

**THE CORRELATION BETWEEN READING INTEREST AND
WRITING ABILITY OF THE YEAR ELEVENTH STUDENTS
OF SENIOR HIGH SCHOOL IN MADRASAH ALIYAH (MA)
BUSTANUL ULUM BULUGADING JEMBER**

THESIS

Submitted to UIN KH Achmad Siddiq of Jember to fulfill of the requirements
For the requirements of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



By:

Lianingsari
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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**UNIVERSITY ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER FACULTY OF
TARBIYAH AND TEACHER TRAINING
2022**

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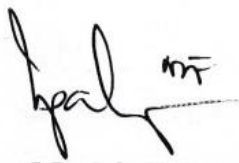
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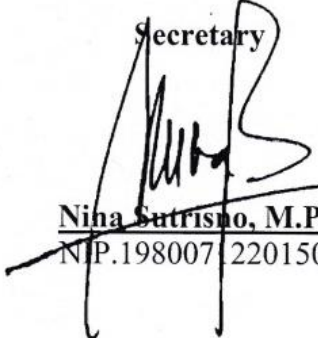
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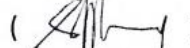
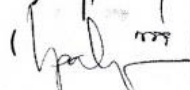
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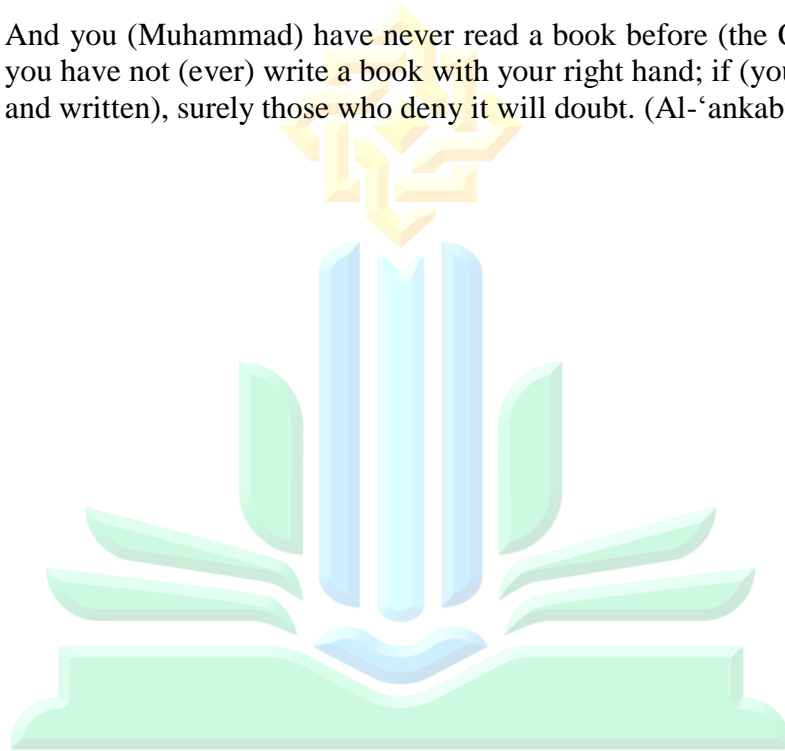


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NIP. 19640511 199903 2 001

MOTTO

وَمَا كُنْتُمْ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخِطُّهُ بِيَمِينِكُمْ إِذَا لَأْتَابَ
الْمُبْطِلُونَ ﴿٤٨﴾

Meaning: And you (Muhammad) have never read a book before (the Qur'an) and you have not (ever) write a book with your right hand; if (you have read and written), surely those who deny it will doubt. (Al-'ankabut: 48)*



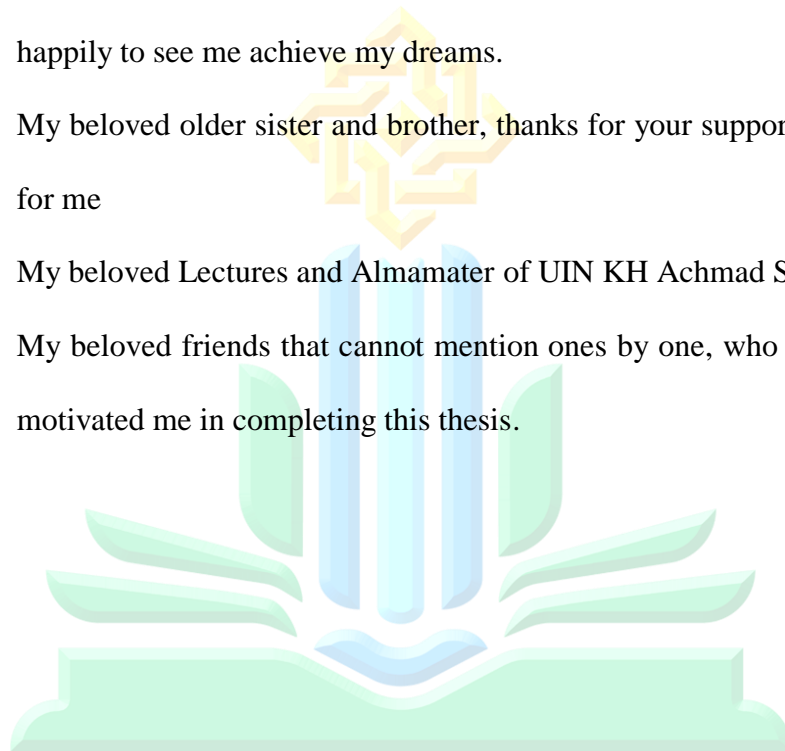
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* Muhammad Muhsin, "The Holy Qur'an English Translation of the Meaning and Commentary King and Fand Holy Qur'an Printing Complex", (Saudia Arabia: Ri"asatIdarat, 2000), p 635

DEDICATION

This undergraduate thesis is dedicated to some following people around me,

1. My beloved parents Mr.Sugiyarto and Mrs.Ani, who always pray all the kindness for me, give me endless love also support my success, and advise me wisely. I hope my parents are given health by Allah and live happily to see me achieve my dreams.
2. My beloved older sister and brother, thanks for your supports and love for me
3. My beloved Lectures and Almamater of UIN KH Achmad Siddiq.
4. My beloved friends that cannot mention ones by one, who helped and motivated me in completing this thesis.



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ACKNOWLEDGEMENT



First and foremost, the writer says *Alhamdulillah* to Almighty Allah SWT who gives mercies and blessings, do the writer could finish this undergraduate thesis for Bachelor Degree requirement well. Second, Peace and salutation may always be given to Prophet Muhammad SAW. Who has guided us from the darkness to the brightness"

The undergraduate thesis was made to achieve Bachelor Degree (S.Pd). Entitled” The Correlation between Reading Interest and Writing Ability of the Year Eleventh Students of Senior High School in Madrasah Aliyah (MA) Bustanul Ulum Bulugading Jember”. However, this thesis will not be finished without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Babun Soeharto, S.E, M.M., as Rector of UIN KH

Achmad Siddiq who has given opportunity for me to study in this university

2. Dr. Hj. Mukni’ah., M.Pd.I as the Dean of Teacher Training and Education Faculty, who has approved my thesis

3. As’ari, M.Pd.I., as the Chief of English Education Program

4. H. Moch. Imam Machfudi, SS., M.Pd., Ph.D., who always guides and helps me compiling this thesis.

5. All lecturers, especially the lecturers of English and Education Department of UIN KH Ahmad Siddiq, who has guided me while on campus

The researcher hopes Allah always blesses you all. This thesis is not the perfect one but it is expected to be useful for the readers. Thus, for these reason, constructive thought, suggestion and critic are accepted to make this thesis be better.

Jember, October 18th 2022

The Writer



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ABSTRACT

Lianingsari, 2022: *The Correlation between Reading Interest and Writing Ability of the Year Eleventh Students of Senior High School in Madrasah Aliyah (MA) Bustanul Ulum Bulugading Jember*

Keyword: *reading interest, writing ability*

Reading activities are closely related to writing activities. Writing activity is an activity of expressing ideas, thoughts and desires in the form of written symbols. Then reading activity is an activity of interpreting the author's way of thinking. Therefore reading and writing have relationship and influence to each other.

This research aims to find a correlation between reading interest and writing ability of the year eleventh students of senior high school in MA Bustanul Ulum Bulugading Jember. This research focused on determining: Is there any correlation between reading interest and writing ability of the year eleventh students of senior high school in MA Bustanul Ulum Bulugading Jember? The objective in this research is to examine whether or not a correlation between reading interest and writing ability of the year eleventh students of senior high school in MA Bustanul Ulum Bulugading Jember.

This research was elaborated into utilizing a correlation examination plan since research expected to discover the correlation of reading interest and writing ability. The population in this research were the year eleventh students of MA Bustanul Ulum Bulugading Jember, were 55 students'. This research used the Slovin formula to decide the sample which contained 35 students. The data collection methods in this research were questionnaire and test. The information was examined by utilizing SPSS 28.0 program. Researcher utilized the *Pearson Product Moment correlation* to discover the correlation result. The correlation result is $r_{\text{count}} = 0.580$ and significance value is 5%. The r_{table} for $N = 33$ is 0.344. Therefore, r_{count} is more r_{table} ($0.580 > 0.344$) which means there was a correlation within those variables. The correlation is considered as "enough correlation" because r_{count} (0.580) is between 0.40-0.599. In addition, the significance value was less than 0.05 ($0.000 < 0.05$) which indicates that the correlation was significant. Therefore, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

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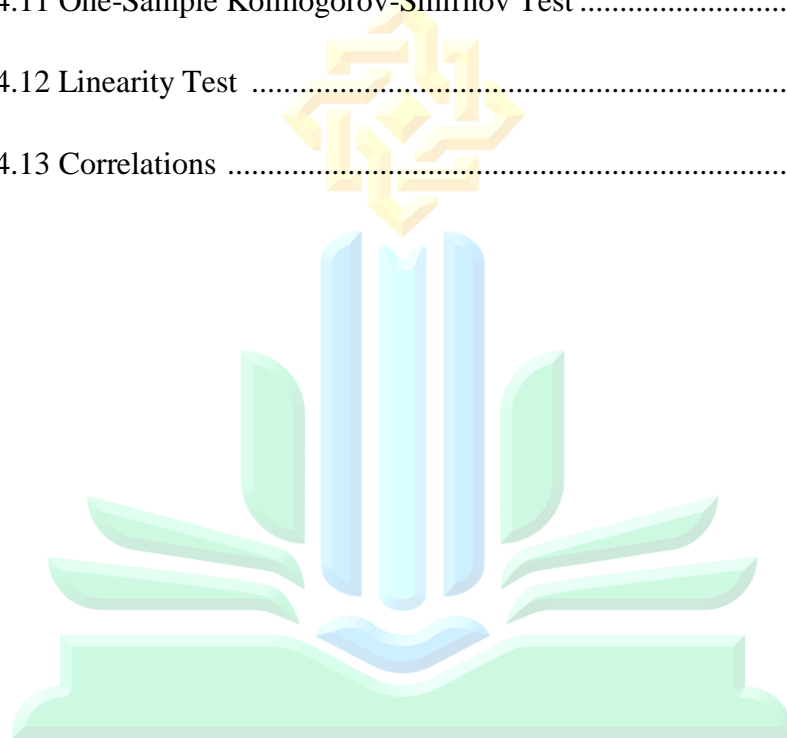
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CHAPTER I

INTRODUCTION

This section is the introduction of the research. It is written by presenting research background, research question, research objective, significance of the research, scope of the research, operational definition, hypothesis and research structure.

A. Research Background

Reading is very important in learning English. Brown said reading is the most essential skill for success in all educational contexts.¹ We know that success in reading is the most necessary because it is a basic tool of education. In school, reading ability becomes even more important because students are more active to gain written information that is why reading comprehension is an asset to be a success in school.

One of the main goals of students who learn a language is to be able to read. By reading, students can build language skills, adding their vocabulary knowledge, and fluency in reading. The meaning of reading is not just about reading aloud and being able to pronounce the words correctly, but in reading students should understand the meaning of the whole idea of reading materials that they read. Reading is the ability to recognize and examines words of sentences and understands the information within.² By reading, the students

¹ Brown, H. Douglas, “*Language Assessment – Principles and Classroom Practice*”. (Amerika: Person Education, 2007).

² Lone, M.A., Wani M.R., Bhat N.A., Sheikh S.A. and Reshi M.A. “Evaluation of Cellulase Enzyme Secreted by Some Common and Stirring Rhizosphere Fungi of Juglans Regia L. by DNS Method” *Journal of Enzyme Research*, 3(1), 2012. 18-22.

would acquire a variety of information that has not previously been obtained. Therefore, by reading people will know many things, it is very important aspect in our life, much information and knowledge can be obtained from reading. It is supported with the Al-Qur'an surah al- Alaq verse 1-5.

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمَ

Meaning: “Read with the name of your Lord who created, He created man from a clot of blood, read it, and your Lord is the most gracious, who has taught (the writing) by the pen, He teaches people what they do not know.”³

Based on the verse of the al-Qur'an above, the command to read is so important that it is repeated twice in the first series of revelations sent down by Allah SWT. Therefore, what we have gained after reading doesn't just disappear, and then after someone does reading activities it is better to write down important things related to the reading.

By reading, someone can interact with feelings and thoughts obtain information and improve the science knowledge, reading really needs interest, the existence of interest become an important basis for achieving success in an activity. Someone will choose to do something or not one of them is driven by interest. The existence of interest is usually followed by a sense of pleasure and

³ Muhammad Muhsin, “*The Holy Qur'an English Translation of the Meaning and Commentary King and Fand Holy Qur'an Printing Complex*”, (Saudi Arabia: Ri'asatIdarat, 2000), p. 842

effort to get what he is interested in. Besides, interest will add joy to a person if he can do what he is interested in.⁴

Reading interest plays important role in increasing students' reading comprehension.⁵ 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. Therefore, it is very important to increase the students' interest by any means necessary which can be done not only by the teacher, but also by the students themselves with the support from parents and all of school elements in order to improve the students' interest optimally. From the definition above, it can be concluded that reading interest is a desire and willingness that develops if a person has the motivation to encourage the growth and development of reading interest.

People who have a strong interest in reading will manifest in their willingness to get reading material and then read it on their own consciousness and will put it in writing.⁶ Reading activities are closely related to writing activities, if writing activity is an activity of expressing ideas, thoughts and desires in the form of written symbols, then reading activity is an activity of interpreting the author's way of thinking. Writing is one of the skills that must

⁴ William Grabe and Fredrica L. Stoller, "*Teaching and Reseaching Reading* ", (London and New York:Rouletge, 2002), p.9

⁵ M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Jaipur: Sunrise Published and Editor, 2008), 113

⁶ Richard Kerm, "*Literacy and Language Teaching*", (New York: Oxford University Press, 2000), 172

be mastered by students.⁷ For a beginner, starting to write is something difficult, because writing well is not easy for those who do not have the habit of doing writing activities.

Writing skill is one aspect of language skills that is needed, especially in expressing ideas, thoughts, and feelings through essays, both fiction and non-fiction.⁸ In fact, human life can hardly be separated from writing activities. Therefore, writing skills must be taught properly to students as novice writers. Writing is a productive and expressive activity. In writing activities, writers must be skilled in utilizing graphology, language structure, and vocabulary.⁹ Furthermore, according to Daeng Nurjamal, et al, the notion of writing as a language skill is a person's ability to express his ideas, feelings, and thoughts to other people or parties using written media. Every writer must have a goal with his writing, among others, to invite, inform, convince, persuade or entertain the reader.¹⁰

From the explanation above, it can be concluded that what is meant by writing skill is a person's skill in expressing ideas, expressing feelings, experiences and ideas in it. Writing is not an easy thing, writing requires skill and perseverance in order for writing talent to be honed well, and it must be practiced repeatedly. Therefore, reading and writing cannot be separated from all human life, always used to communicate and interact with both friends and

⁷ J. Charles Alderson & Lyle F. Bachman, *Assessing Writing*, (Cambridge University Press, 2002), 116

⁸ Bwron, H. D. *Language Assessment: Principles and Classroom Practice*. (San Fransisco: Pearson Education. 2007). p. 210

⁹ Henry G Tarigan, p. 4

¹⁰ Nurjamal, Daeng dkk. *Terampil Berbahasa*. (Bandung: Alfabeta, 2011), p. 69

other people; interest in reading is one of the initial capitals to gain knowledge, where knowledge is indispensable as a basic material to write.

Based on the interviews result with English teacher of MA Bustanul Ulum, he said that reading interest of MA Bustanul Ulum are quite active, because students are trained before returning to the Islamic boarding school, they are require to go to the library first, thus students' interest in reading begins to increase. The researcher also saw that students' writing skills had been mastered enough; students' are trained to develop their ideas, namely by describing what they felt, before the English lesson began. In this way the students' writing skills are increasing, which at first they only wrote 3 lines but now they are writing 5 lines, with this kind of thing the students' writing ability increases. In this case, students' reading interest is needed in students' writing skills; so that they can reflect on the ideas they feel smoothly.¹¹

There are also several studies related to this research, the first one is the study conducted by Nanik Rahmawati, entitled "The correlative study between the students' reading interest and their writing ability of the third semester of international class program students of IAIN Salatiga in the academic year of 2015/2016". She found that there was a positive and significant correlation between reading interest and writing ability. It can be described at the level of significance at 1% (0.01), which is 0.708. It was proven by r-calculation which is higher than the r-table because r-calculation is 0.855 while r-table is 0.708.

¹¹ Interview with English Teacher in MA Bustanul Ulum Bulugading on December 4th 2021

Consequently, the research shows that students' reading interest and their writing ability are highly correlated.¹²

Another research presented by Dony Prasetyo, entitled "The correlation between translation ability and reading habit toward writing ability". This study is aimed to find out the correlation between (1) translation ability and writing ability; (2) reading habit and writing ability; (3) translation ability and reading habit toward writing ability. The sampling technique used is cluster random sampling. The researcher used test to obtain the data of students' translation ability, then questionnaire to obtain the data of students' reading habit level and test to obtain the data of students writing ability. The researcher used Product Moment formula to know the coefficient correlation and linear regression to find out the significance correlation between students translation ability, reading habit and their writing ability. The researcher concluded that there is significant positive correlation between translation ability and reading habit toward writing ability among the twelfth grade students of MAN 2 Surakarta in the academic year of 2015/2016. It means translation ability and reading habit is a good predictor for the students writing ability.¹³

Based on the previous researches above, there are several differences between previous research and the research that will be conducted by the researcher. The differences include the context, namely the place students who

¹² Nanik Rahmawati, "The correlative study between the students' reading interest and their writing ability of the third semester of international class program students of IAIN Salatiga in the academic year of 2015/2016", (Thesis, IAIN Salatiga. 2015)

¹³ Dony Prasetyo, "The correlation between translation ability and reading habit toward writing ability of the twelfth grade students of MAN 2 Surakarta in the academic year of 2015/2016". (Thesis, 2015)

want to be studied, and from of the research being studied, besides that the researcher uses a lower class or level, in this study the researcher will guide students directly in learning at school. Therefore, the researcher wants to see whether or not there is correlation with reading interest and writing ability, by conducting the research entitled “The Correlation between Reading Interest and Writing Ability of the Year Eleventh Students of Senior High School in Madrasah Aliyah (MA) Bustanul Ulum Bulugading Jember”

B. Research Question

Based on the research background above, the research offers a question to be answered as a discussion focus this study, which “Is there any correlation between reading interest and writing ability of the year eleventh students of senior high school in Madrasah Aliyah (MA) Bustanul Ulum Bulugading Jember?”

C. Research Objective

The objective of this research is to examine whether or not there is a correlation between reading interest and writing ability of the year eleventh students of senior high school in Madrasah Aliyah (MA) Bustanul Ulum Bulugading Jember

D. Research Significance

1. Theoretical Significance

This research is conducted to support the existing theory related to reading interest and writing ability.

2. Practical Significance

a. For Further Research

This result of this research hopes that this research will be useful for further research as a reference. Further research can try to do further research to conduct research with the similar title with related topic, for example, the correlation between reading habit and their ability to write descriptive text.

b. For the teacher

Provide information and insight to teachers, who initially did not know how much students were interested in reading, finally with this research the teacher was able to identify students' reading interest, and could find out about the correlation between reading interest and writing ability.

c. For Researcher

The Research is expected to provide experience in terms of education for researchers.

E. Research Scope

1. Research Variable

In this research, the researcher limits the scope of the study. The study only stress on two variables of correlation. They are two variable mentioned are students' reading interest and writing ability, and the research subject is the year eleventh students of MA Bustanul Ulum Bulugading Jember.

2. Indicator Variable

The indicator of reading interest consists of the aspect of implementing the reading interest. The aspects of reading interest adapted from Harris and Sipay theory are as follow: pleasure, attention, consciousness, frequency.¹⁴

Whereas, the indicator of writing ability, includes students writing score from students' writing test of five writing components adapted from Brown theory which is content, organization, vocabulary, language use, mechanic.¹⁵

F. Operational Definition

Operational definition provides the simply definition of the variables discussed in this research. The operational definition in this research is:

1. Reading Interest is this research is an interest that encourages someone to do activities, pay attention, feel happy and enjoy reading activities, so that someone does reading activities of their own accord, which creates a positive attitude towards an object and creates a desire to get something that interests them. Furthermore, in this research students work on 40 questions item, which compile students' reading interest that consist of several aspect which are, pleasure, consciousness, attention, and frequency to be assessed in likert scale as the rating scale.

¹⁴ Harris. A, & Sipay, E. *"How to Increase Reading Ability"*, (New York: Longman. 1985), 30

¹⁵ Douglas Brown, *"Language Assessment"*, 220.

2. Writing ability is students' ability in writing descriptive text (essay) with correct generic structure which consists of identification and description. Students' writing score is from the result of students' writing test with considering five writing components, which are content, organization, vocabulary, language use and mechanic, to be assessed in the scoring rubric. Furthermore, for the topic they have to describe are things around there boarding schools.

G. Research Assumption

Research assumption commonly called as a basis assumption or postulate. Therefore, the assumption in this study is that when students' reading interest is high, the students' writing ability will also be high. If the students' reading interest is low, the students' writing ability will also be low.

H. Research Hypotheses

In this research there are Alternative Hypotheses and Null Hypotheses that will be interpret follows:

1. Alternative Hypotheses (H_a): There is correlation between reading interest and writing ability of the year eleventh students of senior high school in Madrasah Aliyah (MA) Bustanul Ulum Bulugading Jember.
2. Null Hypotheses (H_o): There is no correlation between reading interest and writing ability of the year eleventh students of senior high school in Madrasah Aliyah (MA) Bustanul Ulum Bulugading Jember.

I. Research Structure

The research was written to fulfill an undergraduate thesis which is structured 5 chapters. The systematic are:

Chapter I was presented as introduction. This chapter is written by presenting research background, research question, research objective, and significance of the research, scope of the research, operational definition, hypotheses and research structure.

Chapter II is presented as Literature review. This chapter is written to presenting previous research and theoretical framework which explained about definition of reading interest and writing ability. Definition reading interest, factor influencing reading interest and assessment of reading interest, while writing ability there is definition of writing ability, component of writing, genre of writing and assessment of writing ability.

Chapter III is presented as Research Method. In this chapter, researcher presents the research design population and sample, research instrument and data collection and data analysis technique.

Chapter IV is finding and discussion. This chapter is written by presenting overview of the research, description of data, data analysis, hypothesis testing and discussion.

Chapter V is written by presenting conclusion and suggestion

CHAPTER II

LITERATURE REVIEW

This chapter presents literature review which related with this study. There are previous research and theoretical framework.

A. Previous Research

There are some studies related to this research:

1. The previous research was belonged to Nanik Rahmawati, entitled "*The correlative study between the students' reading interest and their writing ability of the third semester of international class program students of IAIN Salatiga in the academic year of 2015/2016*". She found that there was a positive and significant correlation between reading interest and writing ability. The researcher was used cluster random sampling. It can be described at the level of significance at 1% (0.01), which is 0.708. It was proven by r-calculation which is higher than the r-table because r-calculation is 0.855 while r-table is 0.708. Consequently, the research shows that students' reading interest and their writing ability are highly correlated.¹⁶
2. The previous research was belonged to Dony Prasetyo, entitled "*The correlation between translation ability and reading habit toward writing ability of the twelfth grade students of MAN 2 Surakarta in the academic year of 2015/2016*". This study is aimed to find out the correlation between (1) translation ability and writing ability; (2)

¹⁶ Nanik Rahmawati, "The correlative"

reading habit and writing ability; (3) translation ability and reading habit toward writing ability. The sampling technique used is cluster random sampling. The researcher used test to obtain the data of students' translation ability, then questionnaire to obtain the data of students' reading habit level and test to obtain the data of students writing ability. The researcher used Product Moment formula to know the coefficient correlation and linear regression to find out the significance correlation between students translation ability, reading habit and their writing ability. The researcher concluded that there is significant positive correlation between translation ability and reading habit toward writing ability among the twelfth grade students of MAN 2 Surakarta in the academic year of 2015/2016. It means translation ability and reading habit is a good predictor for the students writing ability.¹⁷

3. The previous research belonged by Ipi Susanti entitled "*The Correlation between Students' Reading Interest and Ability of Recount Text at SMK Karsa Mulya Palangka Raya*". 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

¹⁷ Dony Prasetyo, "The correlation"

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 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 change in the 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.¹⁸

4. The previous research was belonged to Nurzaiyanah, Akamal Hamsa, Kembong Daeng, entitled "*The relationship between reading interest and figurative language mastery with short story writing skills*" This study aims to (1) Proves a significant relationship between short story writing skills and reading interest. (2) Proves a significant relationship between short story writing skills and mastery of figurative language. This type of research is quantitative research and the research design used is an ex post facto correlational design. The population in this study was students of Class XI MA Alkhairaat Siniu in the year totaling 50 students spread over three classes. The sample in this study was all students of Class XI IPA and XI IPS totaling 50 students. The data of this research are numerical data/nominal scores of interest in reading, mastery of figurative language and short story writing skills. Data collection techniques, namely questionnaire data to collect information

¹⁸ Ipi Susanti "The Correlation between Students' Reading Interest and Ability of Recount Text at SMK Karsa Mulya Palangka raya". (Thesis. IAIN Palangkaraya, 2019)

on reading interest, multiple choice test data, and data on the assignment of writing short stories. The data analysis technique uses statistics that aim to determine the relationship between variables. The results obtained indicate that the results of the questionnaire analysis of students' reading interest get the category level with the highest frequency, which is in the high category. The results of the analysis of students' mastery of figurative language got the category level with the highest frequency, which was in the medium category. The results of the analysis of students' short story writing skills got the category level with the highest frequency, which was in the high category. There is a significant relationship between the variable of reading interest and short story writing skills with a significance value of 0.002 with a correlation coefficient of 0.437, therefore the value of sig. <0.05 indicates a moderate positive relationship between reading interest and short story writing skills. There is a significant relationship between the variable mastery of figurative language and short story writing skills with a significance value of 0.002 with a correlation coefficient of 0.437, therefore the value of sig. <0.05 indicates a moderate positive relationship between mastery of figurative language and short story writing skills.¹⁹

¹⁹ Nurzaiyanah, Akamal Hamsa, Kembong Daeng, "The relationship between reading interest and figurative language mastery with short story writing skill" (*Journal of Asian Multicultural Research for Educational Study*), Vol. 2 No. 3, 2021, 16-24

5. Article Journal by Tarmi, Emzir, and Miftahulhairah Anwar, entitled “*A Correlative Study of Students’ Reading Interest toward Exposition Writing Skill in the Tenth Grade of SMKN 3 Karawang*”. This study aims at determining whether there is a positive relationship between reading interest and writing skill to make exposition text in the tenth grade of SMKN 3 Karawang. The study subjects are 85 respondents. A descriptive quantitative approach with correlation analysis used in this research. Data collecting techniques are tests and questionnaires. Technical analysis of prerequisite test data obtained from the normality test, homogeneity test, and linearity test by using SPSS 16. Hypothesis test obtained from simple correlation by using SPSS 16 with a significance level of 5% ($\alpha = 0.05$). The study result consists of (1) A normality test showed $\text{Asymp.Sig (2-tailed)} = 0.875 > \alpha = 0.05$. So, the variables' data spread normally. (2) A homogeneity test showed $\text{Sig} = 0.412 > \alpha = 0.05$. So, the variables' data are homogeneous. (3) Based on linearity test result, the equation is $\hat{Y} = 50.045 + 0.369 X$. (4) Based on correlation test result, $T_{\text{count}} = 5.028 > T_{\text{table}} = 1.662$. It means that there is a positive relationship between students’ reading interest and exposition writing skill in the tenth grade of SMKN 3 Karawang. It can be concluded that if reading interest is improved, students’ exposition text writing skills will also increase.²⁰

²⁰ Tarmi, Emzir, and Miftahulhairah Anwar, “*A Correlative Study of Students’ Reading Interest toward Exposition Writing Skill in the Tenth Grade of SMKN 3 Karawang*”, (*Journal of international Conference on Education of Suryakencana*). Vol. 2 No. 3, 2021, 454 - 468

Table 2.1
Similarities and Differences of Previous Research

No	Research Title	Similarities	Differences
1	2	3	4
1	Thesis by Nanik Rahmawati, entitled " <i>The correlative study between the students' reading interest and their writing ability of the third semester of international class program students of IAIN Salatiga in the academic year of 2015/2016</i> "	<ol style="list-style-type: none"> 1. The previous research and this current research use same variable those are reading interest and writing ability 2. This current research and previous research use cluster random sampling to selecting students' 	Subject of this current research is the second grade students' of senior high school while previous research used third semester of international class program students of IAIN Salatiga
2	Thesis by Dony Prasetyo, entitled " <i>The correlation between translation ability and reading habit toward writing ability of the twelfth grade students of MAN 2 Surakarta in the academic year of 2015/2016</i> "	<ol style="list-style-type: none"> 1. The previous research and this current research conduct research in senior high school 2. The previous research and this current research use cluster random sampling to selecting students' 3. The previous research and this current research use questionnaire and test to collect the data 	<ol style="list-style-type: none"> 1. This current research use reading interest and writing ability while the previous research used translation ability, reading habit, and writing ability. 2. This current research use the second grade students, while previous research used the twelfth grade students'
3	Thesis by Ipi Susanti, entitled " <i>The Correlation between Students' Reading Interest and Ability of Recount Text at SMK Karsa Mulya Palangka Raya</i> ".	<ol style="list-style-type: none"> 1. The previous research and this current research use cluster random sampling to selecting students' 	<ol style="list-style-type: none"> 1. Subject of this current research is the second grade students' of senior high school while previous research used eleventh-

No	Research Title	Similarities	Differences
			<p>grade students' of Multimedia at SMK Karsa Mulya Palangka Raya</p> <p>2. This current research use reading interest and writing ability while the previous research used reading interest and ability of recount text.</p>
4	<p>Article Journal by Nurzaiyanah, Akamal Hamsa, Kembong Daeng, entitled "<i>The relationship between reading interest and figurative language mastery with short story writing skills</i>"</p>	<p>The previous research and this current research, conduct research with the eleventh grade students of senior high school</p>	<p>This current research use reading interest and writing ability while previous research used reading interest and figurative language mastery with short story writing skills</p>
5	<p>Article Journal by Tarmi, Emzir, and Miftahulhairah Anwar, entitled "<i>A Correlative Study of Students' Reading Interest toward Exposition Writing Skill in the Tenth Grade of SMKN 3 Karawang</i>"</p>	<p>The previous research and this current research use questionnaire and test to collect the data</p>	<p>1. This current research use reading interest and writing ability while previous research used reading Interest and Exposition Writing Skill</p> <p>2. This current research use the second grade students' while previous research used the tenth Grade</p>

Based on previous findings above the researcher explain this research have similarities with the previous study. The first previous research has indicators in common with the current research, and the similarity this research with research above is the main point talking about reading interest and writing ability, while the differences include context, namely the place, students' want to be investigated, and the use of different theories so that the aspect under study are also different. Besides that the researcher uses a lower class or level.

B. Theoretical Framework

1. Reading Interest

a. Definition of Reading

Reading is the process to get, to understand, to catch the content of the reading by the reader, and some other say that reading is a process to establish a representation of meaning, which involved more than merely identifying the word on page but what must be achieved, is an understanding of the whole sequences of sentence, and also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Reading is what the reader does to get the meaning he needs from textual sources. According to Patel and Jain, reading means to understand the meaning.²¹ It means that reading is way of getting the meaning or knowledge from the printed or online page. By reading the students will know more information.

²¹ M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Jaipur: Sunrise Published and Editor, 2008), 113

Hodgson in Tarigan says reading is a process which is used by reader in order to obtain the message that the writer wants to deliver by the medium of words or written language.²² Reading is not only to make sound of the printed letters and words but the important is to know what the message contained on it. It is also the communication process between the writer and reader through printed text. The writer expresses his ideas and information on paper with language then the reader attempts to retrieve meaning from the printed page.

Reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. It means that the important of reading is when reader reads the text, and then he or she understands what the writer wants to share with the reader. The reader reads the written text using their eyes then brings it to the brain then interprets and comprehends it with their background knowledge as information.

Reading may be defined as understood a complex combination of processes.²³ Reading is not a simple activity because it needs some processes. There are a rapid process, an efficient, a comprehending process, an interactive process, a strategic process, a flexible process, and purposeful process. It means reading has varying processes that must be done by the reader.

²² Henry Guntur Tarigan, "*Membaca Sebagai Suatu Keterampilan Berbahasa*" (Bandung: Angkasa, 2008), 7.

²³ William Grabe, "*Reading in a Second Language*", (New York: Cambridge University Press, 2009), 14

Based on the explanation above it can be concluded that reading is the way to get some ideas and information from written text through some processes of thinking, comprehending and interpreting. In addition, reading is also a process which involves reader's previous knowledge and the text they read in order to comprehend what the writer wants to share and make it as a new knowledge and information.

b. The purpose of Reading

According to Anderson, there are seven purposes of reading; reading for details and fact, reading for main ideas, reading for sequence of organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.²⁴

1. Reading for details and fact; reading to know what is done by the subject of the story.
2. Reading for main ideas; reading to get problem statement.
3. Reading for sequence of organization; reading to know each part of the story.
4. Reading for inference: reading to know what is the writer meant by its story.
5. Reading for classifying; reading to find unusual things.
6. Reading for evaluating; reading to know the value of the story.
7. Reading for comparing of contest; reading to compare the way of the story from the way life of the reader.

²⁴ Anderson, Neil J. *Practical English Language Teaching Reading*. (New York: McGraw-Hill companies.Inc, 2008), 65

c. Definition of Interest

Interest is the feeling of wanting to give your attention to something or wanting to be involved with and to discover more about something. It can be said that the word interest may be used to refer to motivating force which causes individual to give attention to a person, a thing, or an activity. However students are personally interested in a certain activity or topic, they will direct energy toward learning, which, in turn, should result in higher performance with less effort. ²⁵Hilgard says interest is situation or condition of paying attention and enjoying in some activities and contents.

Suzane Hidi defined interest as a unique motivational variable, as well as a psychological state that occur during interactions between person and their object of interest, and it is characterized by increased attention and concentration, and effect. ²⁶It's mean that interest can influence the students' mindset become positive in learning process. The positive mindset gives more attention and concentration for the students' in subject matter.

From the explanation above it can be concluded that interest is a big influence in the learning, because if the learning material is not accordance with the interest of students', they will not as well as good. Learning process will go well if someone has an interest. The students'

²⁵Hidi S and Renninger K A, "The four-phase model of interest development. (Educational Psychologist 2006) 113

²⁶Suzane, Hidi, Interest: A unique motivational variable, Educational Research Review 1(2), 2006, 70

who has an interest in learning subject matter, will comprehend the material at a deeper level than the students' who has not.

d. Definition of Reading Interest

Reading interest is one motivational aspect that causes people to have high attention in reading text. The students will read actively if they are interested in reading activity. Thus, they will consider reading activity as habitual activity for them. "Interest is very influential for reading activeness. Because of reading for and achievement in reading are also dependent upon the pupil's motivational reading, and poor reading or reading failure may be caused by lack of interest. To achieve in reading, the students must want to read."²⁷

According to Khairuddin, reading interest is important in increasing student success at school and outside. Therefore, students need to have a high reading interest.²⁸ As stated by Khairuddin, reading interest determines the number of books read in a month and the number of times students' read in a week and the favorite genres and types of English reading material.²⁹

Based on the explanation above, reading interest is central in English to improve students' reading and their find more information about what they read in the books.

²⁷ Andi Idayani, "Correlation between Reading Comprehension and Reading Strategy Used by English Students of FKIP UIR", (Education Journals, Islamic University of Riau, 2019)

²⁸ Khairuddin, Z. (2013). A Study of Students' Reading Interests in a Second Language. *International Education Studies*, 6(11), 160–170. <https://doi.org/10.5539/ies.v6n11>, 160

²⁹ Kharuddin, 162

e. Factors Influencing Reading interest

Interest is not fixed character since his birth, and it is not a thing that cannot change. One's interest is not his/her nature but it develops through several steps as well as his growing.³⁰ Like one's age, interest change in form and content, that is why every step in age is followed by an improvement of interest. Interest can be created and kept, so that a teacher is expected to do good things to the students'.

Classify the factors influencing reading interest in two main heading, as follows:

1) Personal

The factors included in this category are; age, gender, intelligence, reading ability, psychological needs and attitude.

Chronological age of the child, at the age of 3 to 8 years, children like story books that contain about animals and the people around them. At this time children are egocentric so they like the content of stories that are centered on the life around them. They also like imaginary stories and fairy tales. At the age of 8-12 years, children like the content of stories that are more realistic.

Gender, general differences between boys' and girls' reading interest in the nature and theme of the stories, although these differences are not discriminatory at all; meaning that girls also enjoy reading boys and vice versa. In general, girls like story books with the theme of family

³⁰ E.G. Simanjuntak, *Developing Reading Sills*, (Chicago: University of Chicago Press, 1988), 52

and school life. Boys prefer story books about adventure, scary and suspenseful travel stories, hero stories and humorous stories. Haris and Sipay stated that in fact there is no clear relationship between intelligence and reading interest. However, reading interest has an effect on one's reading comprehension. Reading ability is the speed of reading and understanding of the overall reading content.

Furthermore psychological needs, a person's interest in reading will increase when reading activities can meet his psychological needs. When reading activities are associated with fulfilling one's needs, then reading activities become meaningful. The repetition of this activity will encourage the development of an interest in reading that will last a long time. At this stage, reading becomes a habitual motive and can encourage a person to do other activities related to reading

Attitudes towards reading Attitudes do not always affect interest; however, interest involves attitudes that individuals have. If reading fulfills a need, usually a positive attitude towards reading will develop. However, a positive attitude towards reading does not mean that a person becomes an active reader.

2) Institutional

The factors included in this category are availability of books, socioeconomic status and ethnic background, peers, parents, teacher's influences, television and movies.³¹

The availability of books has a big influence in the choice to read. The amount and type of reading material in a library or in a person's home has a real relationship with a person's reading habits. Psychological Needs, a person's interest in reading will increase when reading activities can meet his psychological needs. When reading activities are associated with fulfilling one's needs, then reading activities become meaningful. The repetition of this activity will encourage the development of an interest in reading that will last a long time. At this stage, reading becomes a habitual motive and can encourage a person to do other activities related to reading. Ethnic background on interest in reading still shows the diversity of findings. Several studies have shown that there are significant differences in the reading interest of people from different ethnicities at all age levels.

The influence of peers, parents, and teachers, affects reading interest through the recommendations given. Another influence is given when giving reading assignments to children. In addition, parents and teachers also indirectly become examples for

³¹ J. E. Alexander, 1988. Teaching Reading 3Rd Edition, Boston: Scots, Foresman, and Company. p. 407.

children in carrying out reading activities. Likewise, teacher enthusiasm can also have an important influence in developing interest in reading. The last is television and movie, the influence of other media on reading interest is complex. Television is often seen as the cause of decreased reading activity when children spend more time watching programs that are only entertaining, and not educational.

f. Aspect of Reading Interest

There are four aspects mentioned by Harris and Sipay theory as follows: Pleasure, consciousness, attention, and frequency.³²

1) Pleasure

Pleasure can be defined as the condition of sensation induced by enjoyment or anticipation of what is felt or viewed as good or desirable; enjoyment, delight gratification. Pleasure is linked with the state of feeling or being happy or satisfied in doing something.

Interest has reciprocal relationship, if the students are not pleased or happy in doing something they will not be interested in that activity.

2) Frequency

Interest can be expressed that students like a particular thing more than the order, or it can also be manifested in students' participation in an activity. The students having interest will

³² Harris. A and Sipay, E, "How to Increase"

participate in an activity without being asked they will do this on their own will.³³

3) Consciousness

Interested in something or in an activity when he has conscious, an individual can be interested in something because he knows that the object has relationship with him. The consciousness is starts from the personal awareness about what he is doing, the important of what he is doing and the relationship between what he is doing and his goal.

4) Attention

Attention is focusing on a stimulus. Someone can be said having attention if he only thinks or do an activity. He cannot pay attention to activity that demands him to think or to do many things in one time.³⁴

From the explanation above it can be concluded that aspect of interest are pleasure, Frequency, consciousness, and attention. Those four aspects will be used in measuring students' reading interest.

The researcher can know the students' reading interest on English text from the four aspects above. From the pleasure, the researcher can know the students' reading interest because seem to

³³ Slameto, 2010. *Belajar dan Faktor-faktor yang Mempengaruhinya*, Jakarta: PT Rineka Cipta, 180

³⁴ Anita Woolfolk, *Educational Psychology: Active Learning*, (Yogyakarta: Pustaka Belajar, 2009), 9.

be derived from simply watching the movements of the object. From Frequency, reading interest will be known because it's mean that a motivational desire that directed to the purpose of life controlled by though.

The research can also be known the students' reading interest on English text from the consciousness to read a particular English text and consciousness can exist in an individual when the students have a will. It also is known from the students' attention in English text; they perceive only what they pay attention to. It can be known whether they are interested in reading English text or not from the result answering the questionnaire.

g. The type of Reading Interest

According to Alderma, interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn or perform well if they are uninterested.³⁵ Therefore, interest is an important aspect of motivation that influences attention, learning, thinking and performance of the students. There are two types of interest:

1) Personal Interest

Personal interest 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

³⁵ M. Kay, Alderma, *Motivation for Achievement: Possibilities for Teaching and Learning*, (New Jersey: Lawrence Erlbaum Associates, 2004), 241

a deep level of knowledge. Personal interest assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, and computers.

2) Situational Interest

Situational interest is more temporary and specific situation of attention to a topic. It is more contextual dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting text, media, presentation, and the like. It may trigger the students' interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interest students bring with them.³⁶

h. Assessment of Reading Interest.

In this research to measure students' reading interest, the researcher used a Likert scale. According to Sugiyono the likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.³⁷ In this research, the researcher using questioner consisting of 40 question item to knowing students' is reading interests that consist of several aspects according to skinner which are, pleasure, consciousness, attention, and frequency

³⁶ M. Kay, Alderma,

³⁷ Sugiyono, "*Metode Penelitian Kuantitatif, kualitatif dan R&D*", (Bandung: Alfabeta 2016), 45

However, with five options, those are: “Strongly Agree (SS)”, “Agree (S)”, “Hesitating (R)”, “Disagree (TS)”, and “Strongly Disagree (STS)”.

2. Writing Ability

a. Definition Writing Ability

Ability is the capacity of an individual to perform various tasks to achieve certain goals. According to Yeon says writing ability is the ability to initiate and evolve ideas, then use certain revising and editing practices to develop them to maturity in given context.³⁸ It means that, the students’ have to use some processes in writing their ability in writing will be good. Furthermore, Graham and Perin state that writing ability is the ability obtained through teaching and learning process. Students’ writing ability can be improved by fostering their interest, motivation, enjoyment for writing, through technology.³⁹

Therefore, it is clear that a person will not be able to write if he/she has never learned and taught to write, even he/she will not be able to write in his own original language if he has never learn. In line with this idea, Brown says, students’ learn to write if they are literate members of the society and usually only if someone teaches us.⁴⁰

³⁸ Yeon, J. Defining Writing Ability for Classroom Writing Assessment in High School. *Journal of Pan-Pacific Association of Applied Linguistics*, 13.68 (2009), 55

³⁹ Steve Graham & Dolores Perin. A Meta-Analysis of Writing Instruction for Adolescent Students. *(Journal of Educational Psychology*, Vol. 99, 3 2007), 445

⁴⁰ Bwron, H. D. *Language Assessment: Principles and Classroom Practice*. (San Fransisco: Pearson Education, 2003), 135

From the explanation above it can be conclude that writing ability is the ability to express idea, thoughts, and feeling through writing. Writing ability is obtained through learning.

b. The Component of Writing

To produce an effective writing, there are several components of writing that students have to know master. According to Brown, points out that there are five writing component, they are: content, organization, language use, vocabulary, and mechanic.⁴¹

1) Content

Content is a media to express the knowledge, understandable, idea, and information of many details relevance of the material and topic.

2) Organization

Organization is the ability to arrange the ideas or the sentences in a logical sequence to make a unified contribution to the whole paragraph. The writing must consist of an introduction, body and conclusion.

3) Language use

Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

⁴¹Douglas Brown, "Language Assessment"

4) Vocabulary

Vocabulary is one of the most important components of language. Through vocabulary, the writer can convey the ideas in to writing.

5) Mechanic

Mechanics is one of the important aspects in writing. It involves punctuation, capitalization, and spelling.

c. Genre of Writing

According to English syllabus for senior high school there are kind of texts that are taught in senior high school, they are narrative, recount, procedure, and descriptive text.

1) Narrative

Narrative text is a piece of text which tells a story to entertain and inform the reader or listener.⁴² The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, uses past tense, uses time connective and conjunction uses saying verb. The examples of narrative text are Cinderella, mouse deer and crocodile, Malin Kundang, etc.

⁴² Mark Anderson, *Kathy Anderson, Text Type in English* (Australia: Macmillan, 1997), 8

2) Recount

Recount text is a piece of text that retells past event usually in order in which they happened.⁴³ The generic structure is orientation, record of event and reorientation. While its language features are focuses on the participant, uses time connective and conjunction, uses past tense, and uses adverb and adverb phrases.

3) Procedure

Procedure text is instruction how to do and how to make something through a sequence of step.⁴⁴ The purpose of procedure text is to describe how something in accomplished through a series of action as or steps.⁴⁵ The generic structure of this text is goal, material and steps. The language feature of procedure text are focus on general human agents, use simple present tense, often imperative, use mainly of temporal conjunction or numbering to indicate sequence, and use mainly of material process. The example of procedure text are how to make sandwich, how to make a cup of coffee, how to make an omelet, etc.

⁴³ Mark Anderson, 16.

⁴⁴ Mark Anderson, 51.

⁴⁵ Mark Anderson, 50.

4) Descriptive

Descriptive text describes a particular person, place or thing.⁴⁶ Generic structures of descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes parts qualities and characteristics. The language feature of descriptive text focused on specific participants, use of adjective and adverb and use of simple present tense. The example of descriptive text such as describes about people (an artist, teacher, best friend). Place, such as Borobudur and Prambanan temple.

In this study, researcher used descriptive text as the type of text that will be used when giving writing task to students. Furthermore, for the topic they have to describe are things around there boarding schools. The reason why the researcher chooses descriptive is because descriptive text was taught to senior high school based on the curriculum 2013. This text is also considered to have simple language features, so students will not be burdened to do so.

d. Assessment of Writing Ability

Writing test is a test used to measure the level of students' writing ability. The researcher use a writing test in the form of descriptive text which will be assessed using scoring rubric, the

⁴⁶ Patter Knap, *Megan Watkins, Genre, Text, grammar* (Sydney: UNSW Press, 2005), 98-99

scoring rubric aims to determine and assess the score according to the predetermined rating level. According to Brown there are three scoring methods for responsive and extensive writing, namely holistic scoring, primary trait scoring, and analytic scoring.⁴⁷

In this research, the researcher use analytic scoring for assessing students' ability in writing descriptive text. Analytic scoring is a method of evaluating written text that sets individual scores to separate aspects of writing. Each writing aspect or criteria is scored on a different descriptive scale and given a numerical value. Imply five aspects or categories of evaluation in analytic scoring such as content, organization, vocabulary, language use, and mechanics.

Researchers assessed the level of students' writing ability with the criteria of 80-100 (Very Good) 66-79 (Good) 56-65 (Enough) 40-55 (Less) 30-39 (Fail) score, with the 5 components namely content, organization, vocabulary, language use, and mechanic.⁴⁸

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⁴⁷ Brown, 242

⁴⁸ Brown, 244

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents how the research conducted which includes kind of research, research design, population and sample of study, research instrument, and data analysis technique.

A. Research Design

In this research, the researcher used quantitative research approach. While the design of this study is a correlational study, aim of correlational research is to investigate the existence and degree of a relationship between two or quantitative variable. If two variables were highly related, scores on one variable can be used to predict scores on the other variables. This research consists of two variables that are Reading Interest and Writing Ability.

B. Population and Sample

1. Population

The population is also the entire object or phenomenon that will be the center for research. The population in this research will be taken the year eleven students' in MA Bustanul Ulum Bulugading Jember.

Table 3.1
Data on the number of class XII Students of MA Bustanul
Ulum Bulugading

Class	The number of students'
XI IPA	24
XI IPS 1	31
Total	55

2. Sample

In this research, in determining the sample, researcher used the category of Probability Sampling with the type *Random Sampling* technique. Samples were taken from the year eleventh students' in MA Bustanul Ulum Bulugading Jember, and the technique to determine the sample size, the researcher uses the Slovin technique, namely the formula:

$$n: \frac{N}{1 + Ne^2}$$

n : sample

N : population

e : Estimated error rate (1%, 5%, 10%) and in this study using 10% as the level of significance.

By using this formula, the calculation of the number of members of the research sample is as follows: ²

$$\begin{aligned} n &= \frac{55}{1 + 55(0,1)^2} \\ &= \frac{55}{1 + 0,55} \\ &= \frac{55}{1,55} \\ &= 35,48 \\ &= 35 \end{aligned}$$

From the calculation of the *Slovin* formula above, the number of the sample that will be used as respondents is 35 of the year eleventh students' at MA Bustanul Ulum Bulugading Jember.

C. Data Collection Techniques and Instrument

The researcher used the test and questionnaire as the techniques to collect the data from the research. The questionnaire is use to collect the data of students' interest in reading English text, while test is use to collect the data of students' writing ability.

1. The instrument of collecting data

a. Questionnaire

To measure the students' reading interest there were 40 questions item in the reading questionnaire. In this research, the researcher used a close-ended questionnaire. Thus, the students only choose one correct provide answer based on their feeling about the statement. The questionnaire is written in appendix 1

All participants or respondents of the study respond to 40 statements include positive and negative statements. This kind of technique is commonly known as *Likert scale*.

For more details, the scale of reading interest questionnaires is presented in the following table:

Table 3.2
Likert Scale for Reading Interest questionnaire

No	Positive	Score	Negative	Score
1	Strongly Agree	5	Strongly Disagree	1
2	Agree	4	Disagree	2

3	Hesitating	3	Hesitating	3
4	Disagree	2	Agree	4
5	Strongly Disagree	1	Strongly Agree	5

Based on the table above, in computing the result of reading interest, the researcher identified the answers of questionnaire with 5 point started with 1 (strongly disagree), 2 (agree), 3 (hesitating), 4 (disagree), and 5 (strongly disagree).

For the blue print of reading interest presented in the following table:

Table 3.3
The Blue Print of Students' Reading Interest

Concept	Indicator	Positive	Negative	Total
Reading interest is the motivating force which causes individual to give attention to reading activity on English text.	1. Pleasure	11, 13, 17, 21	7, 16, 26, 34, 36, 38	10
	2. Frequency	3, 6, 9, 18, 22, 23, 25, 29, 31, 32	35	10
	3. Consciousness	1, 2, 5, 14, 19, 20, 24, 37	8	10
	4. Attention	4, 10, 12, 15, 30	27, 28, 33, 40, 39	10
Total				40

From the data above, it shows that each indicator has 10 questions.

b. Test

In this research, the research used, the test in this research using responsive test, the researcher used scoring rubric for writing which involve five component of writing such as, content, organization, vocabulary, language use, and mechanic.

Table 3.4

Writing Scoring Rubric adapted to Brown

Component	Criteria	Level	Descriptions
1	2	3	4
Content	Excellent to Very Good	30-27	Relevant to the topic, give the detail information about the topic
	Good to Average	26-22	Mostly relevant to the topic, lacks of the detail
	Fair to Poor	21-17	Adequate development of topic, argument only sketchy
	Very Poor	16-13	Inadequate development of idea, arguments are completely inadequate
Organization	Excellent to very Good	20-18	Orientation gives essential info (time, place, & participants), event mentioned, show part of reorientation but the reader still gets the idea of story
	Good to Average	17-14	In the orientation section it provides some information but does not show one part of the orientation, for example: there is no description of the place so that the reader has not received complete information from the story, the events are only vague, ends the story with a short comment but the reader still gets the idea of the story
	Fair to Poor	13-10	Orientation provides little information, lacks some necessary background; events are only sketchy, ends the story with a brief commentary, so the

Component	Criteria	Level	Descriptions
1	2	3	4
			reader is a little confused to get story ideas.
	Very Poor	9-7	Missing or weak orientation, directly explains the event without orientation, no background provided, no reorientation, end the story without any comments, signals or summary. So, the reader does not realize that the story finished.
Vocabulary	Excellent to Very Good	20-18	Vocabulary choice is appropriate; the paragraph shows that the usage of words such as noun, verb, conjunction and adjective is used appropriately.
	Good to Average	17-14	There are 2-4 word was errors such as nouns, verbs, conjunctions and adjectives that are displayed in the paragraph but their meaning does not change.
	Fair to Poor	13-10	There are 5-7 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but it influences the meaning.
	Very Poor	9-7	Essentially translation, little knowledge of English, not enough to evaluate.
Language use	Excellent to Very Good	25-22	All sentences are mostly correct use of past tense, it no serious errors in simple past tense.
	Good to Average	21-18	Mostly complete sentences, but there are 3-5 errors in form of simple

Component	Criteria	Level	Descriptions
1	2	3	4
			past tense
	Fair to Poor	17-11	There are 6-8 errors in form of simple past tense, and it rarely influenced the meaning
	Very Poor	10-5	There are 7-9 errors in form of past tense and the reader seriously distracted by grammar error
Mechanic	Excellent to Very Good	5	Few errors of capitalization and punctuation
	Good to Average	4	There are 2-3 errors in using punctuation, capitalization but the paragraph is still easy to read
	Fair to Poor	3	There are 4-6 errors in using punctuation, capitalization but the paragraph is still easy to read
	Very Poor	2	There are 7-9 errors in using punctuation, capitalization but the paragraph is still easy to read

Source: Brown 2007

Based on the table above, the researcher used scoring rubric for writing which involve five component of writing such as, content, organization, vocabulary, language use, and mechanic.

To discover the last score of the writing test, the researchers summarized the score of every viewpoint.

In this section, the researcher presents the highest score

Table 3.5
The Highest Score Is

Aspect	Score
Content	30
Organization	20
Vocabulary	20
Language use	25
Mechanic	5
Total	100

From the score above, it can be known that the content is 30, organization 20, vocabulary 20, language use 25 and mechanic 5.

And the last section, the researcher presents the lowest score,

Table 3.6
The Lowest Score Is

Aspect	Score
Content	13
Organization	7
Vocabulary	7
Language use	5
Mechanic	2
Total	32

From the score above, it can be known that the content is 13, organization 7, vocabulary 7, language use 5 and mechanic 2.

In obtaining the test, the researcher used two raters to score the students' writing ability on descriptive text. Inter-rater would provide an overview in the form of a score about the extent of the level of consensus or agreement/approval given by the expert. In this research, the researcher and English teacher assessed the scores. It applied to avoid subjectivity. The researcher and the English teacher were used the same scoring rubric in assessing the students' descriptive text. In this research, the tolerance score

between the researcher and the English teacher were 5 points. If the researcher gives score 75, the English teacher should give not more than 80 and not less than 70.

2. Instrument Testing

To produce correct data, the instrument to be used must comply with the validity, reliability, and practicality standards of the instrument. Therefore, it must be ensured that the instrument is valid, reliable, and practical so it is necessary to test the validity, reliability and practicality of the instrument.

a. Instrument Validity Test

In this validity, researchers use content validity to determine the validity of the variables. Instrument can be said to be valid if it can be proven by the results that have been measured.

1) Questionnaire

The researcher used a kind of content validity. The instrument should contain a representative sample of the course. To confirm the instrument valid, it was given to an English lecturer who expert in reading as the validator to examine the relation between the instrument including basic competence, indicator, and course objective. The instrument was valid if it fit the requirement of the curriculum. It can be seen in the appendix 6

From the result validity above, it could be concluded that the test instrument was confirmed as valid and to be ready to be tried out.

2) Test

The researcher used a kind of content validity. The instrument should contain a representative sample of the course. To ensure that the instrument is valid, it has been given to a writing expert English lecturer as a validator and validator of this research was 3 expert judgments. How to instrument of test the validity of the test is seen from the content, construction and language, includes basic competencies, indicators, time allocation, instructions, scoring rubrics, theory, and blue prints of writing ability. The instrument was valid if it fit the requirement of the curriculum. It can be seen in the appendix 7

From the result validity, it could be concluded that the test instrument was confirmed as valid and to be ready to be tried out.

b. Instrument Reliability Test

Reliability test is the consistency of scores achieved on different occasions. Reliability refers to a consistency of an instrument in measuring what is to be measured. This research tested internal consistency reliability. It is used to measure the instruments that have more than one item because it refers to the homogeneity of the test items and how well they measure a concept. An instrument can be said to be reliable if the test is appropriate. This research was tried out on the rest of the sample population, based on the implementation time and also student responses while in class.

1) Questionnaire

This instrument of questionnaire will be given to the rest of the population, which is twenty students'. In this research, the researcher used *Cronbach's Alpha* technique with SPSS 28 to find out the reliability of the instrument. The instrument can be said to be reliable if $r_{\text{count}} \geq r_{\text{table}}$. However, if on the other hand $r_{\text{count}} < r_{\text{table}}$, the instrument of the statement is said to be unreliable.

According to Guilford, the benchmark for interpreting the degree of instrument reliability can be determined based on several criteria such as the following.

Tabel 3.7
Criteria Instrument Reliability Coefficient Correlation
By Guilford

Coefficient correlation	Correlation	Interprestasi Reliabilitas
$0,90 \leq r_{xy} \leq 1,00$	Very High	Very precise/very good
$0,70 \leq r_{xy} < 0,90$	High	Exactly/good
$0,40 \leq r_{xy} < 0,70$	Medium	Quite right/good enough
$0,20 \leq r_{xy} < 0,40$	Low	Not right/bad
$r_{xy} < 0,20$	Very low	Very inaccurate/very bad

If the results of the questionnaire show < 0.20 , then it is necessary to try again, and if the results show, $0.90 \leq r_{xy} \leq 1.00$, the result of *Cronbach's Alpha* testing for the reliability can be shown in the table.

Table 3.8
The Result of Questionnaire Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Item
.513	40

The results are said to be reliable and do not need to be tried again.

Based on the Based on the table the result of the reliability questionnaire is 0.513 which means, categorized as good reliability (0.90 rxy 1.00).

2) Test

This study involved two raters as assessors (*inter rater*) by the researcher and teacher, so that in this study the Cohen's Kappa agreement coefficient is used. This selection is based on the usage expressed by Widhiarso, W, "The use of the kappa coefficient is appropriate when:

a) The score is categorical.

Fleiss (in Widhiarso) categorizes the level of reliability between raters, including:

- Kappa <0.4: Bad (bad).
- Kappa 0.4 - 0.60: Enough (fair).
- Kappa 0.60 - 0.75: Good (good).
- Kappa > 0.75: Very good (excellen).⁴⁹

The researcher conducted the year eleventh students. The result score of writing test as follow:

⁴⁹ Widhiarso, W. (2005). Melibatkan Rater dalam, Pengembangan Alat Ukur. Yogyakarta: Fakultas Psikologi UGM. p. 2

Table 3.9
Score of Inter rater Test

No	Initial	Score		
		Researcher	Teacher	AVERAGE
1	AA	60	60	60
2	ANM	62	60	61
3	AN	70	72	71
4	AZN	70	70	70
5	ATA	65	65	65
6	FR	77	77	77
7	FU	80	80	80
8	FH	62	62	62
9	FH	66	64	65
10	HM	76	74	75
11	HM	60	60	60
12	HS	61	69	65
13	IR	84	84	84
14	IHF	71	74	72,5
15	KS	81	81	81
16	LAAP	62	62	62
17	LLJ	73	72	72,5
18	MAS	50	50	50
19	MEK	82	83	82,5
20	MAK	78	74	76
21	MQ	61	64	62,5
22	ML	64	64	64
23	NV	66	66	66
24	NAZ	69	71	70
25	NZN	60	60	60
26	R	74	74	74
27	SMH	66	66	66
28	SM	70	70	70
29	SNH	60	60	60
30	S	72	72	72
31	S	74	74	74
32	SS	66	68	67
33	SWH	70	70	70
34	TID	72	72	72
35	W	83	83	83

From the data above, it can be known that the minimum score of writing test is 50 while the maximum score is 84.

The result of the reliability test can be seen in the table:

Table 3.10 Reliability Test

		Rater 2																Total	
		50	60	62	64	65	66	68	69	70	71	72	74	77	80	81	83		84
Rater1	50.00	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
	60.00	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
	61.00	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2	
	62.00	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
	64.00	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
	65.00	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	
	66.00	0	0	0	1	0	2	1	0	0	0	0	0	0	0	0	0	4	
	68.00	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
	70.00	0	0	0	0	0	0	0	0	3	0	1	0	0	0	0	0	4	
	71.00	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
	72.00	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
	73.00	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
	74.00	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
	76.00	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
	77.00	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	
	78.00	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
	80.00	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
	81.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
	82.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
	83.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
	84.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Total		1	5	2	3	1	2	1	1	3	1	4	5	1	1	1	2	1	35

Symmetric Measures

	Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement Kappa	.634	.083	14.953	<.001
N of Valid Cases	35			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on the Based on the table the result of the reliability test is 0.634 which means, categorized as good reliability (0.60-0.75)

b) Practicality Test

Brown says the test ought to be practical-within the means of financial limitation, time constraint, ease of administration and scoring and interpretation.⁵⁰

⁵⁰ Brown., 121

1) Questionnaire

In this research, the tests have been carried out by the researcher. The most important things that must be examined in practicality are student responses to instructions, estimated time allocation, students' enthusiasm in doing questionnaire and fatigue students' of doing the questionnaire. Instrument qualifications can be said to be practice if students do the test well and in accordance with the qualifications that have been set in the practicality sheet. The instrument for practicality is written in appendix 15

2) Test

In this research, the tests have been carried out by the researcher. The most important things that must be examined in practicality are student responses to instructions, estimated time allocation, student enthusiasm in doing tests and student fatigue students' of doing the tests. Instrument qualifications can be said to be practice if students do the test well and in accordance with the qualifications that have been set in the practicality sheet. The instrument for practicality is written in appendix 16.

D. Data Analysis

1. Correlation Analysis

This research is correlational quantitative. Thus, to know the relationship between two factors, the researcher has utilized the Correlation

Product Moment method which was created by Carl Person. The researcher conducted *Person Product Moment* using SPSS 28.

The correlation coefficient can be negative or positive.⁵¹ A negative relationship coefficient shows a negative connection and the other way around. A negative relationship implies the higher the estimation of variable X, the lower the estimation of variable Y. While a positive connection implies the higher the estimation of variable Y.

If it term out that H_0 is rejected and H_a is accepted, it can be interpreted in the following table:

Table 3.11
The Interpretation of Correlation Coefficient

Coefficient Interval	Relationship level
0,00 – 0,199	There is correlation between the X variable and the Y variable, but it is very weak or shallow, so the correlation is rejected. In other words, there is no correlation between the X variable and the Y variable
0,20 – 0,399	There is a weak or low correlation between the X variable and Y variable, but it is sure
0,40 – 0,599	There is enough correlation between the X variable and the Y variable
0,60 – 0,799	There is a strong or high correlation between the X variable and the Y variable
0.80 – 1,000	There is a very strong or high correlation between the X variable and the Y variable

Source: (Sugiyono 2018:184)

From the table above, has been explained related to the values that have a correlation, starting from the weakest correlation to the strongest correlation. From this, we know that the stronger the result of the students

⁵¹ Miftahuddin, 2008. Korelasi antara Validitas pada Evaluasi yang digunakan dalam Menilai Hasil Belajar Siswa dengan Hasil Kegiatan MGMP Matematika di Kabupaten Pidie. P.78

reading interest and writing ability variables, the better the result of the research that been examined.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the data that had been collected from this research.

It covers description of data, data analysis, hypothesis testing and discussion.

A. Description of Research Objective

In this section, the researcher describes briefly the profile of setting this study.

1. School profile

Madrasah Aliyah Bustanul Ulum Bulugading is a madrasa under the auspices of the Bustanul Ulum Islamic Boarding School Bulugading which is located in PP Bulugading No. 125 Langkap Village, Bangsalsari District, Jember Regency, and East Java Province. The Private Madrasah Aliyah Bustanul Ulum Bulugading was established on July 1, 1979 which received School Accreditation, namely getting an "A" predicate with a total score of 87, with the principal Mr. Shohib, S.Pd.I.

The number of teachers and staff at the MA Bustanul Ulum Bulugading is 40 and the total number of students at the MA Bustanul Ulum Bulugading is 430 students. MA Bustanul Ulum Bulugading has 10 classrooms, 2 teacher rooms, 1 principal's office, 1 science laboratory, 2 libraries, 1 hall and 1 prayer room. In addition, MA Bustanul Ulum Bulugading Jember has several extracurricular activities including volleyball, badminton, karate, soccer and scouting.

2. School Visions

“Togetherness, Innovative, Creative, Responsible, Berahlakul Karimah and Religious”

3. School Missions

- 1) Strive for an orderly, disciplined, harmonious and sustainable teaching and learning process.
- 2) Ensuring that students and alumni have future insights so that they can answer all the challenges in this globalization era.
- 3) Able to bring the era of globalization to things that are useful for Islam, the Indonesian nation and state in particular and the Islamic coreligionists in the world in general

4. Description of Sample

The researcher conducted this study in MA Bustanul Ulum Bulugading Jember. Based on the result of technique sampling, the researcher took 35 to be participant of this research. The researcher gave the participant two instrument that is questionnaire and test. Both instruments have been printed to make participant easier and focus to answer each item.

The first data collection was held after the researcher got permission from headmaster. In the first day on 2th July 2022, the researcher collect the data from the second grade students as much 35 students, and the time allocation is 45 minutes to answer the questionnaire. While the test the

researcher continued to collect the data the next day 16th July 2022 and the time allocation is 45 minutes to answer the test.

B. Finding

In this part, the researcher presenting about the finding during conduct research in MA Bustanulum Ulum Bulugading Jember, the finding includes score of questionnaire and test.

1. Students Reading Interest

The researcher distributed a questionnaire to measure the level of the students' reading interest. The questionnaire consisted of 40 items. In this research, the researcher used a close-ended questionnaire. Thus, the students only choose one correct provide answer based on their feeling about the statement. The score of students' reading interest are shown in the table:

Table 4.1
The Students' Reading Interest score

No	Initial	Average Score
1	AG	140
2	ANM	137
3	AN	131
4	AZN	138
5	ATA	139
6	FR	140
7	FU	130
8	FH	133
9	FH	122
10	HM	135
11	HM	143
12	HS	134
13	IR	136
14	IHF	128
15	KS	128
16	LAAP	134

17	LLJ	125
18	MAS	129
19	MEK	135
20	MAK	122
21	MQ	152
22	ML	119
23	NV	137
24	NAZ	142
25	NZN	114
26	R	134
27	SMH	136
28	SM	127
29	SNH	132
30	S	119
31	S	130
32	SS	132
33	SWH	141
34	TID	116
35	W	131
		4621

Based on the table above, it can conclude that students with high reading interest scores feel able to face the challenge and task given. While students with low score feel that they are unable to cope with the challenges and assignments given and feel inadequate. This is can be seen in the questionnaire answers, this who have high reading interest score do not hesitate when answering, while students whit low reading interest do the opposite.

After the reading interest scores the researcher using descriptive statistic to have seen the range, mean, minimum, maximum, standard deviation, and variance statistic. It can be seen in the table below:

Table 4.2 Descriptive Statistic

	N Statistic	Range Statistic	Minimum Statistic	Maximum statistic	Mean		Std. Deviation Statistic	Variance Statistic
					Statistic	Std. Error		
Reading Interest	35	38	114	152	132.03	1.381	8.173	66.793
Valid N (listwise)	35							

Based on the result seen in table above, it found that total sample is valid with 35. The minimum score that has been got was 114 and the maximum score was 152. The mean of reading interest was found 132.03 and its standard deviation was 8.173. The results of mean and standard deviation inputted to formula of students reading interest category.

a. Interpretation of Reading Interest Data

Based on the table 4.1, the researcher calculates the statistical score of reading interest data including mean, maximum, minimum score and data range of the data. To find out the data needed, the researcher uses SPSS 28. The result is presented in table 4.2.

Table 4.3
The Statistical Score of Reading Interest

N	Valid	35
	Missing	0
Mean		132.03
Median		133.00
Mode		134
Range		38
Minimum		114
Maximum		152
Sum		4621

From the table 4.2 it can be seen that the mean 132.03, the median is 133.00, the mode is 86, the range is 38, the minimum score is 114, and the maximum score is 152. To know the amount of interval class (k), the researcher used Sturgis formula:

$$k = 1 + 3.3 \log n$$

Where n is the number of participants (35). Thus, the amount of interval class is $1 + 3.3 \log 35 = 6,09$ (rounded to 7).

After knowing the range (R) and the amount of interval class (k), the Interval (i) can be calculated as:

$$i = 38 : 7 = 5,42 \text{ (rounded to 6)}$$

Reading interest score frequency distribution table which is shown in table 4.3

Table 4.4
Frequency Distribution of Students Reading Interest

Interval Class	Frequency	Cumulative Percent
114- 119	4	11,4%
120-125	3	8,5%
126-131	8	22,8%
132-138	13	37%
139-144	6	17%
145-150	0	0%
151-152	1	3,5
	35	100%

To determine the class of the students' reading interest level, whether or not it's low or high, and the researchers uses a formula that is explained below. However, it is required to seek out the range ideal

(Ri), standart deviation ideal (SDi), and mean ideal (Mi) for the calculation, the researcher uses the subsequent formula:

$$Ri = \text{maximum score (Xmax)} - \text{minimum score (Xmin)}$$

$$= (152) - (114)$$

$$= 38$$

$$SDi = Ri : 7$$

$$= 38 : 7 = 9,5 \text{ (calculated 9)}$$

$$Mi = (Xmax + Xmin) : 2$$

$$= (152 + 114) : 2$$

$$= 266 : 2 = 133$$

From those calculations, the reading interest score can be categorized into 5 (five)

Table 4.5
Category Distribution of Reading Interest

NO	Score	F	F%	Category
1	$X > 169$	0	0%	Very high
2	$136 < X \leq 168$	23	65,8%	High
3	$104 < X \leq 136$	12	34,2%	Medium
4	$72 < X \leq 104$	0	0%	Low
5	$X \leq 72$	0	0%	Very low
		35	100%	

Based on the table 4.5, 23 students (65, 8 % from the sample) have very high reading interest, 12 students (34, 2 % from the sample) have medium reading interest, and none of the members has low and very low reading interest. It was concluded that a large portion of the members has a high reading interest level.

2. Writing Ability Score

For the writing scores, the researcher obtained it by doing a descriptive text test. Students are asked to describe the topic has been given by the researcher. The score of students' writing ability are shown in the table:

Table 4.6
The Students of Writing Ability Score

No	Initial	Score		
		Researcher	Teacher	Average
1	AG	60	60	60
2	ANM	62	60	61
3	AN	70	72	71
4	AZN	70	70	70
5	ATA	65	65	65
6	FR	77	77	77
7	FU	80	80	80
8	FH	62	62	62
9	FH	66	64	65
10	HM	76	77	76.5
11	HM	60	60	60
12	HS	66	69	67.5
13	IR	84	84	84
14	IHF	71	74	72.5
15	KS	81	81	81
16	LAAP	62	62	62
17	LLJ	73	72	72,5
18	MAS	50	50	50
19	MEK	82	83	82,5
20	MAK	78	75	76.5
21	MQ	70	70	70
22	ML	64	64	64
23	NV	66	67	66.5
24	NAZ	70	72	71
25	NZN	60	60	60
26	R	74	74	74
27	SMH	83	83	83
28	SM	70	70	70
29	SNH	60	60	60
30	S	72	72	72
31	S	74	74	74

32	SS	66	68	67
33	SWH	70	70	70
34	TID	72	72	72
35	W	65	66	65.5
				2478

Based on the table above, students who get high scores on writing are students who get high scores also on writing ability. Students that with high writing ability when they make mistakes and reprimanded, they fix it, and continue their sentences, while students with low writing ability tend to be reluctant to continue when they have been reprimanded.

After the writing scores the researcher using descriptive statistic to has seen the range, mean, minimum, maximum, standard deviation, and variance statistic. It can be seen in the table below:

Table 4.7 Descriptive Statistic

	N Statistic	Range Statistic	Minimum Statistic	Maximum statistic	Sum Statistic	Mean		Std. Deviation Statistic	Variance Statistic
						Statistic	Std. Error		
Writing Ability	35	34	50	84	2470	70.57	1.262	7,469	55.782
Valid N (listwise)	35								

Based on the result seen in table above, it found that total sample is valid with 35. The minimum score that has been got was 50 and the maximum score was 84. The mean of writing ability was found 70.52 and its standard deviation was 7.469. The results of mean and

standard deviation inputted to formula of students writing ability category.

b. Interpretation of Writing Ability Data

Based on the table 4.7, the researcher calculates the statistical score of writing ability data including mean, maximum, minimum score and data range of the data. To find out the data needed, the researcher uses SPSS 28. The result is presented in table 4.8

Table 4.8
The Statistical Score of Writing Ability

N	Valid	35
	Missing	0
Mean		132.03
Median		133.00
Mode		134
Range		38
Minimum		114
Maximum		152
Sum		4621

From the table 4.8, it can be seen that the mean 70.80, the median is 70.00, the mode is 86, the range is 34, the minimum score is 50, and the maximum score is 84. To know the amount of interval class (k), the researcher used Sturgis formula:

$$k = 1 + 3.3 \log n$$

Where n is the number of participants (35). Thus, the amount of interval class is $1 + 3.3 \log 35 = 6, 09$ (rounded to 7).

After knowing the range (R) and the amount of interval class (k), the Interval (i) can be calculated as:

$$i = 34 : 7 = 4.8 \text{ (rounded to 5)}$$

Reading interest score frequency distribution table which is shown in table 4.9

Table 4.9
Frequency Distribution of Students Writing Ability

Interval Class	Frequency	Cumulative Percent
50-55	1	3%
56-60	2	6%
61-65	7	20%
66-70	8	23%
71-75	9	26%
76-80	5	14%
81-84	3	9%
	35	100.0

To determine the class of the students' reading interest level, whether or not it's low or high, and the researchers uses a formula that is explained below. However, it is required to seek out the range ideal (Ri), standard deviation ideal (SDi), and mean ideal (Mi) for the calculation, the researcher uses the subsequent formula:

$$Ri = \text{maximum score (X max)} - \text{minimum score (X min)}$$

$$= (84) - (50)$$

$$= 34$$

$$SDi = Ri : 2$$

$$= 34 : 2 = 17$$

$$\begin{aligned}
 M_i &= (X_{\max} + X_{\min}) : 2 \\
 &= (84 + 50) : 2 \\
 &= 134 : 2 = 67
 \end{aligned}$$

From those calculations, the reading interest score can be categorized into 5 (five).

Table 4.10
Category Distribution of Writing Ability

NO	Score	F	F%	Category
1	$X > 80$	6	17,1 %	Very high
2	$66 < X \leq 79$	18	51,6 %	High
3	$55 < X \leq 65$	10	28,5 %	Moderate
4	$40 < X \leq 55$	1	2,8%	Low
5	$X \leq 39$	0	0%	Very low
		35	100	

In table 4.10, 6 students (17, 1 % from the sample) has very high writing ability, 18 students (51,6 % from the sample) have high writing ability, 10 students (28, 5 % from the sample) have medium writing ability, 1 students (2,8 % from the sample) have low writing ability, and none of the members has very low reading interest. It was concluded that a large portion of the members has a high writing ability level.

3. Normality Test

The normality test has the aim of knowing whether independent variable and dependent variable have normal distribution or not. The normality test in this study was carried out One-Sample *Kolmogorov-Smirnov Test* with computer assistance *SPSS 28* program. The rule used in the normality test is if $p \geq 0.05$ the distribution is declared normal and vice

versa if $p \leq 0.05$ the distribution is declared abnormal. If the significance value ≥ 0.05 it can be concluded that the data is normally distributed. The results of normality test are shown in the table:

Table 4.11
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.42722009
	Most Extreme Differences	Absolute Positive Negative
Test Statistic		.98
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table it is visible that the probability number (Asymp.Sig) of reading interest and writing ability $0.200 > 0.05$ this means that the data distribution is normal.

4. Linearity Test

The purpose of the linearity test is to find out the relationship between the independent variable and the dependent variable is linear or not. The linearity test of the two variables was carried out with the help of SPSS 28. Both variables were said to be linear if the significance value was greater than 5% or 0.05. The results of linearity test are shown in the table:

Table 4.12
Linearity Test

ANOVA			Sum of Squares	df	Mean Square	F	Sig.
Writing Ability * Reading Interest	Between Groups	(Combined)	1379.576	22	62.708	1.145	.416
		Linearity	.040	1	.040	.001	.979
		Deviation from Linearity	1379.537	21	65.692	1.200	.382
Within Groups			657.167	12	54.764		
Total			2036.743	34			

Based on table 4.12 above, a significance value of 0.382 is obtained. So it is greater than a significance value of 0.05. So, it can be seen that there is a linear relationship between the variable of reading interest and the variable of writing ability

5. Data Analysis

a. Correlation Research

In this research, the researcher used SPSS 28 to find out the correlation between two variables reading interest and writing ability of students by using the *Pearson Product Moment* formula. The result is presented in the table below:

Table 4.13 Correlations

		Reading Interest	Writing Ability
self-efficacy level	Pearson Correlation	1	.580**
	Sig. (2-tailed)		<.001
	N	35	35
speaking achievement	Pearson Correlation	.580**	1
	Sig. (2-tailed)	<.001	
	N	35	35

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

Table 4.13 shows that coefficient correlation is 0.580 and also the significant value (ρ) is < 001 , and it is concluded that there is a correlation between reading interest and writing ability of the year eleventh students of Senior High School in MA Bustanul Ulum Jember.

b. Hypothesis Testing

This research is aimed to answer the hypotheses whether it is accepted or rejected. The formulated hypothesis is as follow:

1) Alternative hypothesis (H_a)

There is positive correlation between reading interest and writing ability

2) Null hypothesis (H_o)

There is no positive correlation between reading interest and writing ability.

Some assumptions are as follows:

1) If the result of calculation r_{xy} is smaller than r_{table} , $r_{xy} \leq r_{table}$: so the Null hypothesis (H_o) is accepted (H_a) Alternative hypothesis is rejected.

2) If the result of the calculation is more significant that r_{table} , $r_{xy} \geq r_{table}$; so, the Null hypothesis (H_o) is rejected and (H_a) Alternative hypothesis is accepted.

The correlation coefficient (r_{count}) gained from the SPSS calculation is $r = 0.580$. With error level (α) = 0.05 and $N = 33$, it is

gained $r_{table} = 0.344$. From the calculation, it can be seen that r_{count} is more than r_{table} ($0.580 > 0.344$). Therefore, H_0 is rejected and H_a is accepted which mean there is correlation between reading interest and writing ability.

To see the significance of the correlations, the researcher tests the following hypothesis:

If $\rho > 0.05$, thus H_0 is accepted and H_a is rejected

If $\rho < 0.05$, thus H_0 is rejected and H_a is accepted

From the table 4.7 it can be concluded that the significant value = $0.000 < 0.05$ which implies H_0 is rejected and H_a is accepted. Therefore, it can be summed up that there is a significance positive correlation between reading interest and writing ability. In other words, the increasing level of students reading interest was followed by the writing ability.

6. Discussion

This research conducted to examine whether or not there is positive correlation between reading interest and writing ability of the year eleventh students of senior high school in MA Bustanul Ulum Bulugading Jember. The researcher collected the data using questionnaire and test. The data collected was analyzed by using *Pearson Product Moment* with SPSS 28 version.

The results of this study also revealed that the year eleventh students of senior high school in MA Bustanul Ulum Bulugading Jember, realized

the importance of reading to broaden their horizons and knowledge, where this insight and knowledge is very useful for finding ideas and developing them into writing. The result data analysis of reading interest are said good, his can be seen from the acquisition of the highest frequency, which is 65, 8% in the high category. While the results of data analysis regarding writing ability are said to be good, this can be seen from the acquisition of the highest frequency, which is 51, 6% in the high category.

This research, the researcher calculated the normality test to make sure that the data was normal, the data it can be said to be normal if the significant value is >0.05 . The researcher used One Sample Kolmogorov-Smirnov Test with computer assistance SPSS 28. And the result is the significant value (ρ value) based on the table of normality test shows that reading interest and writing ability $0.200 > 0.05$ this mean the data distributed normal.

After the normality data showed normal, the researcher used linearity test to see the relationship the two variables distributed linear or not. The linearity test of the two variables was carried out with the help of SPSS 28. Both variables were said to be linear if the significance value was greater than 5% or 0.05. Based on the table significance value of 0.382 is obtained. So it is greater than a significance value of 0.05. So, it can be seen that there is a linear relationship between the variable of reading interest and the variable of writing ability.

For the correlation, the results of calculations using the *Product Moment* Correlation technique show the Correlation and it can be see the table 4.12 shows that the coefficient correlation is 0.580 and also the significant value (ρ) is 0.01, and it conclude that there is correlation between interest in reading and the writing ability of the year eleventh students of MA Bustanul Ulum Bulugading Jember.

And the last type hypothesis, to find out whether the relationship can be generalized to the population where the sample is taken, it is necessary to do a significance test. Significance test by comparing the calculate r_{count} with r_{table} . If r_{count} is smaller than r_{table} then H_0 is accepted and H_a is rejected, otherwise if r_{count} is greater than r_{table} then H_a is accepted and H_0 is rejected. The value of r_{table} with $N=33$ at a significance level of 5% is equal to 0.344. From these two values, it can be seen that $r_{\text{count}} > r_{\text{table}}$ ($0.580 > 0.344$). This confirms the hypothesis which states that there is a positive and significant correlation between reading interest and writing ability of the year eleventh students of senior high school in Ma Bustanul Ulum Bulugading Jember.

One of them was conveyed by Sukin says reading has several benefits, namely: 1) getting ideas that will be obtained in his writing, 2) getting an overview of writing style or storytelling. , 3) acquire will find the sense of language, the richness of words, and the richness of the structure of the language.⁵²

⁵² Sukino, "Menulis itu Mudah". (Yogyakarta: Pustaka Populer LKis, 2010), 12.

Writing requires writing materials and requires mastery of a lot of vocabulary, making it easier for the writer to convey what he thinks. In addition, in writing there are also rules that apply so that the writing is worthy of being read by others. The idea of writing will not come suddenly without the knowledge possessed by the author. Reading is one way for someone to find and be able to develop ideas according to the goals to be achieved. Reading is meant here not only recite written symbols. But students also have to understand what they read, pay attention to how the writing is formed; memorize new vocabulary so that it adds to the vocabulary.

It means that the level of a person's interest in reading affects the level of reading activity carried out. The higher a person's reading interest, the more frequent reading activities he does. The more often reading activities are carried out, the more knowledge they have. The more knowledge you have, the easier it will be to find ideas and develop those ideas which will ultimately help the writer to be more skilled in writing, especially writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of hypothesis testing and discussion about the correlation between reading interest and writing ability of the year eleventh students of senior high school in MA Bustanul Ulum Bulugading Jember, the researcher concluded that there is a correlation between reading interest and writing ability of the year eleventh students of senior high school in MA Bustanul Ulum Bulugading Jember. It showed on the students' average score questionnaire of reading interest is 4621, and the average score test of writing ability is 2478.

Besides, it can be seen from the result of product moment testing which the result is H_a is accepted and H_o is rejected, it means the significant value is 5% and the statistic calculation data showed that is $r_{count} = 0.580$ and the $N=33$ it is obtained $r_{table} = 0.344$. From the data calculation, it can be seen that there r_{count} is more than r_{table} ($0.580 > 0.344$) it means that H_o is accepted and H_a is rejected, which means there is positive correlation between reading interest and writing ability of the year eleventh students of senior high school in MA Bustanul Ulum Bulugading Jember.

B. Suggestion

1. For the Teacher

By founding the result of this research, the researcher suggested to the teachers to increase students reading interest, gives information which important that reading interest and writing ability 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 writing ability.

2. For Further Research

This result of this research hopes that this research will be useful for further research as a reference. Further research can try to do further research to conduct research with the similar title with related topic.

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J E M B E R

Appendix 1 Matrix

Research Matrix

Title	Variable	Indicator	Data Sources	Research Method	Research Problem	Hypotheses
The correlation between Reading Interest and Writing Ability of the Second Grade Student of Senior High School in MA Bustanul Ulum Bulugading	1. Reading Interest 2. Writing Ability	1. Pleasure 2. Frequency 3. Consciousness 4. Attention 1. Content 2. Organization 3. Language use 4. Vocabulary 5. Mechanic	Respondents: The active students of Second Grade Student of Senior High School in MA Bustanul Ulum Bulugading	1. Research approach : quantitative approach 2. Research Design : Correlation Design 3. Data Collection: a. questionnaire b. test 4. Determining Respondent : Random Sampling	Is there any correlation between Reading Interest and Writing Ability of the Second Grade Students of Senior High School in MA Bustanul Ulum Bulugading?	1. Alternative Hypotheses (H_a): there is correlation between reading interest and writing ability of the second grade students of senior high school in MA Bustanul Ulum Bulugading 2. Null Hypotheses (H_o): there is no correlation between reading interest and writing ability of the second grade students of senior high school in MA Bustanul Ulum Bulugading

Appendix 2 Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-4017/n.20/3.a/PP.009/06/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA Bustanul Ulum Bulugading
Langkap Bangsalsari Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186013
Nama : LIANINGSARI
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Correlation between Reading Interest and Writing Ability of the Second Grade Students of MA Bustanul Ulum Bulugading " selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu Sohob, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 29 Juni 2022

Dekan,

Kakil Dekan Bidang Akademik,



MASHUDI

Appendix 3 Letter of Finishing Research



YAYASAN BUSTANUL ULUM BULUGADING MA BUSTANUL ULUM

Jalan PP. Bulugading Nomor 125 Langkap Bangsalsari Jember 68154 PO. BOX. 09
Telepon (0331) 711 875 Email mabubulugading7@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor: 139/ Mas.13.12.532/PP.00.6/09/2022

yang bertanda tangan di bawah ini :

Nama : SHOHIB, S.Pd.
Jabatan : Kepala Madrasah
Alamat : Jalan Ahmad Yani Dusun Krajan Kidul RT/ RW. 002/016
Balung Kulon Balung Jember

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama : LIANINGSARI
Stambuk : T20186013
Program Studi : Tadris Bahasa Inggris
Sekolah/Univ. : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah selesai melakukan penelitian di Madrasah Aliyah Bustanul Ulum Bulugading selama 15 (Lima Belas) hari, terhitung mulai tanggal 29 Juni s/d 21 Juli 2022 untuk memperoleh data dalam rangka penyusunan Skripsi/Tesis/Disertasi/ Penelitian yang berjudul : "THE CORRELATION BETWEEN READING INTEREST AND WRITING ABILITY OF THE SECOND GRADE STUDENTS OF MA BUSTANUL ULUM BULUGADING".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Bangsalsari , 13 September 2022

Kepala Madrasah

SHOHIB, S.Pd.I

Appendix 4 Blue Prints

BLUE PRINT OF WRITING TEST

Kompetensi Inti	Kompetensi Dasar	Tujuan	Materi	Indikator Soal
<p>3.Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingi tau tentang ilmu pengetahuan, teknologi, budaya dan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata</p> <p>4.Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori</p>	<p>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, tempat, benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.7 menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>Melalui serangkaian kegiatan pembelajaran, siswa dapat mengkomunikasikan secara terintegrasi lisan dan tulis tentang deskripsi orang, untuk tujuan membanggakan/mengenalkan/mengambil teladan secara kontekstual dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat.</p>	<p>Making a descriptive paragraph writing about place “ thing around there boarding school”</p>	<p>Disajikan sebuah instruksi terkait teks descriptive, siswa diharapkan dapat membuat tulisan paargrafah desriptif “ thing around there boarding school” sesuai dengan instruksi yang diberikan</p>

Appendix 5 Journal of Research

JOURNAL OF RESEARCH

Name : Lianingsari

NIM : T20186013

Research Title : The Correlation between Reading Interest and Writing Ability of the Second Grade Students of Senior High School in MA Bustanul Ulum Bulugading

Research Setting : MA Bustanul Ulum Bulugading

Date	Research Subject	Activity
June 30 th 2022	Head master of MA Bustanul Ulum Bulugading	Asking permission to conduct the research in MA Bustanul Ulum Bulugading
July 02 nd 2022	Students of 2 MA	Collecting data by using questionnaire print out
July 16 th 2022	Students of 2 MA	Collecting data by using test print out
July 20 th 2022	Head master and principles of MA Bustanul Ulum Bulugading	Asking permission to accomplish the research MA Bustanul Ulum Bulugading

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JEMBER

Appendix 6 validty Questionnaire



APPENDIX 4

EXPERT VALIDATION SHEET QUESTIONNAIRE

Instruction:

1. Put check mark in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan"
3. Scale: 4 (sangat valid), 3(valid), 2(kurang valid), 1(tidak valid)

No	Aspek yang dinilai	Skor				Catatan
		1	2	3	4	
1.	Content					
	1. Soal sesuai indicator			✓		Direvisi sesuai 2 instruksi
	2. Petunjuk mengerjakan soal sesuai dengan soal yang disediakan			✓		
	3. Pedoman penskoran sesuai dengan skala likert yang telah disediakan				✓	
	4. Kesesuaian alokasi waktu dengan soal yang disediakan				✓	
	5. Kesesuaian blue print dengan kuisioner			✓		Direvisi sesuai 2 instruksi
2.	Construction					
	1. Soal disusun berdasarkan teori minat membaca			✓		—
	2. Kejelasan soal pertanyaan pada kuisioner			✓		—
3.	Language					
	1. Pertanyaan pada kuisioner menggunakan bahasa Indonesia yang baik dan benar			✓		
	2. Pertanyaan pada kuisioner menggunakan kalimat komunikatif			✓		

Jember, 21. Juli. 2022

Validator

(Nina Hayuningtyas, M.Pd)

Appendix 7 validty Test



EXPERT VALIDATION SHEET TEST

Instruction:

1. Put check mark in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan"
3. Scale: 4 (sangat valid), 3(valid), 2 (kurang valid), 1(tidak valid)

No	Aspek yang dinilai	Skor				Catatan
		1	2	3	4	
A	Isi					
	1. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar				✓	
	2. Indicator soal sesuai dengan materi				✓	
	3. Petunjuk mengerjakan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan scoring rubric yang telah disediakan				✓	
	5. Kesesuaian alokasi waktu dengan soal yang disediakan				✓	
B	Konstruksi					
	1. Soal disusun menggunakan test tulis untuk mengetahui kemampuan menulis siswa				✓	
	2. Soal disusun sesuai teori paragraph descriptive				✓	
	3. Soal disusun sesuai teori writing yang mana mengharuskan siswa untuk menulis				✓	
C	Bahasa					
	1. Petunjuk soal menggunakan bahasa inggris yang benar dan sesuai grammatical				✓	
	2. Rumusan soal tidak menggunakan kata/kalimat yang menyebabkan penafsiran ganda/salah paham				✓	
	3. Rumusan soal tidak mengandung kata-kata yang menyinggung siswa				✓	

Jember, 1 Juli 2022

Validator

(Ninuk Indrayani, M.Pd)


EXPERT VALIDATION SHEET TEST

Instruction:

1. Put check mark in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan"
3. Scale: 4 (sangat valid), 3(valid), 2 (kurang valid), 1(tidak valid)

No	Aspek yang dinilai	Skor				Catatan
		1	2	3	4	
A	Isi					
	6. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	7. Indicator soal sesuai dengan materi			✓		
	8. Petunjuk mengerjakan soal sesuai dengan soal yang disediakan				✓	
	9. Pedoman penskoran sesuai dengan scoring rubric yang telah disediakan				✓	
	10. Kesesuaian alokasi waktu dengan soal yang disediakan				✓	
B	Konstruk					
	4. Soal disusun menggunakan test tulis untuk mengetahui kemampuan menulis siswa				✓	
	5. Soal disusun sesuai teori paragraph descriptive				✓	
	6. Soal disusun sesuai teori writing yang mana mengharuskan siswa untuk menulis			✓		
C	Bahasa					
	4. Petunjuk soal menggunakan bahasa inggris yang benar dan sesuai grammatical			✓		
	5. Rumusan soal tidak menggunakan kata/kalimat yang menyebabkan penafsiran ganda/salah paham				✓	
	6. Rumusan soal tidak mengandung kata-kata yang menyinggung siswa				✓	

Jember, 1 Juli 2022


 (Solihin, M.Pd)

EXPERT VALIDATION SHEET TEST

Instruction:

1. Put check mark in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan"
3. Scale: 4 (sangat valid), 3(valid), 2 (kurang valid), 1(tidak valid)

No	Aspek yang dinilai	Skor				Catatan
		1	2	3	4	
A	Isi					
	11. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar				✓	
	12. Indicator soal sesuai dengan materi				✓	
	13. Petunjuk mengerjakan soal sesuai dengan soal yang disediakan				✓	
	14. Pedoman penskoran sesuai dengan scoring rubric yang telah disediakan				✓	
	15. Kesesuaian alokasi waktu dengan soal yang disediakan				✓	
B	Konstruk					
	7. Soal disusun menggunakan test tulis untuk mengetahui kemampuan menulis siswa			✓		
	8. Soal disusun sesuai teori paragraph descriptive				✓	
	9. Soal disusun sesuai teori writing yang mana mengharuskan siswa untuk menulis			✓		
C	Bahasa					
	7. Petunjuk soal menggunakan bahasa inggris yang benar dan sesuai grammatical			✓		
	8. Rumusan soal tidak menggunakan kata/kalimat yang menyebabkan penafsiran ganda/salah paham				✓	
	9. Rumusan soal tidak mengandung kata-kata yang menyinggung siswa				✓	

Jember, 3 Juli 2022



(Mashuri. S.Pd)

Appendix 8 Questionnaire

REASERCH INSTRUMENT

Questionnaire of Students' Reading Interest

Nama :

Class :

Direction

1. Prepare your self
2. Pray before do your test (sebelum melakukan test diharapkan untuk membaca doa terlebih dahulu)
3. You are asked to give (x) for the correct answer based on your opinion (anda diminta untuk memberi tanda (x) untuk jawaban yang benar berdasarkan pendapat anda)
4. Your answer will give great help for this research (jawaban anda akan sangat membantu penelitian ini)
5. Time allocation given for doing this questionnaire is 40 minutes (waktu yang diberikan untuk test ini adalah 40 menit)
6. **Thank you for your participant (terimakasih untuk participasi anda)**
 1. Membaca adalah jendela dunia.
 - a. Sangat setuju
 - b. Setuju
 - c. Biasa saja
 - d. Tidak setuju
 - e. Sangat tidak setuju
 2. Membaca adalah kegiatan yang melibatkan pemahaman dan interpretasi ide-ide yang dilambangkan dengan tertulis/cetak
 - a. Sangat setuju
 - b. Setuju
 - c. Biasa saja
 - d. Tidak setuju
 - e. Sangat tidak setuju
 3. Dengan membaca saya lebih banyak mengetahui informasi
 - a. Sangat setuju
 - b. Setuju
 - c. Biasa saja
 - d. Tidak setuju
 - e. Sangat tidak setuju
 4. Dalam membaca dan memahami bacaan berbahasa Inggris dibutuhkan konsentrasi khusus
 - a. Sangat setuju
 - b. Setuju
 - c. Biasa saja
 - d. Tidak setuju
 - e. Sangat tidak setuju

5. Saya sering ke perpustakaan untuk mencari buku penunjang pelajaran bahasa inggris
 - a. Selalu
 - b. Sering
 - c. Jarang
 - d. Tidak Pernah
6. Ketika sudah diasrama saya membaca ulang materi pelajaran yang sudah diterangan oleh guru Bahasa Inggris agar tidak lupa.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
7. Saya sering ke perpustakaan untuk mencari buku penunjang pelajaran Bahasa Inggris.
 - a. Sangat setuju
 - b. Setuju
 - c. Biasa saja
 - d. Sangat tidak setuju
 - e. Tidak setuju
8. Berlama-lama membaca text bahasa inggris sangat membosankan
 - a. Sangat setuju
 - b. Setuju
 - c. Biasa saja
 - d. Tidak setuju
 - e. Sangat tidak setuju
9. Saya membaca terlebih dahulu buku Bahasa Inggris sebelum dibahas dikelas oleh guru Bahasa Inggris.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
10. Saya merasa takut ketika mengerjakan soal bacaan berbahasa Inggris.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
11. Membaca buku adalah kegiatan yang menyenangkan.
 - a. Sangat setuju
 - b. Setuju
 - c. Biasa saja
 - d. Tidak Setuju
 - e. Sangat tidak setuju
12. Saya memperhatikan guru ketika menjelaskan text yang berbahasa inggris.
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak pernah
13. Bagaimana perasaan anda ketika berkunjung ke toko buku
 - a. Sangat senang
 - b. Senang
 - c. Biasa saja
 - d. Tidak Senang
 - e. Sangat tidak senang
14. Saya bersedia membaca dan mengartikan bacaan berbahasa Inggris di depan kelas bila ditunjuk oleh guru

- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah
15. Saya mudah memahami pelajaran Bahasa Inggris utamanya dalam materi membaca
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah
16. Saya lebih memilih bermain dari pada membaca buku bahasa inggris.
- a. Sangat setuju
b. Setuju
c. Biasa saja
- d. Tidak setuju
e. Sangat tidak setuju
17. Saya merasa puas jika mengetahui informasi dalam teks berbahasa Inggris
- a. Sangat setuju
b. Setuju
c. Biasa saja
- d. Tidak setuju
e. Sangat tidak setuju
18. Ketika menemukan kata-kata baru berbahasa inggris saya menulis artinya dalam bahasa Indonesia agar tidak lupa.
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Sangat tidak setuju
19. Saya akan berusaha mencari arti sebuah kata/kalimat berbahasa Inggris bagaimanapun caranya.
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah
20. Saya membaca buku lks Bahasa Inggris walaupun tidak ada tugas dari guru saya.
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah
21. Saya senang ketika saya membaca buku baru.
- a. Sangat senang
b. Senang
c. Biasa saja
- d. Tidak Senang
e. Sangat tidak senang
22. Materi *Reading* dalam Bahasa Inggris sangat penting untuk dipelajari.
- a. Sangat setuju
b. Setuju
c. Biasa saja
- d. Tidak setuju
e. Sangat tidak setuju
23. Pada waktu pelajaran saya menanyakan kalimat berbahasa Inggris yang belum saya mengerti pada guru Bahasa Inggris.
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah

- b. Sering
c. Kadang-kadang
24. Saya menggunakan jam kosong pelajaran untuk membaca walau tidak ditugaskan.
a. Selalu
b. Sering
c. Kadang-kadang
25. Apakah anda mencoba mendapatkan kata-kata baru dalam Bahasa Inggris untuk meningkatkan kemampuan?
a. Selalu
b. Sering
c. Kadang-kadang
26. Saya kurang suka membaca bacaan berbahasa Inggris
a. Sangat setuju
b. Setuju
c. Biasa saja
27. Saya merasa kemampuan Bahasa Inggris saya masih sangat lemah ketika dalam membaca teks berbahasa Inggris.
a. Selalu
b. Sering
c. Kadang-kadang
28. Saya tidak berkonsentrasi jika teks bacaan berbahasa Inggris terlalu banyak dan kalimatnya sulit untuk dipahami.
a. Selalu
b. Sering
c. Kadang-kadang
29. Saya akan tertinggal oleh teman-teman saya jika tidak pernah/jarang mempelajari pelajaran Bahasa Inggris utamanya dalam memahami kata/kalimat Berbahasa Inggris.
a. Sangat setuju
b. Setuju
c. Biasa saja
30. Saya mem-fokuskan diri ketika sedang membaca dan memahami teks berbahasa Inggris.
a. Selalu
d. Sering
e. Kadang-kadang
31. Daripada menulis, mendengar, dan berbicara dalam Bahasa Inggris, saya lebih memilih membaca teks berbahasa Inggris.
a. Sangat setuju
b. Setuju
- e. Tidak pernah
d. Jarang
e. Tidak pernah
d. Jarang
e. Tidak pernah
d. Tidak setuju
e. Sangat tidak setuju
d. Jarang
e. Tidak pernah
d. Jarang
e. Tidak pernah
d. Jarang
e. Tidak pernah
d. Tidak setuju
e. Sangat tidak setuju
d. Jarang
e. Tidak pernah
d. Tidak setuju
e. Sangat tidak setuju

- c. Biasa saja
32. Tanpa diminta oleh siapapun saya menyempatkan diri untuk membaca buku.
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah
33. Saya hanya membaca teks bacaan seperlunya jika mendapat soal teks bacaan berbahasa Inggris yang cukup banyak.
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah
34. Membaca teks bacaan berbahasa Inggris adalah hal yang tidak saya sukai.
- a. Sangat setuju
b. Setuju
c. Biasa saja
- d. Tidak setuju
e. Sangat tidak setuju
35. Saya membaca seluruh kalimat dalam teks berbahasa Inggris jika ada ujian reading
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah
36. Ada begitu banyak kosa kata dalam Bahasa Inggris yang belum saya ketahui.
- a. Sangat setuju
b. Setuju
c. Biasa saja
- d. Tidak setuju
e. Sangat tidak setuju
37. Saya berusaha menambah pengetahuan kosa kata Bahasa Inggris saya dengan membaca teks-teks berbahasa Inggris.
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah
38. Membaca teks berbahasa Inggris yang tidak saya tahu artinya adalah hal yang sia-sia.
- a. Sangat setuju
b. Setuju
c. Biasa saja
- d. Tidak setuju
e. Sangat tidak setuju
39. Ketika membaca teks berbahasa Inggris saya hanya membacanya dan tanpa memahami apa artinya dalam Bahasa Indonesia.
- a. Selalu
b. Sering
c. Kadang-kadang
- d. Jarang
e. Tidak pernah

40. Saya merasa text bahasa inggris itu adalah sesuatu yang sulit dan rumit
- a. Sangat setuju
 - b. Setuju
 - c. Biasa saja
 - d. Tidak setuju
 - e. Sangat tidak setuju



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 9 Writing Test

REASERCH INSTRUMENT

Test of Writing Ability

DIRECTION:

1. Prepare your self
2. Pray before do your test (sebelum melakukan test diharapkan untuk membaca doa terlebih dahulu)
3. Write your name and your class in the provided sheet (tulislah nama dan nama kalian di lembar/kertas yang sudah disediakan)
4. For the topic you have to describe are things around boarding school (untuk topik yang harus kalian uraikan adalah hal-hal seputar pesantren)
5. Students are expected to write more than 8 lines or more 2 paragraphs (siswa diharapkan menuliskan lebih dari 8 baris atau lebih dari 2 paragraph)
6. The time allocation of the test is 40 minutes (waktu yang diberikan untuk test ini adalah 40 menit)

Name:

Class:

Identification:

Description:

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Appendix 10 Student Worksheet Questionnaire

REASERCH INSTRUMENT
Questionnaire of Students' Reading Interest

Nama ADITYA THAQIF ALZILAH

Class XI IPA

139
Good Job //

Direction

1. Prepare your self
2. Pray before do your test (sebelum melakukan test diharapkan untuk membaca doa terlebih dahulu)
3. You are asked to give (x) for the correct answer based on your opinion (anda diminta untuk memberi tanda (x) untuk jawaban yang benar berdasarkan pendapat anda)
4. Your answer will give great help for this research (jawaban anda akan sangat membantu penelitian ini)
5. Time allocation given for doing this questionnaire is 40 minutes (waktu yang diberikan untuk test ini adalah 40 menit)
6. **Thank you for your participant (terimakasih untuk participasi anda)**
 1. Membaca adalah jendela dunia.
 Sangat setuju
 Setuju
 Biasa saja
 Tidak setuju
 Sangat tidak setuju
 2. Membaca adalah kegiatan yang melibatkan pemahaman dan interpretasi ide-ide yang dilambungkan dengan tertulis/cetak
 Sangat setuju
 Setuju
 Biasa saja
 Tidak setuju
 Sangat tidak setuju
 3. Dengan membaca saya lebih banyak mengetahui informasi
 Sangat setuju
 Setuju
 Biasa saja
 Tidak setuju
 Sangat tidak setuju
 4. Dalam membaca dan memahami bacaan berbahasa Inggris dibutuhkan konsentrasi khusus.
 Sangat setuju
 Setuju
 Biasa saja
 Tidak setuju
 Sangat tidak setuju
 5. Saya sering ke perpustakaan untuk mencari buku penunjang pelajaran Bahasa Inggris.
 Selalu
 Sering
 Jarang
 Tidak pernah

- c. Kadang-kadang
6. Ketika sudah diinstruksikan saya membaca ulang materi pelajaran yang sudah diterangkan oleh guru Bahasa Inggris agar tidak lupa.
- a. Selalu
b. Sering
c. Kadang-kadang
d. Jarang
e. Tidak pernah
7. Saya kurang menyukai pelajaran membaca text reading bahasa Inggris
- a. Sangat setuju
b. Setuju
c. Biasa saja
d. Tidak setuju
e. Sangat tidak setuju
8. Berlama-lama membaca text bahasa Inggris sangat membosankan
- a. Sangat setuju
b. Setuju
c. Biasa saja
d. Tidak setuju
e. Sangat tidak setuju
9. Saya membaca terlebih dahulu buku Bahasa Inggris sebelum dibahas dikelas oleh guru Bahasa Inggris
- a. Selalu
b. Sering
c. Kadang-kadang
d. Jarang
e. Tidak pernah
10. Saya merasa takut ketika mengerjakan soal bacaan berbahasa Inggris.
- a. Selalu
b. Sering
c. Kadang-kadang
d. Jarang
e. Tidak pernah
11. Membaca buku adalah kegiatan yang menyenangkan.
- a. Sangat setuju
b. Setuju
c. Biasa saja
d. Tidak Setuju
e. Sangat tidak setuju
12. Saya memperhatikan guru ketika menjelaskan text yang berbahasa Inggris.
- a. Selalu
b. Sering
c. Kadang-kadang
d. Jarang
e. Tidak pernah
13. Bagaimana perasaan anda ketika berkunjung ke toko buku
- a. Sangat senang
b. Senang
c. Biasa saja
d. Tidak Senang
e. Sangat tidak senang
14. Saya bersedia membaca dan mengartikan bacaan berbahasa Inggris di depan kelas bila ditunjuk oleh guru
- a. Selalu
b. Sering
c. Kadang-kadang
d. Jarang
e. Tidak pernah
15. Saya mudah memahami pelajaran Bahasa Inggris utamanya dalam materi membaca
- a. Selalu
b. Sering
c. Kadang-kadang
d. Jarang
e. Tidak pernah
16. Saya lebih memilih bermain daripada membaca buku bahasa Inggris.
- a. Sangat setuju
b. Setuju
c. Kadang-kadang
d. Tidak setuju
e. Sangat tidak setuju

- b. Setuju
 c. Biasa saja
 d. Jarang
 e. Sangat tidak setuju
17. Saya merasa puas jika mengetahui informasi dalam teks berbahasa Inggris
- a. Sangat setuju
 b. Setuju
 c. Biasa saja
 d. Tidak setuju
 e. Sangat tidak setuju
18. Ketika menemukan kata-kata baru berbahasa Inggris saya menulis artinya dalam bahasa Indonesia agar tidak lupa.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Sangat tidak setuju
19. Saya akan berusaha mencari arti sebuah kata/kalimat berbahasa Inggris bagaimanapun caranya.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
20. Saya membaca buku lks Bahasa Inggris walaupun tidak ada tugas dari guru saya.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
21. Saya senang ketika saya membaca buku baru.
- a. Sangat senang
 b. Senang
 c. Biasa saja
 d. Tidak Senang
 e. Sangat tidak senang
22. Materi *Reading* dalam Bahasa Inggris sangat penting untuk dipelajari.
- a. Sangat setuju
 b. Setuju
 c. Biasa saja
 d. Tidak setuju
 e. Sangat tidak setuju
23. Pada waktu pelajaran saya menanyakan kalimat berbahasa Inggris yang belum saya mengerti pada guru Bahasa Inggris.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
24. Saya menggunakan jam kosong pelajaran untuk membaca walau tidak ditugaskan.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
25. Apakah anda mencoba mendapatkan kata-kata baru dalam Bahasa Inggris untuk meningkatkan kemampuan?
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
26. Saya kurang suka membaca bacaan berbahasa Inggris
- a. Sangat setuju
 b. Setuju
 c. Biasa saja
 d. Tidak setuju
 e. Sangat tidak setuju

27. Saya merasa kemampuan Bahasa Inggris saya masih sangat lemah ketika dalam membaca teks berbahasa Inggris.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
28. Saya tidak berkonsentrasi jika teks bacaan berbahasa Inggris terlalu banyak dan kalimatnya sulit untuk dipahami.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
29. Saya akan tertinggal oleh teman-teman saya jika tidak pernah/jarang mempelajari pelajaran Bahasa Inggris utamanya dalam memahami kata/kalimat Berbahasa Inggris.
- a. Sangat setuju
 b. Setuju
 c. Biasa saja
 d. Tidak setuju
 e. Sangat tidak setuju
30. Saya mem-fokuskan diri ketika sedang membaca dan memahami teks berbahasa Inggris.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
31. Daripada menulis, mendengar, dan berbicara dalam Bahasa Inggris, saya lebih memilih membaca teks berbahasa Inggris.
- a. Sangat setuju
 b. Setuju
 c. Biasa saja
 d. Tidak setuju
 e. Sangat tidak setuju
32. Tanpa diminta oleh siapapun saya menyempatkan diri untuk membaca buku.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
33. Saya hanya membaca teks bacaan seperlunya jika mendapat soal teks bacaan berbahasa Inggris yang cukup banyak.
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
34. Membaca teks bacaan berbahasa Inggris adalah hal yang tidak saya sukai.
- a. Sangat setuju
 b. Setuju
 c. Biasa saja
 d. Tidak setuju
 e. Sangat tidak setuju
35. Saya membaca seluruh kalimat dalam teks berbahasa Inggris jika ada ujian reading
- a. Selalu
 b. Sering
 c. Kadang-kadang
 d. Jarang
 e. Tidak pernah
36. Ada begitu banyak kosa kata dalam Bahasa Inggris yang belum saya ketahui.
- a. Sangat setuju
 b. Setuju
 c. Biasa saja
 d. Tidak setuju
 e. Sangat tidak setuju

- c. Biasa saja
37. Saya berusaha menambah pengetahuan kosa kata Bahasa Inggris saya dengan membaca teks-teks berbahasa Inggris.
- a. Selalu
 b. Sering
c. Kadang-kadang
d. Jarang
e. Tidak pernah
38. Membaca teks berbahasa Inggris yang tidak saya tahu artinya adalah hal yang sia-sia.
- a.
 b. Sangat setuju
c. Setuju
d. Biasa saja
e. Tidak setuju
f. Sangat tidak setuju
39. Ketika membaca teks berbahasa Inggris saya hanya membacanya dan tanpa memahami apa artinya dalam Bahasa Indonesia.
- a. Selalu
 b. Sering
c. Kadang-kadang
d. Jarang
e. Tidak pernah
40. Saya merasa text bahasa Inggris itu adalah sesuatu yang sulit dan rumit
- a. Sangat setuju
b. Setuju
 c. Biasa saja
d. Tidak setuju
e. Sangat tidak setuju

Appendix 11 Student Worksheet Test

REASERCH INSTRUMENT

Test of Writing Ability


DIRECTION :

1. Prepare your self
2. Pray before do your test (sebelum melakukan test diharapkan untuk membaca doa terlebih dahulu)
3. Write your name and your class in the provided sheet (tuliskan nama dan nama kalian di lembar/kertas yang sudah disediakan)
4. For the topic you have to describe are things around boarding school (untuk topik yang harus kalian uraikan adalah hal-hal seputar pesantren)
5. Students are expected to write more than 8 lines or more 2 paragraphs (siswa diharapkan menuliskan lebih dari 8 baris atau lebih dari 2 paragraph)
6. The time allocation of the test is 40 minutes (waktu yang diberikan untuk test ini adalah 40 menit)

Name: Tha'ita ike Daniyanti
Class: XI ips

Identification: Bustanul ulum ^{is} Islamic boarding school bulugading, is an Islamic boarding school ^{this} founded by R. K. H. Abdul Lehani who is one of the founder of one of the oldest Islamic boarding schools in Indonesia. Pesantren ^{it's} ~~the~~ ^{means} ~~with its~~ education ~~system~~ is a combination of salaf and modern, ~~which~~ ~~readings~~ that it does not only focus on recitation and sorogan (traditional readings), but also modern education, namely formal institutions that follow the curriculum of the ministry of regional and the ministry of education and culture, one the of formal institutions under the auspices of the pesantren is MA Bustanul Umm Bulugading, which is currently headed by Shohib, S. Pd.

Description: MA. Bustanul Umm ^{or such as} has two majors that are ~~the~~ focus of learning at the school, namely science and social studies. The learning system applied is started with Diniyah school activities, which is then continued with formal learning and the facilities provided are in the form of: toilets, libraries, sports fields, and labs (for Biology Science) as well as computer labs.



REASERCH INSTRUMENT

Test of Writing Ability

DIRECTION :

1. Prepare your self
2. Pray before do your test (sebelum melakukan test diharapkan untuk membaca doa terlebih dahulu)
3. Write your name and your class in the provided sheet (tulislah nama dan nama kalian di lembar/kertas yang sudah disediakan)
4. For the topic you have to describe are things around boarding school (untuk topik yang harus kalian uraikan adalah hal-hal seputar pesantren)
5. Students are expected to write more than 8 lines or more 2 paragraphs (siswa diharapkan menuliskan lebih dari 8 baris atau lebih dari 2 paragraph)
6. The time allocation of the test is 40 minutes (waktu yang diberikan untuk test ini adalah 40 menit)

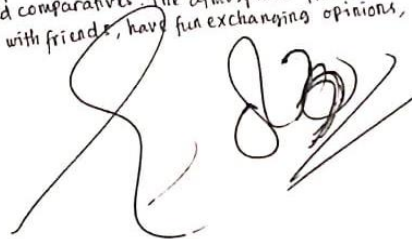
Name: Siti Maulidatul Hasanah

Class: XI IPS

Identification: Bulugading Islamic Boarding school is a place ^{which for the} for teaching traditional Religion. There are so many group of people ~~they~~ ^{can} train ~~us~~ ^{the students} to be independent and social with each other.

boarding

Description: In Bulugading Islamic ~~boarding~~ school there are Madrasah Tsanawiyah, madrasah Aliyah, and also vocational high school ~~there and don't forget~~ there is a madin class in Bulugading as well as several program including the Quran reading Program (AT-TANZIL) book reading (Maktab Tlibdzatul baran), takfidz and other if you take part in it. the school has several organizations such as osim, green house and comparatives. The atmosphere there is very comfortable, we can gather with friends, have fun exchanging opinions, it's really fun.



REASERCH INSTRUMENT

Test of Writing Ability

DIRECTION :

1. Prepare your self
2. Pray before do your test (sebelum melakukan test diharapkan untuk membaca doa terlebih dahulu)
3. Write your name and your class in the provided sheet (tulislah nama dan nama kalian di lembar/kertas yang sudah disediakan)
4. For the topic you have to describe are things around boarding school (untuk topik yang harus kalian uraikan adalah hal-hal seputar pesantren)
5. Students are expected to write more than 8 lines or more 2 paragraphs (siswa diharapkan menuliskan lebih dari 8 baris atau lebih dari 2 paragraph)
6. The time allocation of the test is 40 minutes (waktu yang diberikan untuk test ini adalah 40 menit)

Name: wafun
Class: XI IPS . 2

Identification: pondok pesantren bustanul ulum bulugading is a boarding school located in the village of langkap Bangsal Sari Jember.

Description: the bustanul ulum Islamic boarding school is a large cottage which includes MTS . MA . SMK . MAKTUBA , DINIAH and . others? the place is very beautiful where ~~where~~ and there are many very beautiful trees . where there are many neatly arranged rooms in the cottage.

R 65

Appendix 13 Score Inter rater Writing Ability

Initial	Score		
	Researcher	Teacher	Average
AG	60	60	60
ANM	62	60	61
AN	70	72	71
AZN	70	70	70
ATA	65	65	65
FR	77	77	77
FU	80	80	80
FH	62	62	62
FH	66	64	65
HM	76	77	76.5
HM	60	60	60
HS	66	69	67.5
IR	84	84	84
IHF	71	74	72.5
KS	81	81	81
LAAP	62	62	62
LLJ	73	72	72,5
MAS	50	50	50
MEK	82	83	82,5
MAK	78	75	76.5
MQ	70	70	70
ML	64	64	64
NV	66	67	66.5
NAZ	70	72	71
NZN	60	60	60
R	74	74	74
SMH	83	83	83
SM	70	70	70
SNH	60	60	60
S	72	72	72
S	74	74	74
SS	66	68	67
SWH	70	70	70
TID	72	72	72
W	65	66	65.5
			2478

Appendix 14 Distribution of Value r table 5% and 1% significance

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

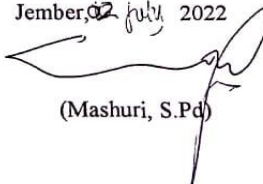
Appendix 15 Practicality of Questionnaire

Practicality of the Questionnaire instrument

Instruction: 1. Circle one of the indicators which is appropriate with the situation in the class
2. Give a description in the column "note" based on the situation in class

Aspect	Indicator	Note
Students response toward the instruction	<ol style="list-style-type: none"> 1. More than a half of the students ask about the instruction 2. A half of the students ask about the instruction ③ 3. Less than a half of the students ask about the instruction 	There are 3 students ask about the instruction
Estimation of time allocation for students	<ol style="list-style-type: none"> 1. More than a half of the student finish the test on time 2. A half of the students finish the test on time ③ 3. Less than a half of the students finish the test on time 	There are 2 students who have not finish Questionnaire yet
enthusiasm of students in doing the test	<ol style="list-style-type: none"> ① 1. More than half of students are enthusiastic about doing the test 2. A half of the students are enthusiastic about doing the test 3. Less than a half of the students are enthusiastic about doing the test 	There are 30 students do the Questionnaire enthusrasm.
enjoy of doing the test	<ol style="list-style-type: none"> ① 1. More than a half of students feel tired of doing the test 2. A half of students feel tired of doing the test 3. Less than a half of students feel tired of doing the test 	There are 30 students feel enjoy doing the Questionnaire

Jember, 12 July 2022



(Mashuri, S.Pd)

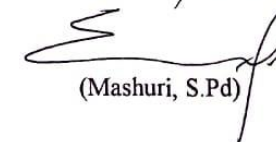
Appendix 16 Practicality of test

Practicality of the test instrument

- Instruction:** 1. Circle one of the indicators which is appropriate with the situation in the class
 2. Give a description in the column "note" based on the situation in class

Aspect	Indicator	Note
Students response toward the instruction	1. More than a half of the students ask about the instruction 2. A half of the students ask about the instruction ③ 3. Less than a half of the students ask about the instruction	There are 5 students ask about the instruction
Estimation of time allocation for students	1. More than a half of the student finish the test on time 2. A half of the students finish the test on time ③ 3. Less than a half of the students finish the test on time	There are 5 student who have not finish the test yet
enthusiasm of students in doing the test	① 1. More than half of students are enthusiastic about doing the test 2. A half of the students are enthusiastic about doing the test 3. Less than a half of the students are enthusiastic about doing the test	There are 25 student do the test enthusiasm
enjoy of doing the test	① 1. More than a half of students feel tired of doing the test 2. A half of students feel tired of doing the test 3. Less than a half of students feel tired of doing the test	There are 22 student who do not feel afraid / worry of doing the test

Jember, 16 July 2022


 (Mashuri, S.Pd)

Appendix 17 Declaration of Authorship

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Lianingsari

Nim : T20186013

Program : Bahasa Inggris

Faculty : Tarbiyah and Teaching Learning

Institution : State Islamic University of Kiai Haji Achmad Shiddiq Jember

States that the undergraduate thesis entitled “The Correlation between Reading Interest and Writing Ability of the Year Eleventh Students of Senior High School in MA Bustanul Ulum Bulugading Jember” is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection or claim from other.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SHIDDIQ
JEMBER

Jember, October 18th 2022
The writer

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TEMPEL
377AKX078513633
LIANINGSARI
NIM. T20186013

Appendix 18 Research Biography

RESEARCH BIOGRAPHY



Personal Data

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Gender : Female
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Address : Dusun Dukuh 1 Banjarsari, Bangsalsari, Jember
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Email Address : halolianing@gmail.com
Major : English Education Program
Faculty : Teaching and Training Faculty

Educational Background

2006 – 2012 : SDN Banjarsari 02
2012 – 2015 : Mts Bustanul Ulum Bulugading
2015 – 2018 : MA Bustanul Ulum Bulugading
2018 – 2022 : UIN KHAS Jember