

**THE CORRELATION BETWEEN INTENSITY OF READING ENGLISH BOOKS OF
THE SECOND YEAR STUDENTS OF ENGLISH DEPARTMENT OF
BUNG HATTA UNIVERSITY AND THEIR READING ABILITY**

THESIS



HAPPY ANGGRAINI

1010013121100

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2015**

ABSTRACT

Anggraini, Happy. 2015. The Correlation between Intensity of Reading English Book of the Second Year Students of English Department of Bung Hata University and Their Reading Ability.

Advisors: 1. Drs. Khairul Harha, Msc

2. Dra. Ernati, M.Pd

The type of this study was correlational study. The purpose of this study was to find out the correlation between intensity of reading English book and reading comprehension ability. The population of this research was the second year students of English Department of Bung Hata University. The members of sample in this research were 22 students. The data of this research were collected by using two kinds of instruments. The first is the questionnaire on intensity of reading English book, the second is the test on reading comprehension ability. It was found that reliability index of the test was 0.79 (Appendix 4), and reliability index of the questionnaire was 0.63 (Appendix 2).

The result of this research revealed that t counted (4.85) was bigger than t table (2.086). Therefore, alternative hypothesis (H_a) was accepted, that say that there is a significant correlation between students' intensity of reading English book and their reading comprehension ability of the second year students of English Department of Bung Hata University with the level of significant 95% (α 0.05) and the degree of freedom (df) $n-2$. It can be concluded that there is connection between students' intensity of reading English book and their reading comprehension ability. It means the more intense of student in reading English book, the more comprehension they will be.

Based on the conclusion, it is suggested for the lecturer to make student read English books as out classroom exercises in teaching reading comprehension. Besides, the college should be able to facilitate the students with sufficient reading English books in order to improve the students' interest in reading.

ACKNOWLEDGEMENTS



Praise be upon to Allah SWT: The Lord of the Universe, that under his blessing, mercy and great guidance, the researcher eventually is able to finish this thesis as one of the requirements for obtaining the Strata One (S1) degree at the English Department, the Faculty of Teacher Training and Education, Bung Hatta University. In accomplishing this thesis, she has worked with a number of people who deserved special attention.

Then, the researcher would like to address her sincere gratitude to Drs. Khairul Harha, Msc. as her first advisor as well as the Dean of Teacher Training and Education Faculty, and Dra. Ernati, M.Pd. as her second advisor as well as the Chairwoman of the English Department of Bung Hatta University who has given a great deal of time, valuable advice and continuous guidance during this thesis accomplishment. She would like to express her thank to Drs. Yusrizal, M.Si. as the Vice Dean of the Faculty of Teacher Training and Education, and Dra. Lisa Tavriyanti, M.Pd. as Secretary of English Department and all lectures at English Department of Bung Hatta University. The researcher would like to express her appreciation and faithful gratitude to her beloved father and mother, Wazar (Alm.) and Erma who have sincerely raised her up with their cares, boundless love and countless support.

Then, the researcher also expresses her best regard to her friends at English Department (registered in 2010) who always inspire and motivate her during the accomplishment of this thesis.

Finally, the researcher realizes that this thesis has some weaknesses; therefore, it is expected that the readers could contribute criticisms and suggestions to improve this thesis.

Padang, June 2015

The Researcher

TABLE OF CONTENTS

AKCNOWLEDGMENTS	i
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION	
1.1. Background of the Problem.....	1
1.2. Identification of the Problem.....	3
1.3. Limitation of the Problem	4
1.4. Formulation of the Problem.....	4
1.5. Research Hypothesis	5
1.6. Purpose of the Research	5
1.7. Significance of the Research	5
1.8. Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Reading	7
2.1.1 Concept of Reading.....	7
2.1.2 Concept of Reading Comprehension	9
2.1.3 The Level of Reading Comprehension	9
2.1.4 Strategies of Reading Comprehension.....	10
2.1.5 Variability in Reading Comprehension	13
2.2 Intensity of Reading English Book	17
2.2.1 Concept of Intensity	17
2.2.2 Concept of Intensity of Reading English Book	17
2.2.3 Factors Affecting Reading Intensity	18
CHAPTER III: RESEARCH METHOD	
3.1 Research Design.....	20
3.2 Population and Sample	21
3.2.1 Population	21
3.2.2 Sample.....	21
3.3 Instrumentation	22
3.3.1 Questionnaire	23
3.3.2 Reading Comprehension Test.....	26
3.4 Technique of Gathering Data.....	31
3.4.1 Techniques of Gathering Data on Reading Intensity	31

3.4.2	Techniques of Gathering on Reading Comprehension	32
3.5	Techniques of Analyzing Data.....	32
3.6	Testing Hypothesis.....	33
3.7	Interpreting the Result of Study	34
CHAPTER IV: FINDINGS AND DISCUSSIONS		
4.1	Findings.....	35
4.1.1	Students' Intensity of Reading English Book	35
4.1.2	Students' Reading Comprehension Ability	39
4.1.3	Correlation between Intensity of Reading English Book and Reading Comprehension	41
4.2	Discussions	41
CHAPTER V: CONCLUSIONS AND SUGGESTIONS		
5.1	Conclusions.....	43
5.2	Suggestions	43
REFERENCES.....		45
APPENDICES		49

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses the introduction. It includes background of the problem, identification of the problem, limitation of the problem, formulation of the problem, hypothesis, purposes of the research, significance of the research, and definition of the key terms.

1.1 Background of the Problem

Reading is one of the important skills that students must master in learning English besides listening, speaking, and writing. The ability to read is essential to children's success at school, as it is an integral part of virtually all subjects, including English, social studies, and mathematics (Kupzyk et al. 2011, p. 87). Reading gives so much benefit for our lives, and even it can affect every aspect of life such as knowledge, experience, have a stand, and etc. Reading can open our mind or firmament of world.

Reading is a process in which the reader actively searches for meaning in the text (Brown study in Allen 2003, p. 322). The reader must consider the text he or she is currently reading, and how it links with others they have already interpreted, as well as ideas, topics, and events that form the basis of his or her background knowledge. The ultimate goal of reading is to understand written text. Thus, the most important measure of reading performance is reading comprehension (Sideridis et al. 2013, p. 121). In understanding the written material, students need larger knowledge

about the vocabulary, and grammar structure in order to be able to decode meaning. Besides that, concentration, language processing, visual reasoning, and centering the brain are also needed. The more able students in decoding meaning of words the more comprehension they will be. Research efforts have largely been focused on understanding the acquisition and development of fast and accurate text decoding as the most essential prerequisite for good reading comprehension. These studies have also revealed a substantial gap between the processes of word-level fluent decoding and text-level comprehension (Sideridis et al. 2013, p. 122).

College students are demanded to be able to understand the passage, extended reading text, or textbook to get more knowledge. College students are responsible for a variety of assignments, from answering questions at the end of a chapter to writing summaries of course topics. The successful completion of these tasks depends on reading, but reading is not the end-goal of these tasks. Students devote considerable effort for collecting information and organizing it in a form that can be accessed later, as well as taking actions to remember information from the text in order to succeed in class and on tests (Taraban et al. 2010, p. 3).

In Indonesia, reading assessment is placed on the bottom level. Further, in international comparisons of performance on reading assessments, U.S. 11th graders have placed very close to the bottom, behind students from the Philippines, Indonesia, Brazil, and other developing nations. The level of reading skills remains stagnant.

Intensity of reading is one part of the factors that have influence on reading. The proportion of adults who reported reading regularly rises with level of

educational attainment. In all countries, adults who have completed lower secondary education or higher display a greater intensity of reading (medium and high intensity) (OECD 2013, p. 235). Intensity of reading plays a significant role toward the students' achievement. To get the best achievement in study, students should display a greater intensity of reading.

In fact, based on informal interview that researcher did with several second year students at English Department of Bung Hatta University from April 30, 2015 to May 20, 2015, it was found that their intensity in reading English book is low. Some of them sometimes read books just for doing the task, and some others read books frequently for their own enjoyment like novels. Therefore, the researcher wants to prove whether there is correlation between students' intensity of reading English book and their reading comprehension ability of the second year students of English Department of Bung Hatta University.

Based on the phenomena above the researcher was interested in conducting the study entitled The Correlation Study between Intensity of Reading English Book of the Second Year Students of English Department of Bung Hatta University and Their Reading Comprehension Ability.

1.2 Identification of the Problem

Intensity of reading English book refers to amount of reading and time spent in reading. Reading amount applies to text of more than a page or reading large amount of text and widely, including professional article, essays, technical reports, short stories, and books reading. Based on Karlin's idea et al. in Kirchoff (2013, p.

192) states that the amount of reading can be labeled as extensive. Time spent in reading is the frequently and amount of time the students do the reading activity.

Reading comprehension is a process to get information from texts that we read and comprehend about what the text tell about. The comprehension levels of reading are literal, interpretive or inferential, applied or evaluative, and appreciative. The literal level is based on what is actually stated in the material. When literal comprehension takes place, readers are able to identify the major components of a text (who, what, when, where) and can also find or remember main ideas or themes when they are explicitly stated in titles, topics, or summarizing sentences. The second level is interpretive. This level requires the subject material is not only understood, but also that a general understanding of what is implied is reached. It includes interpreting the figurative meanings of words, identifying the writer's main themes and point of views, drawing conclusions, out lining the central idea not stated in the text, interpreting feelings, and analyzing characters. The third level is applied or critical, the level that deals with applying what is shared to real life events or situations. It includes the following skills: Evaluating the writer's degree of accuracy in expressing ideas, distinguishing between facts and opinions, and finding solutions to problems. The final level, Appreciative, is based on the students or reader's own feelings towards the material or author. It includes arranging lines based on the power of meanings, appreciating the aesthetic value and connotative significance of words and expressions, appreciating the emotional state and temperament dominating the text, and choosing a line with a meaning closest to another particular line.

1.3 Limitation of the Problem

Due to the broad scope of this study as already discussed above, the researcher limited her study only on the correlation between reading intensity of the second year students at English Department of Bung Hatta University and their reading comprehension ability. She limited the students' comprehension to literal (finding topic, getting main idea) and interpretive (unstated/ implied main idea, meaning of word/ dealing with vocabulary, and catching the authors' thought) level of comprehending of the message of the text.

1.4 Formulation of the Problem

In accordance with the limitation of the problem, the problem of this research was formulated as: Is there any correlation between intensity of reading English books of the second year students of English Department of Bung Hatta University and their reading comprehension ability?

1.5 Research Hypothesis

Based on the background on the problem, the researcher formulated the hypothesis as follow; there is a significant correlation between intensity of reading English book of the second year students of English Department of Bung Hatta University and their reading comprehension ability.

1.6 The Purposes of the Research

The main purpose of this research was to describe the correlation between intensity of reading English books of the second year students of English Department of Bung Hatta University and their reading comprehension ability. In addition, it was aimed to describe whether the hypothesis of this study was accepted or rejected.

1.7 The Significance of the Research

Theoretically, the result of this study is expected to give input and could become reference to increase the process of teaching reading. Practically, the result of this study is expected to give empirical information and contribution to teachers and students. For teachers, it gives information about the correlation between intensity of reading English books and their ability in reading comprehension. So, they can take benefits of it. For students, the result of this study will inform them about their intensity of reading English book and their reading comprehension.

1.8 Definition of the Key Terms

The researcher provided the definition of key terms used in this study on purpose of avoiding misunderstanding and misinterpretation about them.

- (1) Intensity is frequency of doing reading activities.
- (2) Reading is the skill or activity of getting information from books.
- (3) Intensity of reading English book is frequency or amount of English books that students read every day.
- (4) Reading Comprehension is a process of constructing meaning from a written text.

(5) Ability is students' capability to comprehend of what is being read.

(6) Correlation research is the degree to which two sets of numbers are related to each other in one way or another (Brown 2002, p. 158).