Reading Ability Score

$(\Sigma X)^2$ = The Squared of The Sum Students' Reading Interest Score

$(\Sigma Y)^2$ = The Squared of The Sum Students' Reading Ability Score

ΣXY = The sum of Students' Reading Interest Score and Students' Reading Ability Score.

H. Normality Test

Normality test is used to see if the distribution all data were normal or not, meanwhile the data from grammar test and translation test. The researcher will use SPSS to test the normality. The purpose of the normal distribution test is to decide which statistical analyzes type that will be used in the research, parametric or non-parametric. The data is categorized as normal if Z value > 0.05 .

The normality tests are supplementary to the graphical assessment of normality. The researcher will use Kolmogorov-Smirnov D test because this test of normality for large samples. The normality tests are supplementary to the graphical assessment of normality. The writer will use Kolmogorov-Smirnov D test because this test of normality for large samples.

I. Linear Regression Test

Linear regression is a basic and commonly used type of predictive analysis. In statistical terms correlation uses to denote association between two quantitative variables and assumes that the association is linear, that one variable increase or decreases a fixed amount for a unit increase or decrease in the other. A technique that is often use is regression, which involves estimating the best straight line to summarize the association. The data is categorized as linear if the value of sig. deviation from linearity is > 0.05 .

J. Homogeneity Test

Homogeneity test is used to know whether the sample in this study are homogeneous or have the same variant or not. If a parametric test of the correlation

coefficient is being used, assumptions of bivariate normality and homogeneity of variance must be met.

The formula of homogeneity is:

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Where:

F = Frequency

The hypothesis in homogeneity:

$F_{\text{value}} \leq F_{\text{table}}$, means both of variants are homogeneity

$F_{\text{value}} \geq F_{\text{table}}$, both of variants are homogeneity

If calculation result of F was lower than F table by 5% degree of significance so H_0 was accepted, it meant that group have same variant.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the data that have been collected. The data is the result of interest for reading questionnaire, reading ability test, the research findings, and discussion.

A. Data Presentation

1. Interest for Reading Questionnaire

The questionnaire was distributed on 4th September 2019 at SMK Karsa Mualya Palangka Raya. The study was conducted in two classes which consisted of class A and B eleventh-grade of multimedia program. The 72 items of questionnaire for reading Interest were employed to investigate the students' reading interest. The interest for reading questionnaire was administered by the writer herself. The interest for reading questionnaire have five-point Likert scale, from first point "very different from me" to five point "a lot like me". A higher score of questionnaire means higher degree for reading interest. The result of reading interest is shown below in table 4.1:

Table 4.1
The Result of Reading Interest

No	CODE	Reading Interest (X)	X^2
	S-1	94	8836
2	S-2	113	12769
3	S-3	106	11236
4	S-4	98	9604
5	S-5	100	10000
6	S-6	77	5929
7	S-7	92	8464
8	S-8	98	9604
9	S-9	89	7921
10	S-10	103	10609
11	S-11	89	7921
12	S-12	80	6400
13	S-13	96	9216
14	S-14	86	7396
15	S-15	91	8281
16	S-16	86	7396
17	S-17	96	9216
18	S-18	93	8649
19	S-19	93	8649
20	S-20	100	10000
21	S-21	94	8836
22	S-22	90	8100
23	S-23	101	10201
24	S-24	85	7225
25	S-25	98	9604
26	S-26	96	9216
27	S-27	99	9801
28	S-28	88	7744
29	S-29	109	11881
30	S-30	125	15625
31	S-31	88	7744
32	S-32	81	6561
33	S-33	97	9409
34	S-34	123	15129

35	S-35	126	15876
36	S-36	116	13456
37	S-37	100	10000
38	S-38	104	10816
39	S-39	108	11664
40	S-40	109	11881
41	S-41	106	11236
42	S-42	119	14161
43	S-43	118	13924
44	S-44	123	15129
45	S-45	112	12544
46	S-46	127	16129
47	S-47	114	12996
48	S-48	127	16129
49	S-49	115	13225
50	S-50	157	24649
51	S-51	114	12996
52	S-52	90	8100
53	S-53	103	10609
54	S-54	118	13924
55	S-55	114	12996
56	S-56	118	13924
57	S-57	106	11236
58	S-58	105	11025
59	S-59	131	17161
60	S-60	125	15625
61	S-61	114	12996
62	S-62	113	12769
63	S-63	104	10816
64	S-64	110	12100
65	S-65	106	11236
66	S-66	125	15625
67	S-67	107	11449
68	S-68	104	10816
69	S-69	102	10404
70	S-70	101	10201
71	S-71	97	9409
72	S-72	106	11236
TOTAL		7548	805640

LOWEST SCORE	77
HIGHEST SCORE	157
MEAN	104.8333
STANDARD DEVIATION	142.206

The descriptive analysis of the interest for reading questionnaire was shown above in table 4.1. The highest score was 157 while the lowest score was 77. The mean of reading interest score was 104.8333 and the standard deviation was 142.206. Then it was revealed from the questionnaire from the two level of reading interest were all perceived by the students with different number.

Table 4.2

Distribution of Students' Reading Interest

Score Interval	Frequency	Category	Percentage
153-185	1	Very high	1.38%
120-152	9	High	12.5%
87-119	57	Moderate	79.16%
56-86	5	Low	6.94%

30-55	0	Very Low	0%
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Based on the data above, it can be explained that there was 1 student (1.38%) that has very high category, 9 students (12.5%) have high category, 57 students (79.16%) have moderate category, 5 students (6.94%) have low category and 0 students (0%) have very low category. It can be concluded that “good” was the most frequent level of students’ reading interest.

2. Ability for Reading Test

The test was distributed on 13th September 2019 at SMK Karsa Mulya Palangka Raya. The study was conducted in two classes which consisted of class A and B eleventh-grade of multimedia program. The 25 items of test for reading ability were employed to investigate the students’ reading ability. The ability for reading test was administered by the writer herself. The ability for reading test have five-point Likert scale, from first point “very different from me” to five point “a lot like me”. A higher score of test means higher degree for reading ability. The result of reading ability is shown below in table 4.3:

Table 4.3**The Result of Reading Ability**

No	CODE	Reading Ability (Y)	Y²
1	S-1	56	3136
2	S-2	60	3600
3	S-3	64	4096
4	S-4	80	6400
5	S-5	36	1296
6	S-6	32	1024
7	S-7	52	2704
8	S-8	68	4624
9	S-9	32	1024
10	S-10	60	3600
11	S-11	28	784
12	S-12	36	1296
13	S-13	64	4096
14	S-14	84	7056
15	S-15	76	5776
16	S-16	88	7744
17	S-17	48	2304
18	S-18	68	4624
19	S-19	68	4624
20	S-20	76	5776
21	S-21	32	1024
22	S-22	36	1296
23	S-23	64	4096
24	S-24	64	4096
25	S-25	60	3600
26	S-26	68	4624
27	S-27	56	3136
28	S-28	68	4624
29	S-29	76	5776
30	S-30	76	5776
31	S-31	80	6400
32	S-32	76	5776

33	S-33	72	5184
34	S-34	76	5776
35	S-35	76	5776
36	S-36	88	7744
37	S-37	56	3136
38	S-38	76	5776
39	S-39	76	5776
40	S-40	76	5776
41	S-41	80	6400
42	S-42	80	6400
43	S-43	72	5184
44	S-44	72	5184
45	S-45	76	5776
46	S-46	72	5184
47	S-47	56	3136
48	S-48	76	5776
49	S-49	64	4096
50	S-50	60	3600
51	S-51	76	5776
52	S-52	80	6400
53	S-53	76	5776
54	S-54	88	7744
55	S-55	72	5184
56	S-56	76	5776
57	S-57	88	7744
58	S-58	84	7056
59	S-59	72	5184
60	S-60	64	4096
61	S-61	60	3600
62	S-62	80	6400
63	S-63	72	5184
64	S-64	80	6400
65	S-65	76	5776
66	S-66	80	6400
67	S-67	84	7056
68	S-68	68	4624
69	S-69	80	6400
70	S-70	68	4624
71	S-71	84	7056
72	S-72	68	4624

TOTAL	4912	519792
LOWEST SCORE	28	
HIGHEST SCORE	88	
MEAN	68.22222222	
STANDARD DEVIATION	14.6606902	

The descriptive analysis of the ability for reading test was shown above in table 4.3. The highest score was 88 while the lowest score was 28. The mean of reading ability score was 68.22222222 and the standard deviation was 14.6606902. Then it was revealed from the test from the two level of reading ability were all perceived by the students with different number.

Table 4.4

Distribution of Students' Reading Ability

Score Interval	Frequency	Category	Percentage
85-100	4	Excellent	5.55%
70-84	35	Good	48.61%
55-69	33	Sufficient	45.83%
40-54	2	Poor	2.77%

0-39	7	Bad	9.72%
------	---	-----	-------

The Score is found from the sum the total correct answers times four.

$$\text{Score} = 25 \times 4 = 100.$$

Based on the data above, it can be explained that there was 4 student (5.55%) that has excellent category, 35 students (48.61%) have good category, 33 students (45.83%) have sufficient category, 2 students (2.77%) have poor category and 7 students (9.72%) have bad category. It can be concluded that “good” was the most frequent level of students’ reading ability.

3. Normality Test

a. Normality Test of Reading Interest

One-sample Kolmogorov-Smirnov test was used to see the normality of the instruments. The result of reading interest normality shown in Table 4.5 below:

Table 4.5
Normality Test of Reading Interest
One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test	
	READINGINTEREST
N	72
Normal Parameters	
Mean	104.83
Std. Deviation	14.221
Most Extreme Absolute	.078
Positive	.078
Negative	-.040
Kolmogorov-Smirnov Z	.665
Asymp. Sig. (2-tailed)	.768

a. Test distribution is Normal.

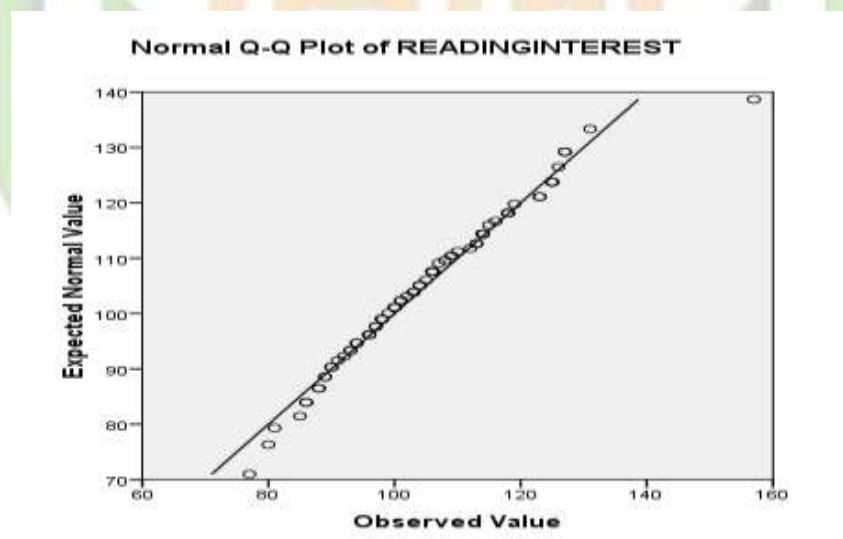


Figure 4.1
The Normal Q-Q Plot of Reading interest

Based on the calculation of SPSS program, the asymptotic significance normality of reading interest was 0.768. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level Significance 5% ($\alpha = 0.05$). Because the asymptotic significance of reading Interest = $0.768 > \alpha = 0.05$ then it could be concluded that the data has normal distribution. Also, from Q-Q plot shown that almost all the data points of reading interest spread around the straight line which Mean the has normal distribution.

b. Normality Test of Reading Ability

Table 4.6
Normality Test of Reading Ability

One-Sample Kolmogorov-Smirnov Test	
	READINGABILITY
N	72
Normal Mean	68.22
Paramet Std. Deviation	14.661
ers ^a	
Most Absolute	.161
Extreme Positive	.100
Differen Negative	-.161
ces	
Kolmogorov-Smirnov Z	1.363
Asymp. Sig. (2-tailed)	.049

a. Test distribution is Normal.

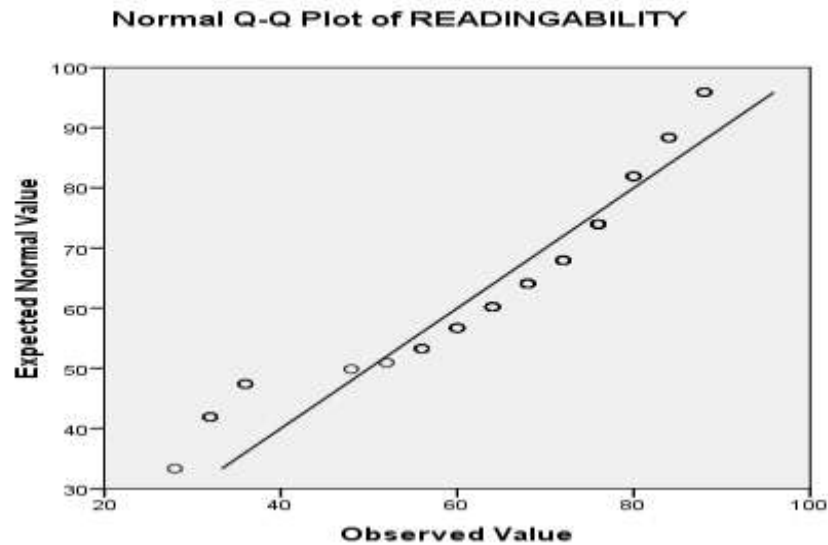


Figure 4.2
The Normal Q-Q Plot of Reading Ability

Based on the calculation of SPSS program, the asymptotic significance normality of reading ability was 0.049. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level Significance 5% ($\alpha = 0.05$). Because the asymptotic significance of reading ability = $0.049 > \alpha = 0.05$ then it could be concluded that the data has normal distribution. Also, from Q-Q plot shown that almost all the data points of reading ability spread around the straight line which Mean the has normal distribution.

4. Linearity Test

- a. Linearity test of reading interest and reading ability

Table 4.7
Linearity Test of Reading Interest and Reading Ability

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
READING ABILITY * READING INTEREST	Between Groups	(Combined) Linearity	11319.644	39	290.247	2.357	.007
		Deviation from Linearity	1638.736	1	1638.736	13.307	.001
			9680.909	38	254.761	2.069	.019
	Within Groups		3940.800	32	123.150		
	Total		15260.444	71			

the table 4.7 above the linearity test was obtained. If the deviation from Linearity Sig. higher than 0.05 then the two variables are linear. The result showed that, the deviation from linearity between reading Interest and reading ability was 0.019. It could be concluded that $0.019 > 0.05$

5. Homogeneity Test

Homogeneity test is used to test whether the data has homogeneous variance or not. In test the homogeneity of the data, if the score is higher than 0.05 indicated that the data are homogeneous. If the score is smaller than 0.05

indicated that the data are not homogeneous. This result of test the homogeneity used by SPSS 16 program could be seen as follow:

a. Homogeneity of Reading Interest

Table 4.8

Homogeneity Test of Reading Interest

Result

Levene Statistic	df1	df2	Sig.
.000	1	70	.995

From table 4.8 above the significant was 0.995. If the significantly higher than 0.05 it means that the data is homogeneous. From the calculation of reading interest, the result shown that the significant was $0.995 > 0.05$ which means the data of reading interest was homogeneous.

b. Homogeneity of Reading Ability

Table 4.9

Homogeneity Test of Reading Ability

Result

Levene Statistic	df1	df2	Sig.
.000	1	70	.119

From table 4.9 above the significant was 0.119. If the significantly higher than 0.05 it means that the data is homogeneous. From the calculation of reading ability, the result shown that the significant was $0.119 > 0.05$ which means the data of reading ability was homogeneous.

B. Research Findings

1. The Correlation between Reading Interest and Reading Ability

This section answered the first research problem is there any correlation between students' reading interest and reading ability on recount text? by analyzing the result of reading interest questionnaire and reading ability test. The result can be seen below:

Table 4.10**Correlation between Reading Interest and Reading Ability**

Correlations		READINGINTEREST	READINGABILITY
READINGINTEREST	Pearson Correlation	1	.328**
	Sig. (2-tailed)		.005
	N	72	72
READINGABILITY	Pearson Correlation	.328**	1
	Sig. (2-tailed)	.005	
	N	72	72

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

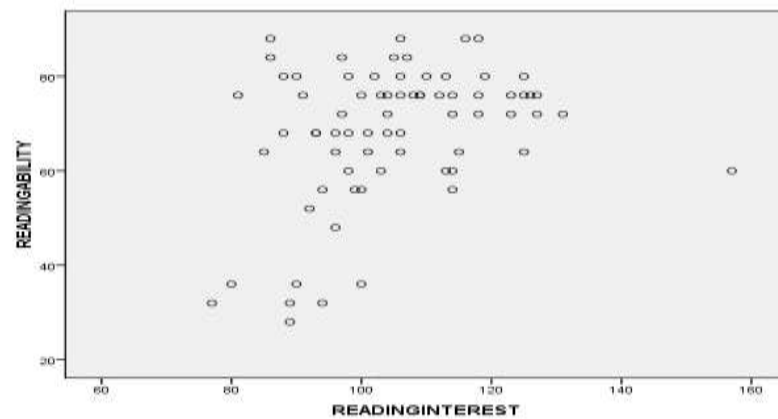


Figure 4.10**Scatter plot Correlation between Reading Interest and Reading Ability**

The calculation was used SPSS 16. It shown that from the table 4.10 on the Person product moment correlation coefficients was 0.328 for significance level 0.01. To prove the score of “r” based on the calculation degree of freedom was Known that $df = N - nr$, $N = 72$, $nr = 2$ ($72 - 2 = 70$). It could be presented r table = 0.306, then $0.328 > 0.306$, it also shown that the sig. (2-tailed) was $0.005 < 0.05$. Which mean that there was a positive correlation between reading interest and reading ability? It can be concluded that the alternative hypotheses (H_a) was accepted and null hypotheses (H_o) was rejected.

2. The Correlation Students’ Reading Interest, and Reading Ability

The researcher used multiple correlation formula to measure reading interest and reading ability. The result of the calculation can be seen below:

$$\begin{aligned}
 r_{xy} &= \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n (\sum x^2) - (\sum x)^2\} \{n (\sum y)^2 - (\sum y)^2\}}} \\
 &= \frac{72 (519792) - (7548)(4912)}{\sqrt{\{72 (805640) - (7548)^2\} \{72 (350368) - (4912)^2\}}} \\
 &= \frac{37425024 - 37075776}{\sqrt{\{58006080 - 56972304\} \{25226496 - 24127744\}}}
 \end{aligned}$$

$$= \frac{349248}{\sqrt{(1033776)(1098752)}}$$

$$= \frac{349248}{\sqrt{1135863447552}}$$

$$= \frac{349248}{1065768,946607096}$$

$$= 0.32769$$

$$= 0.328$$

The contribution of variable X dan Y, the researcher used the

$$K_p = r^2 \times 100 \%$$

$$= (0,328)^2 \times 100 \%$$

$$= 0,107584 \times 100$$

$$= 10.75 \%$$

It means that the morphological awareness gave contribution to the students' reading interest and ability on recount text at SMK KarsaMulyaPalangka Raya was 10.75%. To reject or accept hypothesis, it calculated t_{observed} as follow:

$$t_{\text{observed}} = \frac{r \sqrt{n-2}}{\sqrt{1-(r^2)}}$$

$$= \frac{0.306 \sqrt{72-2}}{\sqrt{1-(0,328)^2}}$$

$$\begin{aligned}
&= \frac{0.306 \sqrt{70}}{\sqrt{1-0,107584}} \\
&= \frac{0.306 \times 0,83666002}{0,892416} \\
&= \frac{0,2560179}{0,892416} \\
&= 2.868818
\end{aligned}$$

The criteria of the test if $t_{\text{observed}} \geq t_{\text{table}}$ so received H_a . It means there is significant correlation if $t_{\text{observed}} \leq t_{\text{table}}$, refuse H_o . It means there is no significant correlation between variables. Based on the calculation above $t_{\text{observed}} 2,868818$ and t_{table} used the formula $n-2$, and $n=72$, so, $df = n-2 = 72-2 = 70$ and $t_{\text{table}} 1,994$ at 5% significant level. It means $t_{\text{observed}} \geq t_{\text{table}}$, as the result H_a there is a positive correlation between students' reading interest and ability on recount text at SMK Karsa Mulya Palangka Raya.

Based on the findings in the previous chapter, the writer can draw the value r observed is 0.328. It is bigger than 0.05. Therefore, there is in correlation between students' reading interest and ability on recount text. It means that both variables have same direction. A change in variable X can be followed by the change in variable Y. If the students' reading interest and ability on recount text is increased, there is correlation their reading interest and ability on recount text at SMK Karsa Mulya Palangka Raya.

C. Discussion

The finding was in accordance with the result, Romainah (2018) said that the criteria of the score are as follow: Score 30-55 is in very low level, score 56-86 is in low, and score 87-119 in moderate level. From table 4.1 above, it can be know that the mean score of students reading interest on recount text is 104. It means that the mean score of students' reading interest is in moderate level. It can be concluded that the students at SMK Karsa Mulya Palangka Raya, especially Multimedia Program eleventh-grade have a good interest of reading on recount text. The finding was also in accordance to Arbaina (2014) said that the criteria of the score are as follow: Score 0-39 is in bad level, score 40-54 is in poor level, and score 55-69 in sufficient level. From table 4.2 above it can be be know that the mean score of students reading ability on recount text is 68. It means that the mean score of students' reading ability is in enough level. It can be concluded that the students at SMK Karsa Mulya Palangka Raya, especially Multimedia Program eleventh-grade have a good Ability of reading on recount text.

Creswell (2005) states that correlation design is procedures in quantitative research in which investigators measure the degree of association (relationship) between two or more variables using the statistical procedure of correlation analysis. From table 4.10 it can be know that the correlation between students' reading interest and ability on recount text at SMK Karsa Mulya Palangka Raya on the person product moment correlation coefficients was 0.328 for significance level 0.01. To prove the score of "r" based on the calculation degree of freedom was Known that df

= $N - n_r$, $N = 72$, $n_r = 2$ ($72 - 2 = 70$). It could be presented r table = 0.306, then - $0.328 > 0.306$, it also shown that the sig. (2-tailed) was $0.005 < 0.05$. It can be concluded that the alternative hypotheses (H_a) was accepted and null hypotheses (H_o) was rejected.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer was like to draw the conclusion from what have been discussed in the preceding chapters, and then to recommend some suggestions concerning the students' reading interest and ability on recount text.

A. The Conclusions

This study was conducted in order to obtain whether there was a significant correlation between reading interest and ability on recount text. There are two variables in this study, the students' reading interest and ability on recount text as the variable (X) and variable (Y).

The Based on the findings in the previous chapter, the writer can draw the value r observed is 0.328. It is bigger than 0.05. Therefore, there is in ccorrelation between students' reading interest and ability on recount text. It is means that both variables have same direction. A change in variable X can be followed by the change in variable Y. If the students' reading interest and ability on recount text is increased, there is correlation their reading interest and ability on recount text at SMK Karsa Mulya Palangka Raya.

B. The Suggestions

Based on the conclusion above, it can suggested as follows:

1. For the students, the result of the research gives knowledge for them to improve their reading interest and reading ability on recount text. It also gives motivation for students to develop their reading interest and reading ability on recount text.
2. For the teachers, the result of the research gives information which important that reading interest and reading ability on recount text have influence the students. It can also be used as reference in guiding the teachers to know more about the factor that influence reading interest and reading ability, especially on recount text. The teachers of English should motivate their students to increase their reading interest and ability as much as possible. One of them is by giving them more chances to read recount text. Recount text is not only the science of nature but also it can be the science of chemistry, social, law, geology, etc. Therefore, the English teachers should give many kinds of recount text or passage on reading class that can give them enjoyment, knowledge and arouse their curiosity. Besides, reading interest is also useful for the students not only to improve their ability in reading but also to understand the contextual daily conversation.
3. For order researchers, the result of the research gives information for the others who wants to study deeper in English to know the other factor which can influence reading interest and reading ability on recount text.

Finally, the writer was like to note that this research is only limited to a certain place and population. Therefore, the writer hope that there was further research which has more sample and wider area of population. The writer suggests that in doing the next research, the teacher should be precise and accurate in order to give more complete findings and information to the readers.



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