



**A CORRELATIONAL STUDY BETWEEN ATTITUDE TOWARDS
LEARNING ENGLISH AND READING COMPREHENSION
ACHIEVEMENT OF GRADE XI BAHASA 1 STUDENTS
AT SMA MUHAMMADIYAH 3 JEMBER**

THESIS

**INDAH YULIASTUTI
110210401048**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2016**



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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department of the
Faculty of Teacher Training and Education

By

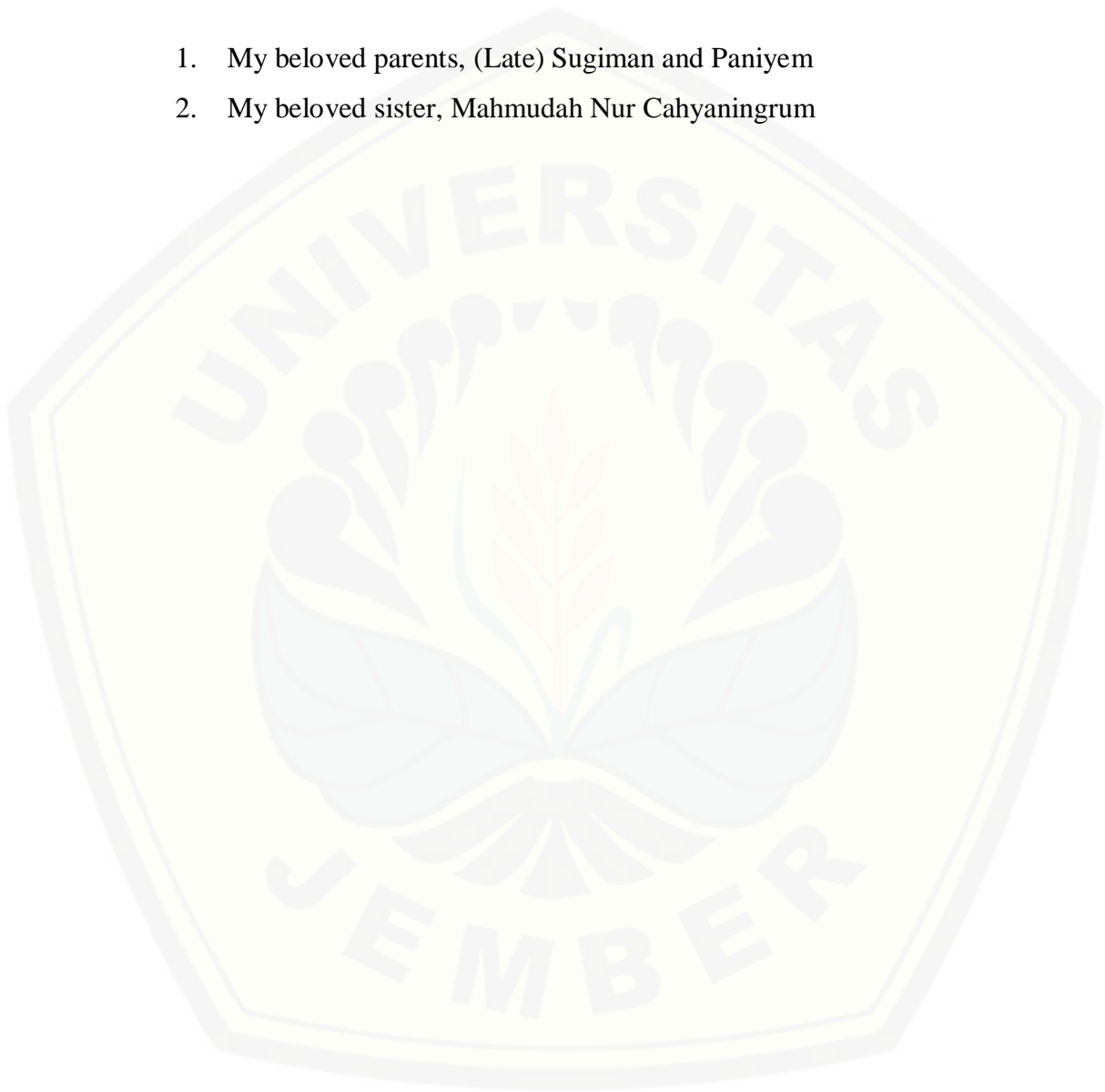
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, (Late) Sugiman and Paniyem
2. My beloved sister, Mahmudah Nur Cahyaningrum



MOTTO

“Attitude is a little thing that makes a big difference.”

(Winston S. Churchill)

“Think before you speak. Read before you think.”

(Fran Lebowitz)



Winston R. Chirchill. Available at
<http://www.goodreads.com/quotes/tag/attitude/> [November 27,2015]
Fran Lebowitz. Available at
[http://www.goodreads.com/quotes/tag?utf8=%E2%9C%93&id=reading.](http://www.goodreads.com/quotes/tag?utf8=%E2%9C%93&id=reading)
[November 27,2015]

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, April 6th, 2016

Indah Yulastuti
NIM. 110210401048

APPROVAL SHEET

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Name : Indah Yuliasuti
Identification Number : 110210401048
Level : 2011
Place, Date of Birth : Jember, July 14th, 1993
Department : Language and Arts
Program : English Education

Approved By:

Consultant 1

Consultant 2

Dra. Wiwiek Istianah, M.Kes., M.Ed.
NIP. 19501017198503 2 001

Drs. Sugeng Ariyanto, M. A
NIP. 195904121987021001

APPROVAL OF EXAMINATION COMMITTEE

The thesis entitled “A Correlational Study between Attitude towards Learning English and Reading Comprehension Achievement of Grade XI Bahasa 1 Students at SMA Muhammadiyah 3 Jember” is approved and accepted by Examination Committee of the Faculty of Teacher Training and Education, Jember University on:

Day : Wednesday

Date : April 6th 2016

Place : The Faculty of Teacher Training and Education, Jember University

The Committee

The Chairperson,

The Secretary,

Dra. Zakiyah Tasnim, M. A.
NIP. 19620110198702 2 001

Drs. Sugeng Ariyanto, M. A.
NIP. 19590412 198702 1001

Member 1,

Member 2,

Dra. Wiwiek Istianah, M.Kes., M.Ed.
NIP. 19501017198503 2 001

Dr. Budi Setyono, M. A.
NIP. 19630717 199002 1 001

The Dean,
The Faculty of Teacher Training and Education

Prof. Dr. Sunardi, M. Pd.
NIP. 19540501 198303 1 005

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First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “A Correlational Study between Attitude towards Learning English and Reading Comprehension Achievement of Grade XI Bahasa 1 Students at SMA Muhammadiyah 3 Jember”.

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

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3. The Chairperson of English Language Education Study Program
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8. The class XI Bahasa 1 students of SMA Muhammadiyah 3 Jember in the 2015/2016 academic year.

Finally any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, April 6th, 2016

The Writer

SUMMARY

A Correlational Study between Attitude towards Learning English and Reading Comprehension Achievement of Grade XI Bahasa 1 Students at SMA Muhammadiyah 3 Jember; Indah Yuliasuti, 110210401048; 2016; 57 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Communication is very essential in human life. It deals with human activities and use to interact each other. Language can be used as a tool for transferring the messages. By using the language, the messages being delivered can be successfully understood by the listener. In today's era of globalization, English plays as an important role in communication. Indonesia as one of the countries which claims English as a foreign language gets benefits when the language is taught at schools in order to equip students with English mastery. So there is no doubt when students learn more the target language, they might have a good command of the target language.

Reading can be regarded as a basis to understand the language in written communication. It can be said that reading is an activity which involves the reader and the text whereby the readers are fully engaged with the text to elicit the meaning of the written words in a text. Besides, students' attitude in language learning can also affect on their performances. Both attitude and knowledge relate one another as if it becomes the essential point in deciding student's success or failure in language learning.

This research was conducted to know the correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/1016 academic year. The respondents of this research were the students of grade XI Bahasa 1 students who were taken purposively. The total number of respondents was 25 students.

The primary data of this research were gained by conducting a reading comprehension test and distributing the questionnaire, meanwhile the secondary data were collected through interview and documentation. The students' reading comprehension scores were collected by doing the multiple choice test which covered four aspects of comprehension. They were word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The genre of the reading text in the reading test is procedure text. Meanwhile, for questionnaire, the students were demanded to give a tick (✓) among those five scales of Likert Scale in the column.

The result of this correlation research which was analysis by using Spearman Rank Order Correlation showed that the correlation coefficient was 0.623. It showed that the degree of the correlation between students' attitude towards learning English and reading comprehension achievement was in moderate strong relationship. The coefficient correlation was $0 < 0.623 < 1$ or there was a positive correlation. This means that the increase of variable X (Attitude towards learning English) is followed by the increase of variable Y (Reading Comprehension Achievement). Most of the students who got a high scores in questionnaire, they also got good score in reading. The students whose questionnaire scores were high indicated having positive attitude. In other words, when the students had positive attitude, they would get a good score in reading performance and vice versa.

Based on the calculation, the significant value was found 0.001 which means that the significant value < 0.05 . It indicates that the null hypothesis (H_0) was rejected "There is no correlation between attitude towards learning English and reading comprehension achievement of the grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year". Therefore, when the null hypothesis (H_0) was rejected as the consequence the alternative hypotheses (H_a) which was formulated: "There is a significant correlation between attitude towards learning English and reading comprehension achievement of the grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year" was accepted.

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CHAPTER I. INTRODUCTION

Success in learning English as a foreign language can be achieved if the learner has positive attitude towards the language and the speakers of the language. In Indonesia, English is learned as a foreign language at secondary schools. Secondary students are required to master the English as the target language (TL) well. This correlational study investigates whether or not there is significant correlation between attitude towards learning English and reading comprehension achievement. This chapter provides some aspects dealing with the topic under the study. They are background of the research, the problem of the research, the objective of the research, and the significance of the research.

1.1 Background of the Research

Communication is very essential in human life. It deals with human activities and use to interact each other. Fiske (1990) sees communication as the production and exchange of meanings. In communication, both the speaker and the listener need to understand each other so that the message implied can be successfully delivered. Language can be used as a tool for transferring the messages. Tavit (2009) as cited in Abidin et al. (2012) says “knowing the language can help us to express our opinions, hopes, and even our dreams.” By using the language, the messages being delivered can be successfully understood by the listener. In today’s era of globalization, English plays as an important role in communication. Indonesia as one of the countries which claims English as a foreign language gets benefits when the language is taught at schools in order to equip students with English mastery. So there is no doubt when students learn more the TL, they might have a good command of the TL.

The fact that the Indonesian Government has implemented the newest curriculum namely “Kurikulum 2013”, clearly states that children have never studied English formally before they are in the seventh grade (*Kemendikbud*, 2013: 78). So that, English is one of the subjects that must be taught in the middle

school (junior and senior high school). In learning English, there are four language skills (listening, speaking, reading, and writing) and three language components (grammar, vocabulary, and pronunciation) that the students should master.

On the one hand, Barnett (1989) as cited in Feathers (2004) says that reading is an important skill in foreign and second language programs. Further, he claims that reading is seen as communication, as mental process, as the reader's active participation in the creation of meaning, as manipulation of strategies, as a receptive rather than as a passive skill. Reading can be regarded as a basis to understand the language in written communication. It can be said that reading is an activity which involves the reader and the text whereby the readers are fully engaged with the text to elicit the meaning of the written words in a text. On the other hand, students' attitude in language learning can also affect on their performances. Abidin et al. (2012) & Finch (2008) as cited in Soleimani and Hanafi (2013) states that "attitude towards language learning plays a crucial role in language learning as it influences learner's success or failure." Both attitude and knowledge relate one another as if it becomes the essential point in deciding student's success or failure in language learning.

A preliminary study held on 24th August 2015 was carried out to get firsthand information about the English teaching practice at SMA Muhammadiyah 3 Jember. The teacher of the eleventh grade said that the students' attitudes varied in learning and understanding the English language. Some of them tended to feel enthusiastic in accepting the instructional material. Meanwhile some others did not participate actively in teaching and learning process. As a result, the students who learn English enthusiastically got better understanding about the new material. Conversely, the students who did not participate actively experienced difficulties in mastering the material. Besides, the teacher also said that there were students who participated well did not understand what the material was. This is how the teacher dealt with in teaching English to the students. The teacher needed to reveal what cause affected the students' understanding. This is because of the

way the technique being used in explaining the material or because of the students themselves. In other words, the learner's success or failure in language learning depends on not only from the teacher's role in conducting the course but also on the student's effort to follow the course attentively.

A study on students' attitude towards learning English done by Abidin (2012) from School of Educational Studies, University Sains Malaysia, entitled "EFL Students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students". He investigated Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. The participants were 180 students, 94 persons (52.2%) male and 86 persons (47.8 %) female randomly chosen from different secondary schools in the division of Al Mergeb, Zliten in the west of Libya. The design of the study was quantitative in nature supported by questionnaire in collecting the data. The research result showed that the respondents' obvious attitude towards English may lead to conclude that they are not well aware of the importance of English and learn it as a compulsory subject. Therefore, classroom activities should involve affective aims according to the students' need and their individual differences to build up positive attitudes towards English.

Another study dealing with correlation among students' attitude and reading comprehension done by Pamuji (2015) from STIK Bina Husada, Palembang. The research was "The Correlation among Attitude, Reading Comprehension, and Writing Achievement of English Education Study Program Students of Sriwijaya University". The study was aimed at findings out whether or not there was significant correlation among attitude, reading comprehension, and writing achievement of English study program students of Sriwijaya University. The data were collected using attitude English questionnaire, reading comprehension test and writing test. The participants were 254 which had been selected by using proportional random sampling technique. *Pearson product moment correlation* was applied to finding out the correlation among variables. The findings of the study showed there was significant correlation among

variables ($r = .539$, $.000 < .05$) and the R^2 (the coefficient determiner) was $.290$. It means that attitude influenced students' vocabulary category in each dependent variables. It can be concluded that there was evidence that student's attitude towards learning English influenced significantly on English achievement in the interpretations on the findings were discussed.

The present research focuses on the attitude towards learning English and reading comprehension achievement. Even though, there are 10 classes of the eleventh grade students at SMA Muhammadiyah 3 Jember, the research was only be conducted to the grade XI Bahasa 1 students of SMA Muhammadiyah 3 Jember. Grade XI Bahasa 1 students were accessible to be the respondents of the research because the English teacher gave suggestion and permission to the researcher to conduct the research. Besides, students in language class should have strong willingness to study language including English. It can be said that students' in language class might have positive attitude in learning English. As a result, they might achieve the better score in reading. The English lesson is taught once a week in this class, with allocated time 2×45 minutes in each meeting. Considering the rationale above, the researcher decided to conduct a research entitled: "*A Correlational Study between Attitude towards Learning English and Reading Comprehension Achievement of Grade XI Bahasa 1 Students at SMA Muhammadiyah 3 Jember.*"

1.2 Problem of the Research

Based on the rationale and background described above, the problem of the research was formulated as follow :

Is there any significant correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/1016 academic year?

1.3 Objective of the Research

Considering the problem of the study, the objective of the study was to know whether or not there was significant correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/1016 academic year.

1.4 Significance of the Research

The result of the research is expected to be beneficial for the following people :

1.4.1 The English Teacher

The results of this research can be used by the English teacher as an input in the teaching of reading skill. The result of this research give valuable contribution to the English teacher and to know the students' attitude and the students' reading achievement.

1.4.2 The Students

The results of the research hopefully can be useful for the students, to make them realize that attitude is also important in deciding their success or failure in language learning.

1.4.3 The Other Researchers

The results of this research can be useful in giving information or reference for other reseachers so that it will be possible to conduct further research dealing with a similar topic in knowing the students' attitude and their reading comprehension achievement of different genre conducted in different research design.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter deals with the underlying theories related to the research. The theories embody the theory of attitude towards learning English, reading comprehension, reading comprehension achievement, procedure text, the correlation between students' attitude and their reading comprehension achievement. The issues are presented respectively as follows.

2.1 Attitude towards Learning English

Attitude refers to what Ellis (1994) note as "a set of belief" that the speakers of the target language may have in language learning. Gardner (1980) as cited in Abidin et al. (2012) points out that "attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal." In line with the statement, Visser (2008) as cited in Abidin et al. (2012) argues that attitude is considered to be essential factor influencing language performance. Achievement in language learning relies on not only from cognitive aspect but also on the learner's attitude towards language learning. In other words, learner's attitude can also affect on their performance in language learning. In accordance, Abidin et al. (2012) say that "learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one." In language learning, the students not only get the knowledge or focus on cognitive aspect but also the way they behave might affect on their success or failure in learning process.

According to McLeod (2009), attitude structure can be described in terms of three components; they are (a) affective component that involves with person's feelings/ emotions toward certain object, (b) behavioral component which deals with the way attitude influences how we act or behave, (c) cognitive components, that involves a person's belief/ knowledge about an attitude object. Attitude can help students express whether they like or dislike the objects or surrounding

situation. Every student has different attitude toward certain thing and the way they react is also different. Choy and Troundy (2006) as quoted in Abidin et al. (2012) agree that “the inner feelings and emotions of FL learners influence their perspective and their attitudes towards the target language.” When students feel energetic and enthusiastic in learning English because of they are happy to do so, it can be said that the students have positive attitude. But, if the students themselves feel that they might experience difficulties or they might not enjoy during learning English, it seems that the students have negative attitude.

Ellis (1994:198) says that learner attitude have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success. The students’ achievement might be relied on their own attitudes. In the same way, Abu Melim (2009, p.686) as cited in Alkaff (2013) concludes that although there is a lot that teacher can do, “at the end of the day, it is up all to the students whether or not participate positively in the lesson. In other words it is boils down to your attitude.” It is strongly strengthened that the students themselves is the one who takes the responsibility of their success and failure in language learning. Further, Montana and Kasprzyk (2008:71 in Abidin et al. 2012) state:

“Attitude is determined by the individual’s belief about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, the person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from behavior will have a negative attitude.” (Montana and Kasprzyk, 2008:71 in Abidin et.al 2012)

Attitude can be differentiated into two categories; they are positive and negative attitude. Students with positive attitude who experience success in language learning have these attitude reinforced. Students with negative attitude may be strengthened by lack of success. It means if the students have strong belief towards language learning, they are highly reinforced and categorize having

positive attitude. Conversely, if the students' belief towards language learning is low, it seems they are lack of success.

2.2 Reading Comprehension

Feathers (2004: 12) argues "first we learn to read, then we read to learn." The students are first taught a skill named reading, thus they are able to use the skill to learn by reading various types of information materials. The students are trained to have the skill first before having chance to understand what they are reading. This skill is needed in order to gain a lot of information from reading because they already know how to read. Jerome Harste as quoted in Feathers (2004) says that any instance of reading affords the opportunity to "learn reading, to learn about reading, and to learn through reading."

Reading is an activity of understanding and gaining information of certain text. Mikulecky (2008) says that

"Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience." (Mikulecky, 2008)

When the students notice particular ideas in a text, they match the information with their background knowledge. So, the students are able to construct the exact meaning of the text they read. In other words, connecting the background knowledge and the new experience lead them to understand the meaning of certain ideas easily.

"When the reader focuses primarily on what he or she already knows, this is called a concept-drive or "top-down" mode. On the other hand, when the reader relies primarily on textual features and information to comprehend, this is called a data-driven or "bottom-up" mode." (Kintsch and van Dijk 1978; Rumelhart and Ortony 1977; Winograd 1977; Rumelhart 1980 as cited in Mikulecky, 2008)

Therefore, reading is a complex process. In fact, it includes various ways in understanding the exact meaning of certain text. The students are demanded to

recall their prior knowledge and matches them with new information in order to get the gist of the text's meaning.

In reading activity, the students cannot avoid comprehension in process of reading because comprehension is the most important part of reading processes. In *Comprehension and Learning*, Frank Smith (as cited in Feathers, 2004) defines comprehension as "relating new experiences to the already known." Further, it is said that "comprehension, then, depends on activating prior knowledge and developing links between new information and what already known." When the students begin to read, accidentally they might recall their previous knowledge to match with the material being read. It aims to know whether or not they already know the information before. In the process of reading, the students connect and develop the information in the text they read with their previous knowledge. So, it leads them to be a good reader.

When the students start to read written language they might think whether or not the ideas have ever been on their mind or something new in their mind. As Duffy (2009:14) points out that "reading comprehension depends on prior knowledge or knowledge about the world." A student's familiarity on both topic and format of the text substantially influences his ability to understand. Further, she says that "comprehending text involves much more than knowing words and only a content expert can help you understand the background information, the vocabulary, and even the style of writing of each text." The students' prior knowledge helps them in comprehending the text, in other side, an expert, for example a teacher is advantageous in helping them to find the content or main information of a text.

Snow (2002:5) says that "students who are good comprehenders use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their new knowledge to solve practical as well as intellectual problems." Dealing with that statement, the students with poor understanding in comprehending the written language tend to experience difficulties in reading process, thus their new knowledge cannot solve

the problem easily. In constructing the meaning of the text, the students need to comprehend the words, comprehend the sentences, comprehend the paragraph and comprehend the whole text. The more specific explanations are presented in the following section.

2.2.1 Word Comprehension

Words are small component of the text. In understanding a certain idea in a text, the students need to know the meaning of every word which constructs text. Feathers (2004) says “if students can read words, they can read sentences; if they can read sentences, they can read stories; if they can read stories, they then have what it takes to read social studies texts, science texts, and other information materials.” Understanding the meaning of the words is a basic strategy in further reading. In other words, they cannot even understand a sentence without knowing the meaning of the words which construct the sentence.

Since not all the students understand the meaning of every single word in the texts, comprehending the text become quite challenging. Every word in a sentence corresponds to each other so that a word does not work independently. Words in a sentence connect to one another to construct a context and meaning. Nevertheless, it is not necessary to translate word by word in the text. If they translate the words one by one, it makes them find difficulty in comprehending the meaning of the text. They need to understand the meaning of the words to connect it to one another in which leads them to understand the context and meaning of the text. Grellet (1996: 15) states that “if the reader does not understand some words in the passage, he fails in building idea or concept due some of the facts and ideas probably escape him.” From the ideas above, it proves that understanding the meaning of the words is advantageous in getting ideas of the text.

Read the text carefully!

How to Bake Corn Muffins

Baking corn muffins is an easy task that almost anyone can do. They are ideal for young adults to learn how to prepare mixes from scratch and to bake muffins.

In making bake corn muffins, the ingredients are 1 1/2 cup (192 grams) all-purpose flour/ plain flour, 2 cups (402 grams) sugar, 3/4 cup (24 grams) cornmeal, 1 tbs (14 grams) baking powder, 1/2 tbsp (9 grams) salt, 3 eggs, 1/3 cup (68 grams) shortening, and 1 1/2 cup (355 milliliters) milk.

The first step is mixing all of the dry ingredients together. Crack and add the whole eggs, shortening, and half of the milk to the dry ingredients and beat for one minute. Then, add the remainder of the ingredients and use a beater to mix until just blended. After that, grease a muffin pan lightly or line with specialty paper cups. Fill the molds $\frac{3}{4}$ of the way with the mix. Bake at 350 degrees F (180 degrees C) for 25-30 minutes. Check to see that they have been fully baked. To do this, insert a toothpick into a muffin to check if it comes out clean. Finally, eat and serve warm and add a slice of butter for a richer taste.

(Adapted from <http://www.wikihow.com/Bake-Corn-Muffins>)

The above text is the example of procedure text. As the teacher explanation in the interview, he said that the theme of procedure text being taught is recipe. The researcher takes the text “How to Bake Corn Muffin” as the materials in giving the example of words comprehension. The following is the question asking about synonym in which belongs to one of words comprehension.

Choose the best answer of the question below by crossing the letter *a, b, c, or*

***D* correctly!**

1. “*Crack and add the whole eggs*”, the word crack in this sentence has the closest meaning with...
 - a. throw
 - b. smash
 - c. break
 - d. destroy

Answer key: c. break

The answer key must be c. break, because the other options do not match to represent the meaning of the word “break”.

2.2.2 Sentence Comprehension

A sentence is a set of words which has meaning. As the students simply understand the words, it cannot guarantee that they can link them into meaningful ideas. Sometime, they experience difficulties in comprehending the meaning of the sentences. McWhorter (1989:86) says that “every sentence express at least one key idea or a basic message which consists of a simple subject and a verb.” The students not only focus on finding the subject and a verb or predicate but also they can find the key idea of the sentence. When the meaning of words in the sentence have been recognized and have clear meaning, it might be said that the meaning of the sentence is already established.

Besides, there are four skills need to be understood by the students related to sentence comprehension. Those four skill covering identifying key ideas, locating details, identifying sentences that combine ideas, and identifying sentence that relates ides (McWorther,1989). Nevertheless, in this research, the researcher only focuses on identifying key idea and locating details. Below is the explanation of those two skills:

a. Identifying key idea

As Mc Whorter (1989: 86) affirms, “every sentence expresses at least one key idea, or basic message.” The key idea consists of two parts; simple subject and simple predicate. Simple subject indicates the person or a thing in the sentence in which usually in the form of noun. Meanwhile, simple predicate is usually a verb which indicates what the person is doing or has done.

Example: Kathy lives in Boston near the waterfront.

(McWhorter (1989:86))

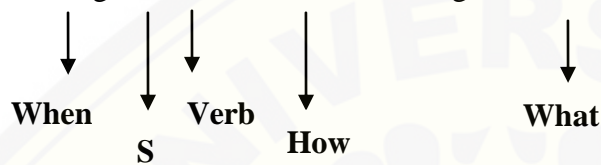
The key idea of the sentence is “Kathy”. It is expressed by the simple subject and predicate. Kathy tells what the sentence is about, and “*lives*” is verb which tells what Kathy did in the sentence. Meanwhile, the rest of the sentence gives more information about the subject and predicate.

b. Locating details

The next step when understanding a sentence is the locating details. McWhorter (1989: 88) explains, “most details either add to or change the meaning of the key idea.” The details usually answer such questions what, where, which, when, how, or why.

Example:

Last night I read with interest a magazine article on sailing.



(McWhorter (1989: 88))

The underlined words are the parts of the sentence. To know the detail information the reader can use the following question, “what did he read?”, when did he read?”. The details of the sentence above are “magazine article” and “sailing”. The details make the sentence more meaningful.

2.2.3 Paragraph Comprehension

According to Bram (1995:13) “paragraph is a group of sentences which contain relevant information about one main or central idea.” Topic sentence is a sentence which covers the main idea of a certain text. Topic sentence becomes a crucial point because there will any supporting details if there is no main idea in a text. Supporting sentences are part of paragraph which contains further information of the main idea being discussed. Further, it is explained that a paragraph consists of three parts, namely: 1. Introduction, 2. Body, and 3. Conclusion.

In understanding paragraph meaning, the first thing that the students need to do is getting the topic sentence of paragraph in which cover the main idea of the whole paragraph. Next, they find the supporting details which explain and support the information in the topic sentence. At last, they can identify the conclusion of the paragraph. However, topic sentence is not always written in the paragraph, the

students need to infer the topic sentence by themselves. The following explanation are about identifying topic sentence, supporting details, and concluding sentence.

a. Identifying the topic sentence

In a paragraph, there are some sentences and every sentence somehow discusses or explains the topic. In this case, the topic is the subject being discussed in a paragraph. Thus, the reader can find the main idea in a topic sentence. Langan (2008: 16) explains:

“... most paragraphs center on a main idea, which is often expressed in a topic sentence. An effective topic sentence does two things. First, it presents the topic of the paragraph. Second, it expresses the writer’s attitude or opinion or idea about the topic.” (Langan, 2008:16)

The topic sentence controls information for a paragraph and it is not always placed in the first sentence of the paragraph. Bram (1995:16) explains that “the position of topic sentence can be: 1. at the beginning (the first sentence) of the paragraph, 2. (somewhere) in the middle, or 3. at the end (the last sentence).” If the topic sentence is placed at the beginning, the students can have a clear guide to finish the rest of the paragraph and they have a good control over the contents of the paragraph. Dealing with unstated topic sentence, the students have to figure out the main idea after reading the whole paragraph and infer what it is about.

b. Identifying the supporting details

McWhorter (1989: 113) says, “supporting details are those facts and ideas that prove or explain the main idea of a paragraph.” In a paragraph, there are some supporting details in which provide additional information to support the main idea. Usually, the main idea is stated in the topic sentence. Since not all details are equally important, the readers need to pay attention to the most important details. Further, he states that the most common types of supporting details are (1) examples, (2) facts or statistics, (3) description, and (5) steps or procedure. When a paragraph is written to explain how to do something, the paragraph details are often lists or steps or procedures to be followed.

How Fog Produced

Warm breezes blow over the ocean. When the moist air moves from warmer to cooler waters or from warm water to cool land, it chills. As it chills, water vapor molecules begin coalescing rather than bouncing off one another upon glancing collisions. Condensation takes place, and we have fog.
(*Mc Whorter, 1989: 118*)

Based on the paragraph above, the key idea is *how fog is produced*. Next, it is followed by supporting details in which in this paragraph the supporting details is in the form of explanation on fog production process.

c. Identifying concluding sentence

In a paragraph, the students are already provided some information which cover main idea and supporting details. However, the students need to conclude what they already read in the paragraph. Bram (1991:13) states, “at the end, **he tell us what he has told us** (conclusion).” After knowing which one the main idea of the paragraph is and evidences that support the main idea, the readers finally conclude the information they get when they read the paragraph. So, they can easily understand the information being delivered.

2.2.4 Text Comprehension

In reading a text, the students are expected to understand the meaning of the whole text. Pang et al. (2003:14) explain that the reader actively engages with the text to construct meaning. Further, they say that good readers are aware of how well they understand a text while reading. In reading, it is better that the students understand what they read. For instance, if the students do not know what they read, they are not able to catch the information being delivered in the text. So, the main job in reading a text is that the students know what they read because it leads them in catching the gist or information in a text.

Meanwhile, the readers experience difficulty in understanding the meaning of the whole text directly and predict the meaning at the same time. For the students, understanding meaning paragraph by paragraph can be as the best way. They can understand the meaning of a text by knowing the information for the

small parts and come to seek meaning by combining the ideas in each part into a whole. Thus, the students must be aware of the small parts itself. So, they cannot ignore it because it gives them a lot of information. Here is the example of question used in text comprehension:

How to Bake Corn Muffins

Baking corn muffins is an easy task that almost anyone can do. They are ideal for young adults to learn how to prepare mixes from scratch and to bake muffins.

In making bake corn muffins, the ingredients are 1 1/2 cup (192 grams) all-purpose flour/ plain flour, 2 cups (402 grams) sugar, 3/4 cup (24 grams) cornmeal, 1 tbs (14 grams) baking powder, 1/2 tsp (9 grams) salt, 3 eggs, 1/3 cup (68 grams) shortening, and 1 1/2 cup (355 milliliters) milk.

The first step is mixing all of the dry ingredients together. Crack and add the whole eggs, shortening, and half of the milk to the dry ingredients and beat for one minute. Then, add the remainder of the ingredients and use a beater to mix until just blended. After that, grease a muffin pan lightly or line with specialty paper cups. Fill the molds $\frac{3}{4}$ of the way with the mix. Bake at 350 degrees F (180 degrees C) for 25-30 minutes. Check to see that they have been fully baked. To do this, insert a toothpick into a muffin to check if it comes out clean. Finally, eat and serve warm and add a slice of butter for a richer taste.

(Adapted from <http://www.wikihow.com/Bake-Corn-Muffins>)

Question:

1. What is the purpose of the text above?

The answer:

The purpose of the text is to tell the reader how to bake corn muffin through sequence of actions or steps.

In order to answer those questions and get the meaning of the text, the students need to read the whole text. Because, they cannot just simply conclude the purpose of the text by reading for instance the title or the first paragraph only. It is better for them to read the whole text before answering the question.

2.3 Reading Comprehension Achievement

There is no doubt that reading comprehension relates to the students' achievement in reading the written language. According to Montgomery et al. (2007) "comprehension will not follow exactly the same track for each reader. It is because of the way of comprehending written language is vary from each students, so that the achievement vary from one student to another." For instance, the students are given the same text, when the teacher asks them to tell the main idea of the text; the answer could be different among them since every student has their own way in comprehending the text.

Furthermore, Snow (2009:7) states that "achievement tests to which these high stakes are attached often reflect reading comprehension ability, even when the specific goal of the test is to assess knowledge in the content areas." In knowing the students' achievement toward students' reading comprehension ability, the teacher can devise reading comprehension exercise. Grellet (1996:9) points out that "exercise must be meaningful and correspond as often as possible to what one is expected to do with the text." Another important point when devising reading comprehension exercises is that the activities should be flexible and varied. In conducting reading comprehension exercise, the text must be suited with the topic in learning process. Thus, the exercise itself leads the students understanding the main topic being discussed.

In this research, reading comprehension achievement test deals with reading test which is going to be administered by the researcher to know how the students achieve the objectives of the materials. The objective is the students are able to comprehend the meaning of procedure text, the generic structure of procedure text and comprehend some examples of procedure text. The materials is about procedure texts which measured some indicators, such as; comprehending the words, comprehending the sentences, comprehending the paragraphs, and comprehending the whole text. It is used procedure text because the kind of text being taught in the first semester is procedure text. Meanwhile, the other types of

texts such as recount text and hortatory exposition text which the students have to learn in eleventh grade is stated in the second semester.

2.4 Procedure Text

Based on the teacher's syllabus for English, the students of eleventh grade should master types of text namely procedure, recount, and hortatory exposition. This research focuses on procedure text since it is taught to the eleventh grade students of Senior High School at the first semester.

According to Keir (2009:8) "procedure text is type of text which tells the reader about how to make or do something. It gives clear explanation in which make the readers attain the goal. Procedure text consists of goal, materials, and steps which are called the generic structure. Based on Rog and Kropp (2004: 127) procedure text can be presented in the list of steps and in the form of paragraph. Goal tells the information about the purpose of the text or the final purpose of the instruction. It can be found in the very beginning of a text called a title. Materials usually consist of the ingredients, utensils, equipment to do the instruction or steps. But, this part is optional, because some procedure texts do not require materials, for instance how to operate something. Meanwhile, steps are the sets of instruction to achieve the final purpose. Besides generic structure, procedure text has language features; it represents the characteristics of procedure text itself. It used to make the readers recognize what tense is used and so on. The characteristics are; use of action verbs, use of temporal conjunction, use of adverbial phrase, use of simple present tense and use of adjective. In the following is the explanation of each point.

a. Use of action verb

Action verb is a verb which asks the subject to do commands.

Example: Crack the egg into a bowl.

Mix all the ingredients in a large bowl.

The underlined word shows the action verbs.

b. Use of temporal conjunction

Temporal conjunction is a word which indicates a sequence from each sentence and shows the chronological order. The underlined words below are the example of temporal conjunction.

Example: The first step is mixing all of the dry ingredients together.

After that, grease a muffin pan lightly or line with specialty paper cups.

c. Use of adverbial phrase

There are some adverbial phrases, such as adverb of place, time, and manner.

Example: Bake at 350 degrees F (180 degrees C) for 25-30 minutes.

The underlined word belongs to adverbial of time.

d. Use of simple present tense

Simple present tense in procedure text usually is in the form of imperative sentences. It expresses a command to do the instruction.

Example: Eat and serve warm and add a slice of butter for a richer taste.

Based on the example above, the writer asks the reader to eat and serve the food. It is shown by the underlined words, that is “eat” and “serve”.

e. Use of adjective

In procedure text, the adjectives usually are used to add details which relates to the size, shape, color or amount.

Example: add black pepper into the mix ingredients.

The underlined word adds detail that the color of the pepper is black.

The following is the example of procedure text.

How to Bake Corn Muffins ← **Goal**

Baking corn muffins is an easy task that almost anyone can do. They are ideal for young adults to learn how to prepare mixes from scratch and to bake muffins.

In making bake corn muffins, the ingredients are 1 1/2 cup (192 grams) all-purpose flour/ plain flour, 2 cups (402 grams) sugar, 3/4 cup (24 grams) cornmeal, 1 tbs (14 grams) baking powder, 1/2 tbsp (9 grams) salt, 3 eggs, 1/3 cup (68 grams) shortening, and 1 1/2 cup (355 milliliters) milk.

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(Adapted from <http://www.wikihow.com/Bake-Corn-Muffins>)

Materials

Step

2.5 The Correlation between Attitude and Reading Comprehension Achievement

In language learning, one of the factors which can influence students' success is attitude. The researcher tend to agree with that attitude can decide the students' success or failure. As Abidin et al. (2012) & Finch (2008) cited in Soleimani and Hanafi (2013) states that "attitude towards language learning plays a crucial role in language learning as it influences learner's success or failure." The results in preliminary study revealed the fact that the students' attitude varied. The English teacher said that there are some students who did participate actively got better understanding in accepting the materials. As a result, they got better score in English test, including reading test. Conversely, the students who did not participate actively in language learning experienced difficulties in following the instructional materials and they failed in the English test.

Pamuji (2015), in his research entitled “The Correlation among Attitude, Reading Comprehension and Writing Achievement of English Education Study Program Students of Sriwijaya University” found that there was significant correlation among variables ($r = .539, .000 < .05$). the coefficient determiner was 0.290 which meant that attitude influenced students’ reading comprehension and writing achievement was 29 %. There was evidence that the students’ attitude towards learning English influenced significantly on English achievement.

Based on explanation above, it is believed that there is relationship between students’ attitude towards learning English and their reading comprehension achievement. Attitude becomes an important factor in deciding the students’ success and failure in language learning.

2.6 Research Hypothesis

Based on the research problem and the review of related literature, the hypothesis alternative (H_a) of the research formulation was:

H_a : There is a significant correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year.

The alternative hypothesis cannot be analyzed by using statistical method, therefore, the alternative hypothesis should be changed into nul hypothesis. According to Setiyadi (2006:90), nul hypothesis is analyzed by using statistical method which is used. The nul hypothesis (H_0) formulation is:

(H_0): There is no correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year.

CHAPTER III. RESEARCH METHOD

Research method is a systematic investigation to establish data with certain purpose. Research method becomes an important part in conducting a research because it is the main core needed by researcher to determine the course of a research. The research method used in a research should be suitable with the problem investigated in order to get the validity and reliability of the research. The explanation of the research methods employed in this research are presented in this chapter. They cover research design, area determination method, respondent determination method, operational definition of the key terms, data collection method, and data analysis method.

3.1 Research Design

The research design in this study was correlational study. Lodico et al. (2006: 214) says that the purpose of correlational research is to measure two or more variables and examine whether there are relationships among the variables. The relationship between each variable is described by correlational coefficient. Further, they said that correlational coefficient is a number that can be a number as large as + 1.00 or as low as - 1.00, but it is usually decimal somewhere between those numbers (e.g., + 0.65 or - 0.48). The research was intended to know whether or not there is a correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember.

In correlational study there are three possible results. They are a positive correlation, a negative correlation, and no correlation. These explanation are presented as follows:

1. Positive correlation means that both variables improve or decrease in the same direction. A correlational coefficient closed to + 1.00 indicates a strong positive correlation.
2. Negative correlation indicates that variables move in opposite directions (an increase in one variable is accompanied by a decrease in the other variable).

A correlational coefficient closed to -1.00 indicates a strong negative correlation.

3. No correlation means that there is no relationship between the two variables. A correlation coefficient is 0 which indicates no correlation.

In this research, the teacher suggested the researcher to take the respondents only in grade XI Bahasa 1 because he said that the students in Language class get more meetings on English lesson such as literature. Besides, students in Language class should have strong willingness to study language including English. It can be said that students' in Language class might have positive attitude in learning English. Based on those reasons, the researcher wanted to know whether or not the students' attitude had relationship with their reading comprehension. The correlation between the research variables drawn in figure

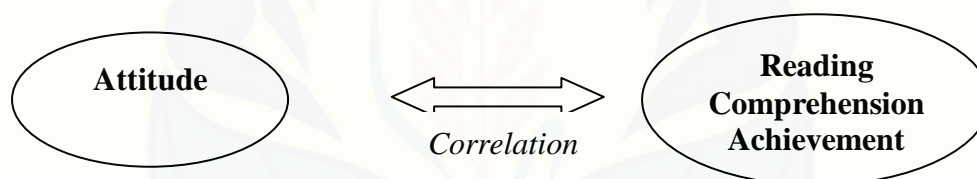


Figure 3.1 The correlation between research variables

The procedures of this research were as follows:

1. Determining the research topic.
2. Conducting a preliminary study by employing semi-structured interview with the eleventh grade's English teacher.
3. Formulating the research problem based on the result of the interview.
4. Doing the literature study to find the theoretical assumption related to the research problem.
5. Determining the research design (Correlationnal Study) and respondents of the research. It was used to:
 - a. Identify individuals to study
 - b. To specify measures

- c. To collect data
 - d. To analyze data
 - e. To interpret the strengths and direction
6. Constructing the research instruments (Questionnaire and Reading Comprehension Achievement Test).
 7. Conducting the try out to get the reliability of the test.
 8. Collecting the data by administering reading comprehension achievement test and distributing the questionnaire to the research respondents.
 9. Analyzing the results of the questionnaire and reading comprehension test by using Statistical Computation Spearman Rank Order Correlation.
 10. Verifying the research hypotheses based on the results of the data analysis.
 11. Drawing conclusion based on the result of the data analysis to answer the research problem.
 12. Composing the research report.

3.2 Area Determination Method

Area determination method is a method to determine area or place where the research will be conducted. In line with this explanation, Frankel et.al (2012: 100) point out that if the researchers assume that they can use their personal knowledge of the population to judge whether or not a particular sample will be representative, it is called purposive method. The area determination method in this research was done purposively by choosing SMA Muhammadiyah 3 Jember.

This purposive method was employed by the researcher because of certain reasons. First, researcher was permitted by the Headmaster of SMA Muhammadiyah 3 Jember to conduct the correlational research. Second, the English teacher gave permission to know whether or not there is relationship between attitude towards learning English and reading comprehension achievement of the grade XI Bahasa 1 students. Last, students in Language class should have strong willingness to study language including English. As a result, the students' in Language class might have positive attitude in learning English.

3.3 Respondent Determination Method

McMillan (1992:68) states “a subject is an individual who participates in a research study or in someone from whom data are collected.” It means that subject or respondents are the one who give response to the researcher’s question either written or oral form. Determining the research respondents of the research was an important part in such a research because the respondents were the main source in getting the data. Purposive sampling was used to determine the research respondent.

3.3.1 Population

Population is a group or cases (individuals, object, or event) that correspond to the particular criteria to which to generalize the result of the research (McMillan, 1996:85). The population of this research was the eleventh grade students at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year. There are 10 classes of the eleventh grade students in SMA Muhammadiyah 3 Jember. There are XI Bahasa 1, XI Bahasa 2, XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2, XI IPS 3, and XI IPS 4.

3.3.2 Sample

Fraenkel et al. (2012:91) define sample is the group in which the information obtained. This process was usually done to limit the respondents. This research used purposive sampling. According to Mc Millan (1992:76) purposive sampling, the researcher selects particular elements from the population that will be representative or informative about the topic. In this research, the researcher chose the grade XI Bahasa 1 class which consists of 25 students as the research respondents. (see appendix E)

Moreover, class XI Bahasa 1 was chosen purposively as the respondents of the research. The teacher suggested and gave permission to the researcher to conduct a research only in the grade XI Bahasa 1 because he said that the students in Language class get more meetings on such English lesson such as literature. There are two meetings of literature class in a week. As a result, students in Language class might give a better result on reading comprehension achievement

compare with other class (Science and Social class). Besides, students in Language class should have strong willingness to study language including English. It can be said that students' in Language class might have positive attitude in learning English. Further, the teacher said that in Bahasa 1, students are varies in terms of following the teacher explanation compares to the other Language class. So, instead of XI Bahasa 2, the researcher chose XI Bahasa 1 as research respondents.

3.4 Operational Definition of the Key Terms

3.4.1 Attitude towards Learning English

In this research, attitude refers to XI Bahasa 1 students' belief in learning English subject. It aims to gain information about the students' tendencies in which attitude they belong to in learning English. It can be prompted by using questionnaire in gaining the information. The researcher constructs the questionnaire in check list form with five scales of Likert Scale. The respondents are required to give a tick (√) among those five scales in the column. The questionnaire is translated into Bahasa Indonesia, in order to make it easier for the students in understanding the questions. But, in the discussion, the questions are in English.

3.4.2 Reading Comprehension Achievement

In this research, reading comprehension achievement refers to the students' achievement in understanding the text by finding the general and specific information in terms of words, sentences, paragraphs and the whole texts meaning. The measurement is taken from the students' score in reading comprehension test in the form of multiple choice models covering the general and specific information related to words, sentences, paragraphs and the whole text meaning of the text.

3.4.3 Correlation

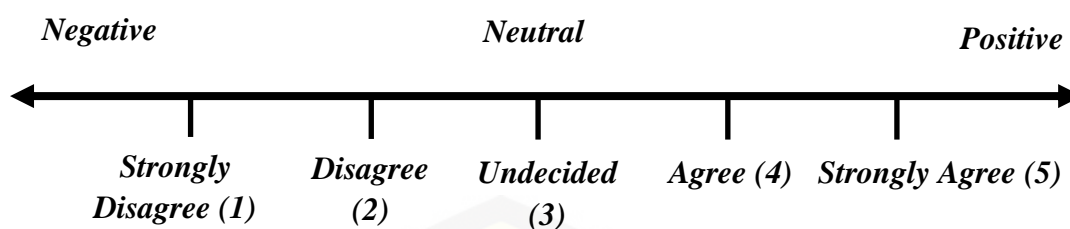
Correlation in this research refers to quantifying the relationship between two variables, which the variables were attitude towards learning English and reading comprehension achievement. The goal was to know whether or not there is significant correlation between attitude towards Learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/1016 academic year.

3.5 Data Collection Methods

A data collection method is a method which is used to get the data needed for the research. From the way of taking the data, it is classified into two parts. They are primary data and secondary data. In this research, primary data are collected by giving questionnaire to the respondents which is use to know the students' attitude and reading comprehension achievement test to know the students' achievement. Then, supporting data are collected by doing interview and documentation.

3.5.1 Questionnaire

Questionnaire in this research is used to get the data about the students' attitude. Lodico et al. (2006: 159) states "a survey or questionnaire is the main tool or instrument used to collect data in a descriptive-survey research study." The respondents' answer was scored based on Likert scale. According to McMillan (1992:123) a common approach to measuring attitudes is through scaled items. The respondents checked the place on the scale that best reflects their feelings and beliefs about the statement. In this Likert scale, the value of the statements included positive or negative directions, thus the respondents' checking answer indicates agreement or disagreement. The simple notion of Likert scale was illustrated below.



Based on the illustration above, those points indicated the scoring value for each category. A 5 (strongly agree) indicated a positive attitude and be scored 5. On the other items, a 1 (strongly disagree) indicated positive attitude and be scored 5 (Frankel et.al, 2012:127). Thus, the ends of the scale were reversed when scoring. It depended on the positive or negative statements being used in the questionnaire. In this research, the researcher used positive statement for all of the questionnaire items. (see appendix 4) Hence, a 5 (strongly agree) as the highest point among the other and be scored 5 and categorized as positive attitude. In the opposite a 1 (strongly disagree) as the least point and be scored 1 and categorized as negative attitude.

The questionnaire measured three components of attitude; they were behavioral component, cognitive component and emotional component. The questionnaire items were adopted from an Asian Social Science's Journal done by Abidin (2012) about EFL students' attitude towards learning English language. Table 3.1 below is the distributions of the questionnaire items.

Table 3.1 The Distribution of Questionnaire Items

No.	Aspects	Item Numbers	Total items
1.	Behavioral Aspect	1,2,7,9,12,15,21,22,26,29	10
2.	Cognitive Aspect	3,5,6,10,11,16,19,20,24,29	10
3.	Emotional Aspect	4,8,13,14,17,18,23,25,28,30	10
Total			30

In establishing the students' attitude towards learning English based on three criteria; positive, negative and neutral attitude, the steps were as follows:

1. Calculating the overall score of the questionnaire

The questionnaire consisted of 30 items with 5 scales which scale varied upon 1 point up to 5 points. So the maximum score was $30 \times 5 = 150$, the middle score was $3 \times 30 = 90$ and the minimum score was $30 \times 1 = 30$

2. Interpreting the data based on criteria stated in table 3.2 below

Table 3.2 Attitude Criteria

Interval Score	Attitude Criteria
130 – 150	Very Positive
105 – 129	Positive
80 – 104	Neutral
55 – 79	Negative
30 - 54	Very Negative

(Adapted from Sudjana, 1995:84)

3.5.2 Reading Comprehension Achievement Test

In this research, the role of reading comprehension test was as an instrument to obtain the students' reading score. It was because according to Hughes (2003: 13) the purpose of achievement test is to measure how successful the students in achieving the objectives. The students were given a reading test. Here, the students were required to answer questions of multiple choice items. Djwandono (1996:22) classifies the test into two kinds namely Standardized Test and Teacher-Made Test. This research used teacher-made test because researcher constructed the reading comprehension test by herself to know the students' reading comprehension achievement. Before administering test, the researcher consulted the test with English teacher to make sure that the test items were suitable and appropriate to measure the students' reading comprehension achievement.

In addition, before administering the reading comprehension test, the researcher conducted a try out. It aimed to determine whether the test items were reliable or not, and to determine the time allocation for doing the reading test. Furthermore, validity and reliability of the test are very important because the test needs to be valid and reliable. The validity could be classified into content

validity, criterion validity, construct validity, and face validity. In this research, the content validity was used because the content of the materials was constructed based on the school curriculum that is “Kurikulum 2013” for senior high school.

A test is considered as valid if it measures accurately what is intended to be measured. So, it must provide consistently accurate measurement. In line with Hughes’ idea (2003: 27) “the greater a test’s content validity, the more likely it is to be an accurate measure of what it is supposed to measure.” The material of the test was in line with the material which the students have learned because the researcher consults the reading test materials with the eleventh grade English teacher of SMA Muhammadiyah 3 Jember. As seen in the teacher lesson plan (see appendix G), the material taught in the first semester is procedure text. He gave example of procedure text in the form of list of steps. Meanwhile, the researcher decided to use the procedure text in the form of paragraph. It was done due to some reasons. The researcher got benefit in making the question because if the procedure text was in the form of paragraph, it was a bit hard to develop the question used in instrumentation. Besides, the students were easier to comprehend the text. If the text was in the form in paragraph, the students got more information and more clues about the topic being discussed as compared to procedure text which was in the form of the list of steps. In line with the reasons, the teacher said that it would be better if the researcher used the text in paragraph form. It gave benefits to both researcher and the respondents as well in doing the research.

In this research, the materials for reading comprehension test were taken from www.wikihow.com. The reason of taking the materials from the internet was that the researcher wanted such a new topic. So the students might get interested in the reading text. Besides, the teacher had already given his permission dealing with the source of the reading test material. The materials were about procedure text about recipe. The teacher said that as long as the materials in line with his syllabus, it would not be the matter. The researcher adapted the text in order to make it easier for the students to understand the gist of the text. The original texts were a bit too long to be read. The researcher simplified the text so the students

would not get confused when they read the text. In addition, the matter of time in doing the test became one of the considerations in adapting the reading text. If the text too long, the students would be failed in answering all the questions in time. The original reading text can be seen on appendix N.

Another requirement is reliability. A reliable instrument avoids error and gives consistent result. Hughes (2003:50) says that a valid test must be realible. In accordance, McMillan (1992:104) defines reliability as the extent to which measures are free from error. If a measure has high reliability, it has relatively little error, and if it has low reliability, there is a great amount of error. Here, try out is conducted to know whether or not the test items are reliable until the test is appropriate to be given to the students. The result of the try out was analyzed by using split-half odd even technique (Fraenkel et al., 2012:156).

The procedure of the try out were as follows:

1. Conducting the try out of the test material and scoring each item achieved by the respondents.
2. Splitting the scores into two parts according to odd-even numbers.
3. Giving the sign (X) to the odd numbers and (Y) for the even numbers.
4. Analyzing the correlation between X and Y by using Product Pearson Moment formula:

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

Note: r_{xy} = reliability coefficient

ΣXY = the total number of odd items and even items

ΣX = the total number of odd items

ΣY = the total number of even items

N = the number of the respondents (Arikunto, 2010:226)

5. Estimating the reliability index of the whole test using Spearman- Brown formula.

$$\text{Reliability of scores on total test} = \frac{2 \times \text{reliability for } \frac{1}{2} \text{ test}}{1 + \text{reliability for } \frac{1}{2} \text{ test}}$$

(Fraenkel et al., 2012:155)

6. Giving the interpretation to r_{xy}

0.90 – 1.00 = Very High

0.70 – 0.89 = High

0.50 – 0.69 = Fair

0.30 – 0.49 = Low

< 0.30 = Very Low

(Djiwandono, 1996:154)

Next, to know whether the test items categorized as very difficult, very easy or average, the result of the test items which have been analyzed were

classified by using following formula: $FV = \frac{R}{N}$

Note:

FV = the index of difficulty (Facility Value)

R = the number of correct answer

N = the number of the students taking the test (Heaton, 1991: 178)

After that, the researcher gave interpretation according to the following spesifacation from Sudijono (1998: 372):

< 0.30 = Difficult

0.30 – 0.70 = Sufficient

> 0.70 = Easy

According to Hughes (2003: 46) “it is essential that candidates should not be presented with items whose meaning is not clear or to which there is an acceptable answer which the test writer has not anticipated.” It means that, the questions must be clearly understood and the test items are not ambiguous. The multiple choice items were applied in this research by considering the efficiency and ease of scoring. As Hughes (2006:76) states “the advantages of multiple-choice are the scoring could be perfectly reliable, rapid, and economical.”

The researcher provided two procedure texts and 25 test items and the texts in the reading test were taken from the Internet. (see appendix 6) In order to know the respondents’ comprehension about various topic of procedure text, the

researcher decided to take the materials from Internet. It was done because, in the textbook, the topic of procedure text is too easy for them. After taking the materials and constructing the test items, the researcher consulted it to the English teacher. The teacher seemed not worry about the materials and test items. He said that the researcher could continue using the instrument to administer the test. In each test items, the students were provided with four possible answers. The students were required to choose one correct answer among the four options. According to Heaton (1996: 26) by providing four or five alternatives for each item is sufficient to reduce the possibility of guessing. Furthermore, four options are recommended for most classroom test. Table 3.2 below is the distributions of the reading comprehension test items.

Table 3.3 The Distribution of Reading Comprehension Test Item

No.	Indicators	Number	Total Items
1.	Word Comprehension	1,5,11,12,15,18,24	7
2.	Sentence Comprehension	2,10,13,17,21,23	6
3.	Paragraph Comprehension	3,6,8,16,20,25	5
4.	Whole text Comprehension	4,7,9,14,19,22	6
Total			25

Further, when the respondents' score was revealed, the researcher analyze their score to know whether the respondents' reading score categorized as excellent, good, fair, poor or fail. Their score was categorized with the following criteria.

Table 3.4 The Classification of Score Level

Range Score	Category
85 – 100	Excellent
75 – 84	Good
60 – 74	Fair
40 – 59	Poor
0 - 39	Fail

(Nurgiyantoro, 2001:399)

3.5.3 Interview

In this research, interview was used to get the supporting data. The interview was conducted with the English teacher of the eleventh grade students at SMA Muhammadiyah 3 Jember in the preliminary study. McMillan (1992:132) says “interview is a form of data collection in which questions are asked orally and the subject responses are recorded.” Interview in this research was used to get the data about the frequency of English lesson, how the teacher taught reading to the students, the students’ difficulties in reading, students’ materials in reading, students’ activity and responses about English lesson and so on.

Actually, there are two types of interview; structured and semi-constructed interview. Semi-constructed interview is applied in this research. According to Frankel et.al (2012: 455) “structured and semi-structured interview are verbal questionnaire consisting of a series of questions designed to elicit specific answer from the respondent.” The result of this semi-structured interview was used as supporting data. The interviewee was the English teacher of the eleventh grade teacher of SMA Muhammadiyah 3 Jember. The researcher interviewed the English teacher by using the interview guide in the form of a list of questions related to the supporting data needed. (see appendix 2)

3.5.4 Documentation

Documentation is used to find supporting data in the written form. Singh (2006: 110) says that the sources of data for documentary studies may be: Official reports and records, printed forms, text-books, and reference books, letters, autobiographies, and diaries, compositions, themes, or other prepared works, books, magazines, newspapers, college bulletins, catalogues, syllabi, and pictures and cartoons, etc. In this research, the documentations were about the students’ attendant list and the teacher’s lesson plan. The researcher demanded those documents to the English teacher.

3.6 Data Analysis Method

Data analysis became one of the important steps and very crucial in research activity. The purpose of this data analysis was to test the hypotheses by using Spearman Rank Order Correlation formula. Sudijono (2000:218) notes that Spearman Rank Order correlation technique is effective to be used if the research samples are less than 30. It was suitable to use this formula in this present research because the research' respondents were only 25 students. This formula was used to describe the strength of the relationship between two variables. To test the hypothesis whether there was a positive correlation between attitude towards learning English and reading comprehension achievement, the researcher used the Statistical Computation Spearman Rank Order Correlation formula as follows:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

In which:

P = Rank Order Correlation Index

6 & 1 = Constant number

D = Difference (rank of difference between variable X (Attitude towards learning English) and Variable Y (Reading Comprehension Achievement)), So $D = R_1 - R_2$

N = Number of cases

(Sudijono, 2000:219)

There were two main data in the research, attitude towards learning English x and reading comprehension achievement y . In analyzing the hypotheses, the alternative hypotheses (H_a) formulated "There is significant correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year" should be changed into nul hypotheses (H_o) to avoid bias. The nul hypotheses (H_o) formulation is "There is no correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year". In this research the researcher used statistical

formula Spearman Rank Order Correlation whether or not there is correlation among variables. After revealing the Rank Order Correlation coefficient, the researcher used table critic (see Appendix M) to know whether or not the null hypotheses (H_0) accepted or rejected. Furthermore, when the result of computation obtained, it needed further interpretation by categorizing the relationship between variables whether or not was in strong relationship. The table 3.5 explained the interpretation of the coefficient correlation between the two variables after the results of computation obtained.

Table 3.5 The Interpretation of Coefficient Correlation (ρ)

Size of Correlation	Strenght of Relationship
0.00 to 0.19	No relationship or weak relationship likely to be statistically significant only in large samples of 1,000 or more
0.20 to 0.34	Slight relationship detecable in samples of 100 or more
0.35 to 0.64	Moderately strong relationship
0.65 to 0.84	Strong relationship
0.85 to 1.00	Very strong realationship

(Lodico et al., 2006:233)

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings as well as the suggestions to the English teacher, the students, and the other researcher.

5.1 Conclusion

The result of data analysis by using Spearman Rank Order Correlation revealed that the coefficient correlation (ρ) (0.623) was higher than table critic (0.475) at significant level 1%. It can be concluded that there was significant correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year.

5.2 Suggestion

Based on the result of the research above, some suggestions are proposed to the English teacher, the students of Language class of SMA Muhammadiyah 3 Jember and the future researchers.

5.2.1 The English Teacher

The English teacher is suggested to be able to arouse their students' attitude to English language learning by enhancing awareness about the positive value they can take after learning English.

5.2.2 The Students

The students themselves are suggested to be able to foster positive attitude to their study, especially the English subject by realizing that the positive outcomes of learning English can be obtained from positive attitude towards the subject. So, when they have positive attitude towards English learning, it is likely enable them to have good achievement on their reading comprehension.

5.2.2 The Other Researchers

The future researcher can conduct similar research in any level of education. Moreover, it is also suggested to future researcher to explore the attitude towards foreign language learning that resulted in defective effect; no correlation, that is when the students show positive correlation but they have low score in the achievement test.



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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
A Correlational Study between Attitude towards Learning English and Reading Comprehension Achievement Of Grade XI Bahasa 1 Students at SMA Muhammadiyah 3 Jember	1. Is there any significant correlation between Attitude towards Learning English and Reading Comprehension Achievement of Grade XI Bahasa 1 Students at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year?	1. Attitude towards Learning English 2. Reading Comprehension Achievement	Indicators of attitude: <ul style="list-style-type: none"> • Positive attitude • Neutral attitude • Negative attitude Indicators of Reading Comprehension: <ul style="list-style-type: none"> • Comprehending word meaning • Comprehending sentence meaning • Comprehending paragraph meaning • Comprehending text meaning 	1. Participants : Grade XI Bahasa 1 Students of SMA Muhammadiyah 3 Jember in the 2015/2016 Academic Year. 2. Informant : The English teacher of grade XI SMA Muhammadiyah 3 Jember. 3. Instruments : a. Questionnaire b. Reading test	1. Research Design : Correlational Study 2. Area Determination Method: Purposive Method 3. Subject Determination Method : Purposive Sampling 4. Data Collection Method : a. Reading Comprehension test b. Questionnaire c. Interview d. Documentation 5. Data Analysis Method : Statistical Computation Spearman Rank Order Correlation with formula: $\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$ In which: ρ = Rank Order Correlation Index 6 & 1 = constant number D = Difference (rank of difference between variable X (Attitude towards learning English) and Variable Y(Reading Comprehension Achievement)), So D = R ₁ – R ₂ N = Number of cases (Sudijono, 2000:219)	There is a significant correlation between attitude towards learning English and reading comprehension achievement of grade XI Bahasa 1 students at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year.

APPENDIX B

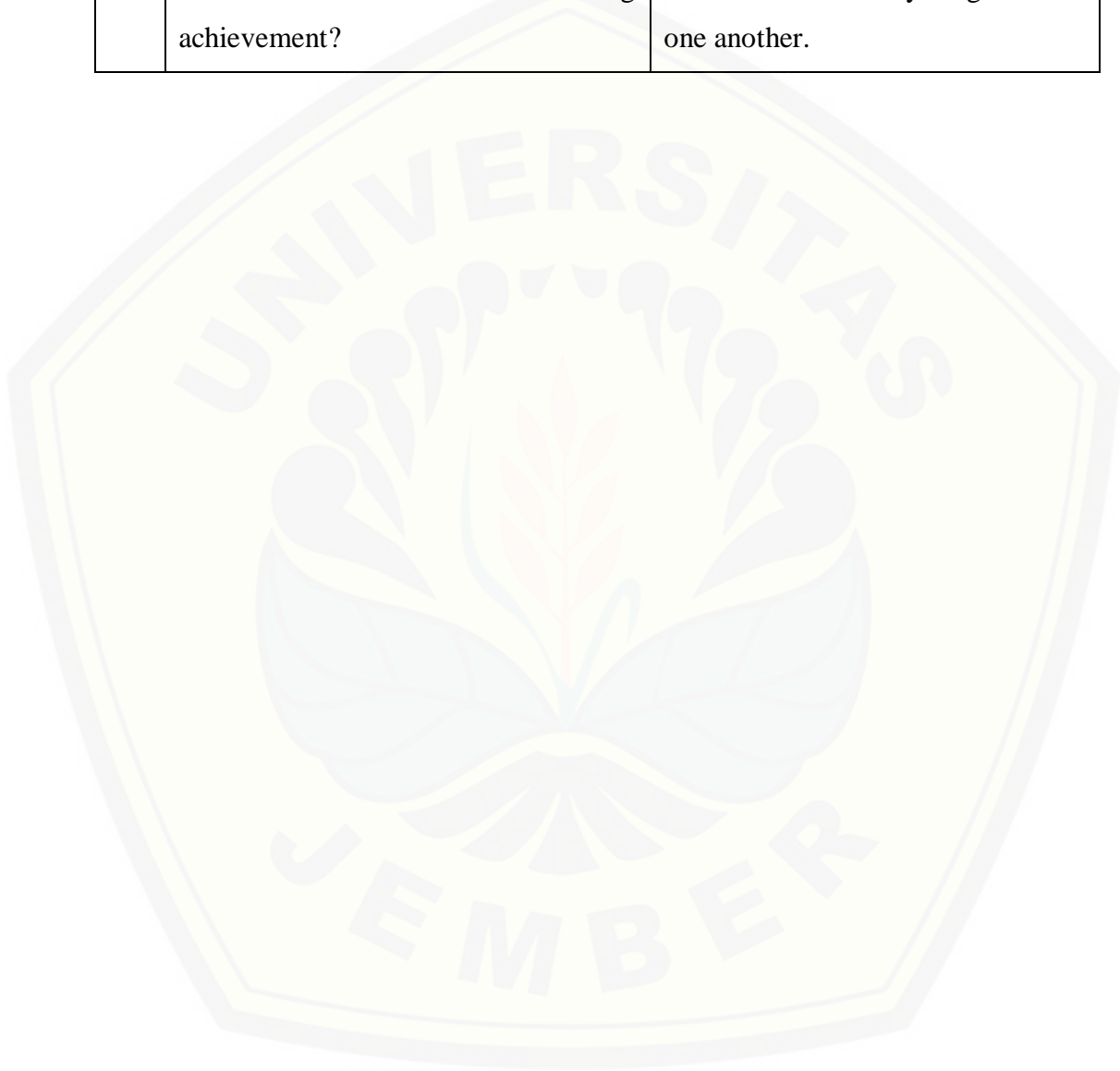
THE RESULT OF SUPPORTING DATA INSTRUMENT**INTERVIEW GUIDE**

Informant: The English teacher of the eleventh grade students at SMA Muhammadiyah 3 Jember. (August 24th, 2015)

No.	Questions	English Teacher Responses
1.	What curriculum do you use in teaching English?	“Kurikulum 2013”
2.	How many classes are the grade XI students?	There are 10 classes. 4 classes of science class. 4 classes of social classes and 2 classes of Bahasa class.
3.	How many hours do you teach English in a week?	Actually, there is only one meeting of English subject in a week for each classes. It is 2 x 45 minutes for one meeting.
4.	As you said that there are two classes of Bahasa class, do they receive the same materials for English subject in each classes?	Yes, of course. They receive the same materials because English is taught as compulsory subject.
5.	For Bahasa class, do the students in this class only learn English once a week?	Yes, they do have English as compulsory subject once a week. In addition both classes also have literature subject twice a week.
6.	How are the students' feel when they are learning English?	Some of the students felt enthusiastic while the rest still busy talking to their seatmate.
7.	Do the students in science, social, and Bahasa class have the same attitude towards learning English?	No, not all students are the same.

8.	What types of cause the difference among the students attitude in the XI grade?	The matter of frequency in accepting the materials for English subject can be one of the cause.
9.	How about students in Bahasa class? They also have literature subject instead of English subject. Does it is influence their interest in learning English?	Yes, it is. Students in Bahasa class might have strong willingness to study the English subject.
10.	Do all of the students in the XI grade have the same willingness in learning English subject?	Not all, but I can say it might happen in Bahasa class.
11.	In teaching and learning process, how do you teach reading comprehension?	I teach reading using technique.
12.	What technique do you apply in reading class?	I apply discussion technique in reading class. I asked the students to discuss the materials with their friends first before discussing it together and giving feedback to them.
13.	What are the students' problems in reading class?	Some of the students lack in comprehending the words because they are lazy to read a text.
14.	How to overcome the problems?	By drilling them to reading as often as they could and asked them to find difficult words in the text. Afterward, I discussed those difficult words in the classroom.
15.	What book do you use in teaching English? Besides book, do you use any other sources?	I used book from Kementrian pendidikan dan kebudayaan as textbook. Besides, I took materials

		from the Internet.
16.	Do you ever use Bahasa in teaching English?	Yes, sometimes.
17.	In your opinion, does the students' attitude relates to their reading achievement?	I think there is a close correlation between them. They might relate one another.



APPENDIX C

THE MAIN DATA OF RESEARCH INSTRUMENT

QUESTIONNAIRE**Instruction!**

1. Type your name, students' number and your class on the questionnaire sheet.
2. Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perception towards English language.
3. Use the scale below to answer the questionnaire items.
1= Strongly disagree 2= Disagree 3= Neutral 4= Agree
5= Strongly Agree
4. Tick (√) only one option for each item in the questionnaire.

Name :

Number :

No.	Items	1	2	3	4	5
		SD	D	N	A	SA
1.	Studying English helps me to have good relationships with friends					
2.	I like to give opinions during English lesson.					
3.	Studying English is important because it will make me more educated.					
4.	I like studying English.					
5.	Being good at English helps me in understanding the English text easily.					
6.	I have more knowledge and understanding when studying English.					
7.	I am able to make myself pay attention during studying English.					
8.	I wish I could speak English fluently.					
9.	I feel embarrassed to speak English in front of other students.					
10.	I like my English class so much so I am trying to study English more in the future.					

11.	Studying English helps me getting new information.					
12.	When I miss the class, I ask my friends or teachers for the homework on what has been taught.					
13.	Studying English makes me have good emotion (feeling).					
14.	I feel proud when studying English.					
15.	I feel enthusiastic to come to class when the English is being taught.					
16.	I summarize the important points in the English subject content by myself.					
17.	I am interested in studying English.					
18.	I don't get anxious when I have to answer a question in my English class.					
19.	Studying English helps me communicate in English effectively.					
20.	Studying English makes me able to create a new thought and experience.					
21.	I pay attention when my English teacher is explaining the lesson.					
22.	Studying English makes me have more confidence in expressing my self.					
23.	I enjoy doing activity in English.					
24.	In my opinion English language is easy to learn.					
25.	Studying English subject makes me feel more confident.					
26.	I am relaxed whenever I have to express ideas in my English class.					
27.	I am satisfied with my performance in the English subject.					
28.	To be honest, I really have little interest in my English class.					
29.	Studying English helps me improve my personality					
30.	Knowing English is an important goal in my life.					

APPENDIX D

Nama :

Nomor :

ANGKET

Berilah tanda (√) pada skala 1(Sangat tidak setuju), 2 (Tidak setuju), 3(Neutral), 4 (Setuju), 5 (Sangat setuju) sesuai pendapat dan kondisi anda terhadap pelajaran bahasa Inggris pada pernyataan-pernyataan berikut!

No.	Items	1	2	3	4	5
		STS	TS	N	S	SS
1.	Belajar bahasa Inggris membantu saya untuk berteman dekat dengan siswa yang lainnya.					
2.	Saya selalu memberikan pendapat selama pelajaran bahasa Inggris.					
3.	Belajar bahasa Inggris sangat penting karena membuat saya mempunyai pengetahuan yang lebih.					
4.	Saya senang belajar bahasa Inggris					
5.	Pandai berbahasa Inggris membantu saya untuk memahami teks dalam bahasa Inggris dengan mudah.					
6.	Saya memiliki tambahan pengetahuan ketika belajar bahasa Inggris.					
7.	Saya selalu memperhatikan penjelasan guru ketika mengajar bahasa Inggris.					
8.	Saya berharap saya bisa berkomunikasi menggunakan bahasa Inggris dengan baik.					
9.	Saya merasa malu ketika harus berbicara bahasa Inggris didepan siswa yang lainnya.					
10.	Saya sangat menyukai pelajaran bahasa Inggris, jadi saya berencana untuk belajar lagi dimasa mendatang.					
11.	Belajar bahasa Inggris membantu saya mendapatkan informasi baru.					
12.	Ketika saya tidak masuk sekolah, saya selalu menanyakan kepada teman-teman atau guru apakah ada PR tentang pelajaran yang diajarkan dikelas.					

13.	Saya merasa senang ketika belajar bahasa Inggris.					
14.	Saya merasa puas pada diri saya sendiri pada pelajaran bahasa Inggris.					
15.	Saya merasa antusias untuk datang ke kelas ketika ada pelajaran bahasa Inggris.					
16.	Saya merangkum sendiri hal-hal penting pada setiap pelajaran bahasa Inggris.					
17.	Saya tertarik untuk belajar bahasa Inggris.					
18.	Saya tidak merasa takut ketika harus menjawab pertanyaan didalam pelajaran bahasa Inggris.					
19.	Belajar bahasa Inggris membantu saya untuk berkomunikasi menggunakan bahasa Inggris secara efektif.					
20.	Belajar bahasa Inggris membuat saya memiliki gagasan dan pengalaman baru.					
21.	Saya selalu memperhatikan penjelasan guru saat pelajaran bahasa Inggris.					
22.	Belajar bahasa Inggris membuat saya memiliki kepercayaan diri untuk menyampaikan ide atau pendapat saya sendiri.					
23.	Saya menikmati setiap kegiatan dalam bahasa Inggris.					
24.	Menurut saya, bahasa Inggris mudah dipahami.					
25.	Belajar bahasa Inggris membuat saya merasa lebih percaya diri.					
26.	Saya tidak takut untuk mengemukakan ide dalam pelajaran bahasa Inggris.					
27.	Saya puas dengan diri saya pada pelajaran bahasa Inggris.					
28.	Sejujurnya, saya hanya sedikit tertarik untuk belajar bahasa Inggris.					
29.	Belajar bahasa Inggris mampu mengembangkan potensi diri saya.					
30.	Saya lebih menyukai belajar menggunakan bahasa Indonesia dibandingkan belajar menggunakan bahasa Inggris.					

APPENDIX E

The Names of Research Respondents

No	Names	L/P
1	AHM	L
2	AAHS	P
3	ATB	P
4	DKV	P
5	ET	P
6	FEP	P
7	FRAP	P
8	IGP	L
9	MZAR	L
10	MDY	L
11	MHH	L
12	MKZH	L
13	MSF	L
14	NAS	P
15	RF	L
16	RDZ	L
17	RS	P
18	RFH	P
19	SFN	P
20	SPS	P
21	SM	P
22	SD	P
23	TPO	P
24	ZM	P
25	SR	P

APPENDIX F

Reading Comprehension Test**School: SMA Muhammadiyah 3 Jember****Times: 60 minutes****Text.1 Read the text carefully!** (Question number 1-12)How to Use Nutritional Yeast for Soups

1 Nutritional yeast is deactivated yeast. It is yellow in color and comes in a
flake or powdered form. It is a great source of proteins and vitamins, particularly
that of B-complex vitamins. It is naturally low in fat, sodium, and is free from
sugar, dairy or gluten. Nutritional yeast is commonly purchased through health
5 food stores, or stores such as Bulkbarn (Canada).

 It is commonly used by vegetarians and vegans as a substitute for cheese,
as it gives off a nutty, cheesy, creamy taste. Not only can it be incorporated in
soups, but nutritional yeast has also been a delicious agent to the following dishes:
dairy-free macaroni and cheese pasta, mashed and baked potatoes, scrambled tofu,
10 pizza, roasted vegetables, and popcorn seasoning.

 First, prepare the nutritional yeast in a liquid state before putting it in the
soup. For every 1 cup of soup, add ½ cup of nutritional yeast. Turn the stop into
top medium-high heat. Then, add ½ cup of nutritional yeast and ¼ cup of water.
After that, slowly add another ¼ cup of water and stir continuously. Next, pour
15 the nutritional yeast mixture into your soup mixture once it has formed a cheesy
semi-stick state and continue to stir it. But before that, Taste-test the nutritional
yeast first to see if you like the flavour.

 In addition nutritional yeast does give off a slight scent in soups and of too
much nutritional yeast can overpower the soup's flavour.

(Adapted from: <http://www.wikihow.com>)

Choose the best answer by crossing (x) a, b, c, or d based on the text above!

1. "*It* is naturally low in fat ...". (line 3). The italicized word refers to...
 - a. B-complex vitamins
 - b. Scrambled tofu
 - c. cheese
 - d. Nutritional yeast
2. What should you do after turning the stop into top medium-high heat?
 - a. Pouring the nutritional yeast mixture into your soup mixture.
 - b. Taste-testing the nutritional yeast first.
 - c. Preparing the nutritional yeast in a liquid state.
 - d. Adding ½ cup of nutritional yeast.
3. Nutritional yeast has also been a delicious agent in some dishes, *except*...
 - a. Mashed-baked potatoes
 - b. Roasted beef
 - c. Dairy-free macaroni and cheese pasta
 - d. Popcorn seasoning
4. Which of the following statements below is true based on the text?
 - a. Nutritional yeast is a great source of proteins and vitamins.
 - b. Nutritional yeast cannot be incorporated in soups.
 - c. Nutritional yeast does not give of a slight scent in soups.
 - d. Nutritional yeast is activated yeast.
5. "...add another ¼ cup of water and stir continuously." The underlined word has the closest meaning with the word...
 - a. pour
 - b. move
 - c. mix
 - d. crack
6. The following statements are true about nutritional yeast, *except*...
 - a. It cannot be incorporated in soups.
 - b. It is commonly purchased through health food stores.
 - c. It is commonly used by vegetarians and vegan.
 - d. It is free from sugar, dairy or gluten.
7. What is the writer's purpose in the text?
 - a. To argue about the importance of nutritional yeast.
 - b. To entertain the reader by telling the use of nutritional yeast.

- c. To tell the reader about how to use nutritional yeast for soups.
 d. To describe to the reader about nutritional yeast.
8. What is the third paragraph talks about?
 a. The list of ingredients to make nutritional yeast.
 b. Some preparations to make nutritional yeast.
 c. The purpose of making soup using nutritional yeast.
 d. Steps in using nutritional yeast for soups.
9. The following statements are not true based on the text, *except*...
 a. In 1 cup of soup, it needs $\frac{1}{4}$ cup of nutritional yeast.
 b. Nutritional yeast contains of great source of proteins and vitamins.
 c. Nutritional yeast can overpower the soup's flavour.
 d. It does not need to put nutritional yeast into soup.
10. How many nutritional yeast should we add into soup?
 a. 2 tbs. of nutritional yeast. c. $\frac{1}{4}$ cup of nutritional yeast.
 b. $\frac{1}{2}$ cup of nutritional yeast. d. a cup of nutritional yeast.
11. "It is commonly used by vegetarians and vegans as a substitute for cheese...". (*line 6*) the underlined word means...
 a. fixation c. replacement
 b. settlement d. alternative
12. "Nutritional yeast has also been a *delicious* agent...". the opposite meaning of the italicized word is...
 a. tasteful c. appetizing
 b. nice d. distasteful

Text.2 Read the text carefully! (Question number 13-24)

How to Make Milk Rice

- 1 Milk Rice is a traditional specialty food item of Sri Lanka made on special occasions or for breakfast on the first day of every month. Some Sri Lankans believe it is a lucky food. It is simple to make and very tasty.

In making milk rice, it needs 500 g brown rice or white rice, dash of salt, 3
5 cups water, 1 cup coconut milk (may use cow's milk instead). There are three
methods in making milk rice. The first method is cooking the rice. Pick through
rice to make sure there are no tiny stones or bits debris, then run cool water over it
to rinse it entirely and place it in medium-sized pot. Add the water and salt by
pouring it over the rice, and then cover the pot. After that, cook the rice over
10 medium-low heat. Continue cooking the rice, covered, until it is soft and plump,
and the water is completely absorbed. This should take about 15 minutes.

The next method is adding the milk. Pour the milk in slowly and use a
spoon to stir it into the rice. Make sure the heat is reduced so the mixture simmers.
Then, simmer the rice and milk for ten minutes. While the rice is simmering, taste
15 it to determine whether it needs a little more salt. Add a little at a time until it
tastes right. After that, remove the pot from heat. The dish will have the
consistency of creamy porridge and let it cool for about five minutes.

The last method is shaping the rice. Transfer the rice to a shallow dish. A
wide, flat baking dish has the right shape. Use a spoon to scoop all of the rice into
20 the dish and spread it evenly. Then, flatten the rice by using the back of a wooden
spoon to press the rice flat into the dish. After that, score the rice. Use the knife to
score the rice diagonally in one direction, and then score it again diagonally in the
other direction. This creates the classic diamond shape that Sri Lankans use to
serve milk rice. After the rice has cooled a stiffened a bit, use the knife to cut it
25 into diamond shapes. Milk rice is traditionally served with curry.

Further, to serve in the traditional way, spread the milk rice on a tray or a
board so it is one inch thick. Level the mixture well by using a cleaned banana
leaf or plastic wrap. That is the tips if you want to try make it at home and taste
the delicacy.

(Adapted from: <http://www.wikihow.com>)

13. What is the back of a wooden spoon used for?
- To press the rice flat into the dish.
 - To to cut the rice diagonally.
 - To taste the rice.
 - To pour the salt into the rice.
14. What is the generic structure of procedure text?
- Goal – Steps – Materials
 - Orientation – Event – Reorientation
 - Goal – Materials - Steps
 - Orientation – Reorientation - Event
15. "...pouring *it* over the rice, and then cover the pot." The italicized word refers to...
- milk rice
 - coconut milk
 - water and salt
 - curry
16. Why do you need to taste the rice?
- To know if the rice is soft and plump.
 - To determine whether it needs a little more salt.
 - To check if the rice is completely absorbed.
 - To remove the pot from heat.
17. How long do the water need completely absorbed?
- 10 minutes
 - 15 minutes
 - 20 minutes
 - a half an hour
18. "It is simple to make and very tasty." The underlined word has similar meaning with the word...
- delicious
 - sour
 - awful
 - salty
19. The following statements are true based on the text, *except*...
- Milk rice is made on the first day of every month.
 - There are three steps in making milk rice.
 - Milk rice is believed as a lucky food.
 - Milk rice cannot be served with curry.

20. What do you need to do in the second method of making milk rice?
- Adding the water and salt over the rice.
 - Cooking the rice over medium-low heat.
 - Pouring the milk and stir it into the rice.
 - Cutting the rice into diamond shapes.
21. What should you do before cooking the rice?
- Making sure that the heat is reduced.
 - Pouring the milk slowly into the rice.
 - Transferring the rice into shallow dish.
 - Making sure that the rice free from bit debris.
22. Which of the following statements below is true based on the text?
- It can use cow's milk instead coconut milk.
 - In making milk rice, it is only use brown rice.
 - It takes 10 minutes until the rice soft.
 - It uses the knife to score the rice vertically.
23. If the rice has cooled a stiffened a bit it means...
- It is better to remove the rice from the heat.
 - You need to transfer the rice to a shallow dish.
 - The rice is ready to cut into diamond shapes.
 - You can pour the milk into the rice.
24. "The last step is shaping the rice." The underlined word has the opposite meaning with the word...
- | | |
|---------|----------|
| a. form | c. cut |
| b. ruin | d. curve |
25. How do we flatten the rice in the last method?
- By pressing the rice using wooden spoon
 - By cutting the rice using knife
 - By mixturing the rice in the spot
 - By pouring the rice into wide board

Answer Key

Reading Comprehension Test. Choose the best answer by crossing (X) a, b, c, or d based on the text above!

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

The distribution of test items:

No.	Indicators	Number	Total Items
1.	Word Comprehension	1,5,11,12,15,18,24	7
2.	Sentence Comprehension	2,10,13,17,21,23	6
3.	Paragraph Comprehension	3,6,8,16,20,25	6
4.	Whole text Comprehension	4,7,9,14,19,22	6

APPENDIX G

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Nama satuan pendidikan	: SMA Muhammadiyah 3 Jember
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/ I
Materi Pokok	: Procedure Text
Alokasi Waktu	: 6 x 45 menit (3 pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**Kompetensi Dasar (KD):**

- 1.1 Mensyukuri kesempatan dalam mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*) sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

Indikator:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Internasional.
2. Dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*) sesuai dengan konteks penggunaannya.
4. Dapat menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).
5. Dapat menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Internasional.
2. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*) sesuai dengan konteks penggunaannya.
4. Siswa dapat menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).
5. Siswa dapat menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar sesuai konteks.

D. Materi Pembelajaran

- Teks lisan dan tulis sederhana

Fungsi sosial

Menyelesaikan pekerjaan secara lengkap danurut

Struktur teks

Menyebutkan bahan/ bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan.

Unsur Kebahasaan

- e. Simple present tense
- f. Imperative
- g. Nomor yang menyatakan urutan
- h. Kata keterangan
- i. Ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.

Metode Pembelajaran

- a. Pendekatan : Scientific approach
- b. Metode Pembelajaran : Cooperative learning
- c. Teknik : Diskusi, individu

E. Media, Alat, dan Sumber Pembelajaran

- 1. Media : Power Point Presentation, video
- 2. Alat : laptop, LCD, white board
- 3. Sumber belajar
 - Intenet : www.google.com
 - Textbook : Kurikulum 2013 Bahasa Inggris Kelas XI

F. Langkah-langkah Pembelajaran**Pertemuan Pertama****1. Kegiatan pendahuluan (15')**

- a. Mengucapkan salam.
- b. Menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
- c. Memberi motivasi belajar.
- d. Mengajukan pertanyaan-pertanyaan yang mengaitkan dengan materi yang akan dipelajari.
- e. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti (65')**Mengamati**

- a. Siswa mendengarkan dan menonton contoh prosedur manual dan tip.
- b. Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan.

Menanyakan

- a. Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur.

Mengeksplorasi

- a. Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis.
- b. Siswa membacakan manual dan tip kepada teman engan menggunakan unsur kebahasaan yang tepat.

Mengasosiasi

- a. Siswa membandingkan berbagai manual dan tips.
- b. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan.

Mengkomunikasikan

- a. Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber.

3. Penutup (10')

- a. Siswa dituntut untuk menyimpulkan apa yang telah dipelajari hari ini.
- b. Siswa diminta untuk mempelajari tentang prosedur text dirumah.
- c. Memberi salam.

Pertemuan Kedua**1. Kegiatan pendahuluan (15')**

- a. Mengucapkan salam.
- b. Menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
- c. Memberi motivasi belajar.

- d. Mengajukan pertanyaan-pertanyaan yang mengaitkan dengan materi yang telah dipelajari minggu lalu.
- e. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti (65')

Mengamati

- a. Siswa melihat contoh prosedur manual dan tip yang ditampilkan guru.
- b. Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan.

Menanyakan

- a. Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tentang menangkap gagasan dari prosedur text.

Mengeksplorasi

- a. Siswa berlatih memahami makna prosedur teks.

Mengasosiasi

- a. Siswa menangkap isi prosedur teks
- b. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan.

Mengkomunikasikan

- a. Siswa membuat jurnal belajar.

3. Penutup (10')

- a. Siswa dituntut untuk menyimpulkan apa yang telah dipelajari hari ini.

- b. Siswa diminta untuk mempelajari tentang membuat procedur text dirumah.
- c. Memberi salam.

Pertemuan Ketiga

1. Kegiatan Pendahuluan (15')

- a. Mengucapkan salam.
- b. Menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
- c. Memberi motivasi belajar.
- d. Mengajukan pertanyaan-pertanyaan yang mengaitkan dengan materi yang akan dipelajari.
- e. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti (65')

Mengamati

- a. Siswa melihat contoh prosedur manual dan tip yang ditampilkan oleh guru.
- b. Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan.

Menanyakan

- a. Dengan pertanyaan pengaruh dari guru, siswa mempertanyakan tujuan komunikasi, struktur dan unsur kebahasaan dari teks prosedur.

Mengeksplorasi

- a. Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara tertulis.

Mengasosiasi

- a. Siswa membuat prosedur teks secara berkelompok.

- b. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan.

Mengkomunikasikan

- a. Siswa mempresentasikan tips yang telah dibuat.

3. Penutup (10')

- a. Siswa diminta untuk menyimpulkan apa yang telah dipelajari hari ini.
- b. Memberi salam.

a. Penilaian

Jenis/teknik penilaian

- Tes tulis dan kerja

Proses penilaian berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi, hingga mengkomunikasikan.

Sikap:

- Observasi, penilaian diri, penilaian antar teman sejawat.

(Ketercapaian siswa dinilai oleh guru, siswa sendiri, dan temannya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

- Jurnal, di dalam atau luar kelas, berupa catatan pendidik.

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap, pengetahuan, dan keterampilan.

Pengetahuan:

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan tes tulis dan lisan

Keterampilan:

Unjuk kerja/ praktik, jurnal.

a. Bentuk instrumen dan instrumen

Roleplay (memamerkan dialogue dengan menggunakan ungkapan menyatakan dan menanyakan tentang pendapat melakukan sesuatu) dan

tes tulis (membuat dialogue yang dimodifikasi dengan bahasa sendiri) secara berpasangan.

b. Pedoman penskoran

Rubrik

Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan Skor
1.	Jujur	4 : selalu jujur 3 : sering jujur 3 : kadang-kadang jujur 2 : jarang jujur 1 : tidak pernah jujur	
2.	Bertanggung jawab	4 : selalu bertanggung jawab 4 : sering bertanggung jawab 3 : kadang-kadang bertanggung jawab 2 : jarang bertanggung jawab 1 : tidak pernah bertanggung jawab	
3.	Kerjasama	5 : selalu kerjasama 4 : sering kerjasama 3 : kadang-kadang kerjasama 2 : jarang kerjasama 1 : tidak pernah kerjasama	
4.	Disiplin	5 : selalu disiplin 4 : sering disiplin 3 : kadang-kadang disiplin 2 : jarang disiplin 1 : tidak pernah disiplin	
5.	Percaya Diri	5 : selalu percaya diri 4 : sering percaya diri 3 : kadang-kadang percaya diri 2 : jarang percaya diri	

		1 : tidak pernah percaya diri	
--	--	-------------------------------	--

i. Aspek Pengetahuan

Speaking

No.	Butir Sikap	Deskripsi	Perolehan Skor
1.	pengucapan	5 : hampir sempurna 4: ada kesalahan, tetapi tidak mengganggu makna 3 : ada beberapa kesalahan dan mengganggu makna 2 : banyak kesalahan dan mengganggu makna 1 : terlalu banyak kesalahan sehingga sulit dipahami	
2.	Intonasi	5 : hampir sempurna 4 : ada kesalahan, tetapi tidak mengganggu makna 3 : ada beberapa kesalahan dan mengganggu makna 2 : banyak kesalahan dan mengganggu makna 1 : terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 : sangat teliti 4 : teliti 3 : cukup teliti 2 : kurang teliti 1 : tidak teliti	
4.	Memahami	5 : sangat memahami 4 : memahami	

		3 : cukup memahami 2 : kurang memahami 1 : tidak memahami	
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Reading**Task 1**

Setiap pertanyaan memiliki nilai 5 poin, jika jawaban benar nilainya 5, jika salah nilainya 0

Total skor = jumlah jawaban benar \times 10 = 50

Task 2

Setiap pertanyaan memiliki nilai 5 poin, jika jawaban benar nilainya 5, jika salah nilainya 0

Total skor = jumlah jawaban benar \times 10 = 50

Writing**ii. Aspek Keterampilan**

NO	Butir Sikap	Deskripsi	Perolehan Skor
1.	Melakukan tindak komunikasi yang tepat	5 = selalu melakukan kegiatan komunikasi yang tepat 4 = sering melakukan kegiatan komunikasi yang tepat 3 = beberapa kali melakukan kegiatan komunikasi yang tepat 2 = pernah melakukan kegiatan komunikasi yang tepat 1 = tidak pernah melakukan kegiatan komunikasi yang tepat	

Jember, 2015

Mengetahui:

Kepala Sekolah,

Guru Mata Pelajaran,

H. Heny Siswondo, M.Pd.

Luqman Hakim, S.Pd.

NUPTK. 793277356200022

NBM. 937 140

Lampiran

How to Make Omelet

Making omelet is very easy and simple. Everyone can do this. First, you have to prepare the ingredients and the equipments.

The ingredients you need are:

- 3 eggs
- Salt
- Pepper
- 1 pack of instant noodle

The equipments you need are;

- A medium-sized mixing bowl
- A skillet
- A fork
- A spatula
- A plate

Cook time : 3 minutes

Yield : 2 servings

Task 1

After reading the procedure of making omelet, decide whether the following statements are True (T) or False (F)

1. Making omelet is easy, simple, and quick. T/F
2. While frying, you have pushed the edge of the egg one by one. T/F
3. Melt the butter in low-heat fire. T/F
4. Eggs, pepper, and salt are the ingredients of omelet. T/F
5. With a fork, fold the eggs across and over. T/F
6. Melt a teaspoon of butter after boil the instant noodle. T/F
7. A fork is the ingredient that needs to make omelet. T/F
8. We need one egg. T/F
9. Melt a fork of butter. T/F
10. Serve omelet in a skillet. T/F

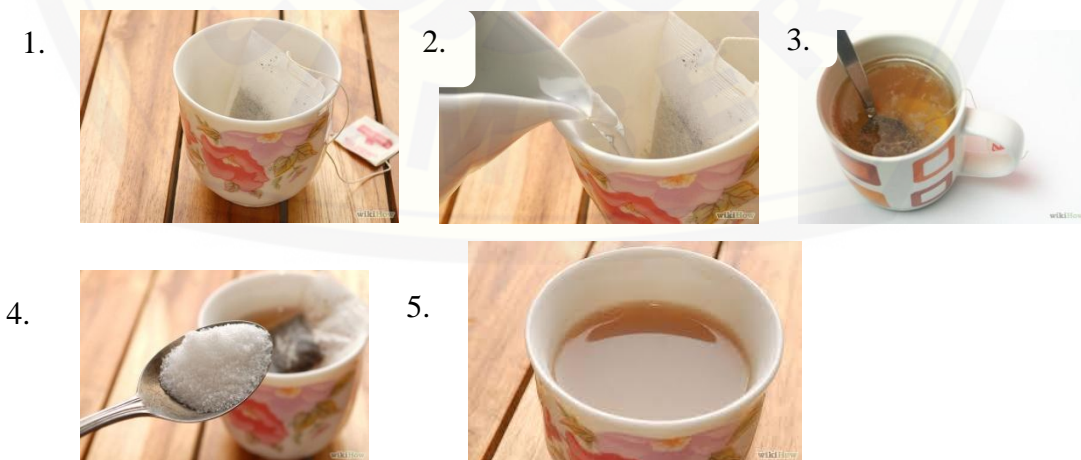
Task 2

Match the words in column A with their meanings in column B!

A	B
1. Simple	a. To cook by boiling in hot water.
2. Boil	b. The act of flowing.
3. Edge	c. To (cause to) flow.
4. Skillet	d. Easy; not difficult.
5. Spatula	e. The result of mixing something.
6. Mixture	f. A fatty substance made from cream by churning.
7. Liquid	g. A pan for frying.
8. Pour	h. The part farthest from the middle of something.
9. Butter	i. A kind of tool with a broad blunt blade.
10. Flow	j. Substance that is not solid, but not gas.
	k. Preparing something for eating.

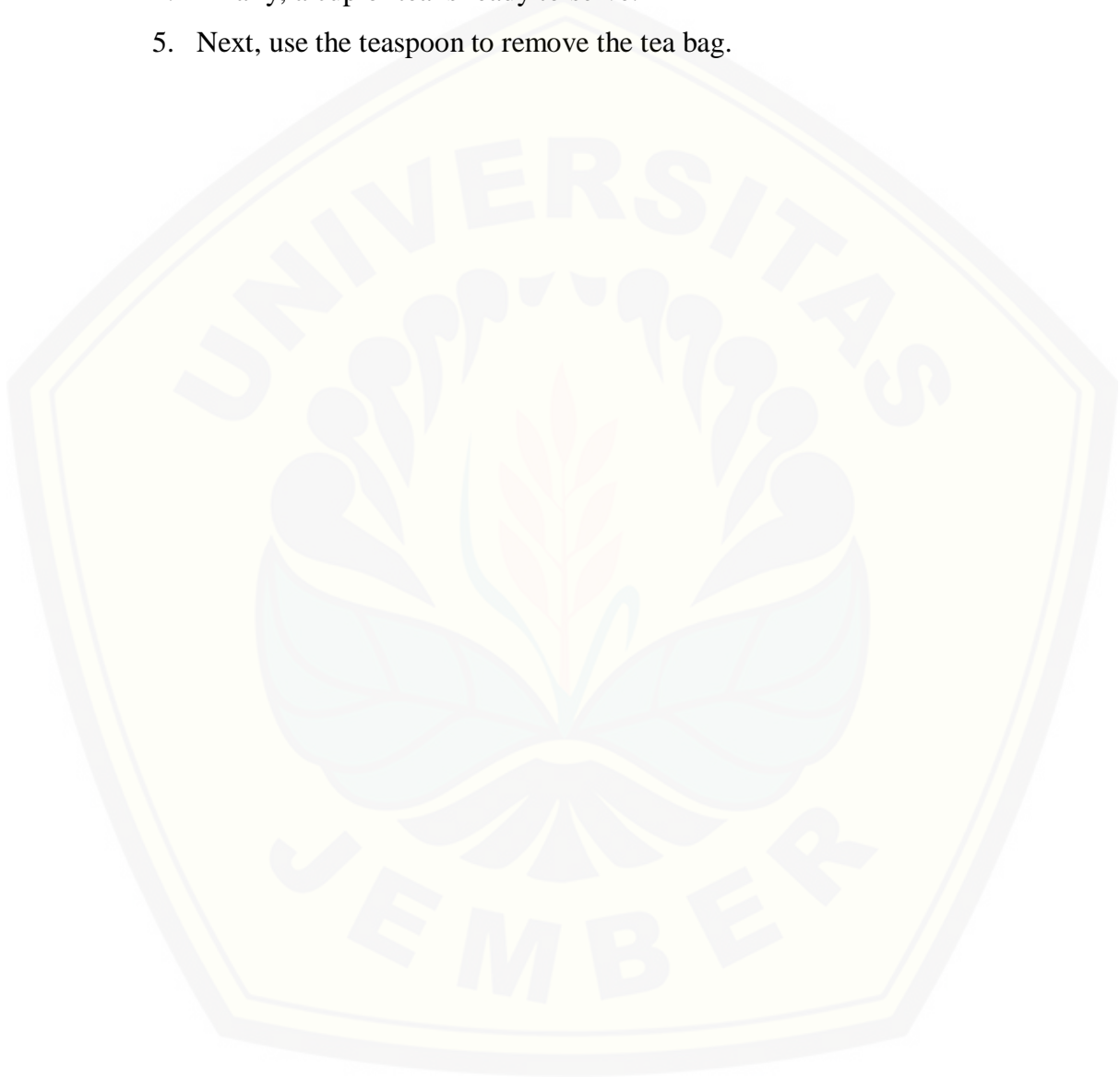
Task 3

Please rearrange and rewrite these steps into the Correct one based on the Picture Series below!



Steps:

1. Pour the boiled water into the cup and wait until the color of water change.
2. Then, add a spoon of sugar.
3. Place the tea bag into the cup.
4. Finally, a cup of tea is ready to serve.
5. Next, use the teaspoon to remove the tea bag.



APPENDIX H

**The Distribution of Odd and Even Numbers of Reading Comprehension
Achievement Try Out**

No	Odd Numbers													Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	
1	1	1	1	1	0	0	0	0	0	1	0	1	1	7
2	1	1	1	0	1	0	1	1	1	0	0	0	1	8
3	1	1	0	0	0	1	0	0	1	1	0	0	1	6
4	1	1	1	0	1	0	1	1	1	0	0	0	1	8
5	1	1	1	1	0	0	1	0	1	1	0	0	1	8
6	1	1	0	0	0	0	0	0	1	0	0	0	0	3
7	1	1	1	1	0	0	0	0	1	0	0	0	0	5
8	1	1	1	0	1	0	1	1	1	0	1	1	1	10
9	1	1	0	0	0	0	0	0	1	0	0	1	0	4
10	0	0	0	1	0	0	0	1	1	0	1	1	0	5
11	1	1	0	0	1	1	1	1	1	0	1	1	1	10
12	1	1	0	0	1	1	1	1	1	0	1	1	1	10
13	1	1	0	0	1	1	1	1	1	0	1	1	1	10
14	1	1	1	1	0	0	1	1	1	1	1	0	1	10
15	1	1	1	1	0	0	0	0	1	0	0	0	0	5
16	1	1	1	1	1	0	1	1	1	0	1	1	1	11
17	1	0	0	0	0	0	0	0	1	0	0	1	1	4
18	1	1	1	1	0	0	1	0	1	1	0	0	1	8
19	1	0	0	0	1	0	1	1	1	0	1	1	0	7
20	1	1	0	0	0	0	0	0	1	0	0	0	1	4
21	1	0	0	0	1	0	1	1	1	0	1	1	0	7
Total	20	17	10	8	9	4	12	11	20	5	9	11	14	150

No	Even Numbers												Total
	2	4	6	8	10	12	14	16	18	20	22	24	
1	1	0	0	0	1	0	1	0	1	0	0	0	4
2	1	1	1	1	1	1	1	1	0	0	0	0	8
3	0	0	1	1	1	0	1	0	1	0	1	0	6
4	1	1	1	1	1	1	1	1	0	0	0	0	8
5	1	1	0	0	1	0	1	0	1	0	0	0	5
6	1	0	0	0	1	0	1	0	0	0	0	0	3
7	1	1	0	1	1	0	1	0	1	0	0	0	6
8	1	1	1	1	1	1	1	1	1	1	1	0	11
9	1	0	0	0	0	1	1	0	0	0	0	0	3
10	0	0	0	0	0	0	0	1	1	1	0	0	3
11	1	0	0	1	1	1	1	1	1	1	1	0	9
12	1	0	0	1	1	1	1	1	1	1	1	0	9
13	1	0	0	1	1	1	1	1	1	1	1	0	9
14	1	1	1	1	1	0	1	0	1	1	1	0	9
15	1	1	0	1	1	0	1	0	1	0	0	0	6
16	1	1	1	1	0	1	1	1	1	1	1	1	11
17	1	1	0	0	0	0	1	0	0	0	0	0	3
18	0	0	1	1	1	0	1	0	1	0	1	0	6
19	1	0	0	1	1	1	1	1	1	1	1	0	9
20	1	0	0	0	1	0	1	0	1	0	0	0	4
21	1	1	0	1	1	0	1	0	1	0	0	0	6
Total	18	10	7	14	17	9	20	9	16	8	9	1	138

APPENDIX I

**The Division of Odd and Even Numbers of Reading Comprehension
Achievement Test Try Out**

No.	Name	Odd (X)	Even (Y)	X ²	Y ²	XY
1	Adib Mufadhol Fiandra HP	7	4	49	16	28
2	Ardiyansyah Putra	8	8	64	64	64
3	Dayana Fayyed	6	6	36	36	36
4	Devita Indra Larassati	8	8	64	64	64
5	Dinanda Kusumaningrum	8	5	64	25	40
6	Fajar Ageng Tirta Prasetyo	3	3	9	9	9
7	Felita Nanda Suastika	5	6	25	36	30
8	Frida Erfana Shinta	10	11	100	121	110
9	Hilmi Malik Fajrin	4	3	16	9	12
10	Ingga Rian Arista	5	3	25	9	15
11	Intan Fais Maharani	10	9	100	81	90
12	Karmelia Ayu Putri	10	9	100	81	90
13	Lailatur Hijriyah	10	9	100	81	90
14	Linda Mega Putri	10	9	100	81	90
15	Lutfia	5	6	25	36	30
16	Maydina Tarinda W	11	11	121	121	121
17	Mohammad Iqbal Ramadhan	4	3	16	9	12
18	Muhammad Alili	8	6	64	36	48
19	Rofiqoh Nur Annisa	7	9	49	81	63
20	Siti Aisyah	4	4	16	16	16
21	Zulfi Ardiyansyah	7	6	49	36	42
Total		150	138	1192	1048	1100

APPENDIX J

**The Calculation of Reliability in Reading Comprehension Achievement Try
Out**

Where:

$$N = 21$$

$$\Sigma X = 150$$

$$\Sigma Y = 138$$

$$\Sigma X^2 = 1192$$

$$\Sigma Y^2 = 1048$$

$$\Sigma XY = 1100$$

$$\begin{aligned} r_{xy} &= \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}} \\ &= \frac{21 \cdot 1100 - (150)(138)}{\sqrt{\{21(1192) - (150)^2\}\{21(1048) - (138)^2\}}} \\ &= \frac{23100 - 20700}{\sqrt{(25032 - 22500)(22008 - 19044)}} \\ &= \frac{2400}{\sqrt{(2532)(2964)}} \\ &= \frac{2400}{\sqrt{(7504848)}} \\ &= \frac{2400}{2739,498} \\ &= 0.87 \end{aligned}$$

$$\begin{aligned} r_{11} &= \frac{2 \times \text{reliability for } \frac{1}{2} \text{ test}}{1 + \text{reliability for } \frac{1}{2} \text{ test}} \\ &= \frac{2 \times 0.87}{1 + 0.87} \\ &= \frac{1.74}{1.87} \\ &= 0.93 \end{aligned}$$

APPENDIX K

**The Difficulty Index of Reading Comprehension Achievement Try Out and
its Interpretation**

Item Numbers	N	R	FV	Criteria
1	21	20	0.95	Easy
2	21	18	0.86	Easy
3	21	17	0.81	Easy
4	21	10	0.48	Fair
5	21	10	0.48	Fair
6	21	7	0.33	Fair
7	21	8	0.38	Fair
8	21	14	0.67	Fair
9	21	9	0.43	Fair
10	21	17	0.81	Easy
11	21	4	0.19	Difficult
12	21	9	0.43	Fair
13	21	12	0.57	Fair
14	21	20	0.95	Easy
15	21	11	0.52	Fair
16	21	9	0.43	Fair
17	21	20	0.95	Easy
18	21	16	0.76	Easy
19	21	5	0.24	Difficult
20	21	20	0.95	Easy
21	21	9	0.43	Fair
22	21	9	0.43	Fair
23	21	11	0.52	Fair
24	21	1	0.05	Difficult
25	21	14	0.67	Fair

Notes:

FV = The difficulty index

N = The number of the students doing the test

R = The number of the students who answer the question correctly

The criteria of difficulty index (Arikunto, 2010:210)

0.00 - 0.30 = Difficult

0.31 - 0.70 = Fair

0.70 - 1.00 = Easy

APPENDIX L

The Correlation Analysis between Attitude towards Learning English and Reading Comprehension Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Attitude	25	48	96	114.32	8.989
Reading	25	93	135	70.24	16.415
Valid N (listwise)	25				

Correlation

Correlations

			Attitude	Reading
Spearman's rho	Attitude	Correlation Coefficient	1.000	.623**
		Sig. (2-tailed)	.	.001
		N	25	25
	Reading	Correlation Coefficient	.623**	1.000
		Sig. (2-tailed)	.001	.
		N	25	25

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

APPENDIX M

TABLE OF SPEARMAN RHO CORRELATION COEFFICIENT

Nilai Kritik Koefisien Korelasi Peringkat Spearman

n	$\alpha = 0.05$	$\alpha = 0.025$	$\alpha = 0.01$	$\alpha = 0.005$
5	0.900	—	—	—
6	0.829	0.886	0.943	—
7	0.714	0.786	0.893	—
8	0.643	0.738	0.833	0.881
9	0.600	0.683	0.783	0.833
10	0.564	0.648	0.745	0.794
11	0.523	0.623	0.736	0.818
12	0.497	0.591	0.703	0.780
13	0.475	0.566	0.673	0.745
14	0.457	0.545	0.646	0.716
15	0.441	0.525	0.623	0.689
16	0.425	0.507	0.601	0.666
17	0.412	0.490	0.582	0.645
18	0.399	0.476	0.564	0.625
19	0.388	0.462	0.549	0.608
20	0.377	0.450	0.534	0.591
21	0.368	0.438	0.521	0.576
22	0.359	0.428	0.508	0.562
23	0.351	0.418	0.496	0.549
24	0.343	0.409	0.485	0.537
25	0.336	0.400	0.475	0.526
26	0.329	0.392	0.465	0.515
27	0.323	0.385	0.456	0.505
28	0.317	0.377	0.448	0.496
29	0.311	0.370	0.440	0.487
30	0.305	0.364	0.432	0.478

APPENDIX N

Text 1

How to Use Nutritional Yeast for Soups**Two Methods: Nutritional yeast as a soup thickener, Nutritional yeast as a flavor-enhancer**

Nutritional yeast is deactivated yeast. It is yellow in color and comes in a flake or powdered form. It is a great source of proteins and vitamins, particularly that of B-complex vitamins. It is naturally low in fat, sodium, and is free from sugar, dairy or gluten. Nutritional yeast is commonly purchased through health food stores, or stores such as Bulk Barn (Canada).

It is commonly used by vegetarians and vegans as a substitute for cheese, as it gives off a nutty, cheesy, creamy taste. Not only can it be incorporated in soups, but nutritional yeast has also been a delicious agent to the following dishes: dairy-free macaroni and cheese pasta, mashed and baked potatoes, scrambled tofu, pizza, roasted vegetables, and popcorn seasoning. Read on to learn how to incorporate nutritional yeast into your everyday soups!

Method 1 of 2: Nutritional yeast as a soup thickener

1. Prepare it in a liquid state before putting it in the soup. For every 1 cup of soup, add ½ cup of nutritional yeast. Both forms of nutritional yeast can be used (powdered or flaky). Keep in mind that the nutritional yeast will affect the flavor of the soup, but it is a healthier alternative to flour or other starches.
2. Turn your stove top to medium- high heat.
3. Add your ½ cup of nutritional yeast.
4. Add ¼ cup of water
5. Slowly add another ¼ cup of water. Stir continuously.
6. Pour the nutritional yeast mixture into your soup mixture once it has formed a cheesy semi-thick state. Continue to stir.

Method 2 of 2: Nutritional yeast as a flavor-enhancer

1. Sprinkle approximately 1 tablespoon on top of your soup once your soup has been created. The nutritional yeast will absorb the soups water and sit on the surface of the soup. You can either stir it in, eat the soup, or have it elegantly idling.
2. Keep in mind that if you stir the nutritional yeast, you will see flakes of it in your soup. The nutritional yeast does not completely dissolve.

Tips: Taste-test the nutritional yeast first to see if you like the flavor.

Warnings

- Nutritional yeast does give off a slight scent in soups.
- Too much nutritional yeast can overpower the soup's flavor.

Source: <http://www.wikihow.com/Use-Nutritional-Yeast-for-Soups>

Text 2

How to Make Vegan Vegetable Soup

Vegetable soup sometimes has a meat-based broth. This recipe creates a flavorful vegan broth using white wine, tamari soy sauce and other spices. Serve the soup with hearty slices of whole wheat, rye, or pumpernickel toast.

Ingredients

Servings: 6 to 8

Broth

- 8 cups vegetable stock
- 4 cups water
- ½ cup dry white wine
- 1/2 cup tamari soy sauce
- 1/4 cup nutritional yeast flakes

- 1 strip kombu seaweed
- 1 tbsp. olive oil
- Juice of one lemon
- 1/2 tsp. thyme
- 2 bay leaves

- 1/2 tsp. crushed red pepper flakes
- Salt and freshly ground pepper to taste

Vegetables

- 2 medium carrots, diced
- 2 celery stalks, diced
- 1/4 head green cabbage, sliced
- 2 medium potatoes or winter squash, cubed
- 1 cup cauliflower florets
- 1 cup broccoli florets
- 1 bunch kale, chard, or collards, stems removed and chopped
- 1/4 cup fresh parsley, chopped
- 2 tbsp. flax oil (optional)
- 2 tbsp. sesame seeds, toasted (optional)

Steps

1. Combine all the broth ingredients in a large soup pot and stir them they are well combined.
2. Bring the ingredients to a low boil.
3. Add the carrots, celery, cabbage and potatoes and simmer the soup for 20 to 30 minutes or until the potatoes are soft.
4. Add the cauliflower and broccoli to mix and cook them for an addition 5 to 10 minutes or until the vegetables are soft when pierced with a fork.
5. Add the greens and the parsley and cook them until they are just wilted but still bright green.
6. Discard the bay leaves.
7. Ladle the soup into bowls
8. Top them with a drizzle of flax oil and sprinkle of sesame seeds.
9. Finished.

Tips

- This soup also tastes delicious atop cooked rice noodles, like a vegan Pho. Soften the rice noodles by covering them with hot water and allowing them to soak for 20 to 30 minutes. If that does not soften the noodles enough, then blanch them with boiling water.
- Sriracha makes a delicious and spicy condiment for this soup.

Warnings

- Make sure to only toast the sesame seeds for about 30 seconds to avoid burning them. In addition, sesame seeds can become rancid if stored for too long, so be certain that you use fresh seeds.

Things You'll Need

- Soup pot
- Spoon
- Serving bowls

Source: <http://www.wikihow.com/Make-Vegan-Vegetable-Soup>

APPENDIX O



KEMENTERIAN RISET, TEKNOLOGI, DAN PERGURUAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 33467, 337422 *Faximile (0331)- 339029
Laman: www.unej.ac.id

Nomor 5 9 9 4 /UN25.1.5/PL.5/2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

0 6 NOV 2015

Yth. Kepala SMA Muhammadiyah 3
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Indah Yuliasuti
NIM : 110210401048
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMA Muhammadiyah 3 Jember yang Saudara pimpin dengan judul **"A Correlational Study between Students' Attitude towards Learning English and their Reading Comprehension Achievement of the Grade XI Bahasa 1 Students at SMA Muhammadiyah 3 Jember"**.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

a.n. Dekan
Gembantu Dekan I,

Suwatman, M.Pd.
NIP 19640123199512 1 001

APPENDIX P



MAJLIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH

SMA MUHAMMADIYAH 3 JEMBER

NPSN: 20523799 TERAKREDITASI A

Jl. Mastrip No.3 ☎0331-335127 📠 (0331) 325 316 Jember Kp. 68126

Web : www.smamuh3jbr.sch.id



SURAT KETERANGAN
Nomor: 93 / SKT / III.4.A / AU / F / 2015

Yang bertandatangan di bawah ini Kepala SMA Muhammadiyah 3 Jember,

Nama : H.Heny Siswondo, S.Pd., M.Pd.
 NUPTK : 7937735636200022
 Jabatan : Kepala Sekolah
 Unit kerja : SMA Muhammadiyah 3 Jember
 Alamat : Jl. Mastrip No. 3 Telp (0331) 335 127 Jember

Menerangkan bahwa :

Nama : INDAH YULIASTUTI
 NIM : 110210401048
 Fak/Univ : FKIP Bahasa Inggris, Universitas Jember
 Judul Penelitian : *A Correlational Study between Students' Attitude Towards Learning English and their Reading Comprehension Achievement of the Grade XI Bahasa 1 Students at SMA Muhammadiyah 3 Jember*

Adalah benar-benar telah melaksanakan Penelitian di SMA Muhammadiyah 3 Jember pada tanggal 9 s.d 10 November 2015

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.



Jember, 11 Nopember 2015
 Kepala Sekolah,

H. Heny Siswondo
H. Heny Siswondo, S.Pd., M.Pd.
 NPTK. 7937735636200022