A CORRELATIVE STUDY OF STUDENTS’ READING INTEREST TOWARD THEIR WRITING ABILITY OF THE THIRD SEMESTER OF INTERNATIONAL CLASS PROGRAM STUDENTS OF IAIN SALATIGA IN THE ACADEMIC YEAR OF 2015/2016

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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ENGLISH EDUCATION DEPARTMENT TEACHER TRAINING AND EDUCATION FACULTY INTERNATIONAL CLASS PROGRAM STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF SALATIGA 2015
DECLARATION

In the name of Allah the Most Gracious the Most Merciful.

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s ideas except the information from the references. This declaration is written by the writer to be understood.

Salatiga, September 12th, 2015

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ATENTIVE COUNSELOR’S NOTE
Case: Nanik Rahmawati’s Graduating paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum W.W

After reading and correcting Nanik Rahmawati’s graduating paper entitled: A CORRELATIVE STUDY OF STUDENTS’ READING INTEREST TOWARD THEIR WRITING ABILITY OF THE THIRD SEMESTER OF INTERNATIONAL CLASS PROGRAM OF IAIN SALATIGA IN THE ACADEMIC YEAR OF 2015/2016, I have decided and would like to propose that if this paper can be accepted by Teacher Training and Education Faculty, I hope it can be examined as soon as possible.

Wassalamu’alaikum W.W

Counselor,

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A GRADUATING PAPER

A CORRELATIVE STUDY OF STUDENTS’ READING INTEREST TOWARD THEIR WRITING ABILITY OF THE THIRD SEMESTER OF INTERNATIONAL CLASS PROGRAM STUDENTS OF IAIN SALATIGA IN THE ACADEMIC YEAR 2015/2016

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has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on August 29th 2015 and hereby considered to complete the requirements for the degree of Sarjana pendidikan Islam (S.Pd.I) in English and Education.

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MOTTO

اقرأ وَرَبّكّ الَّأَكْرَمُ (٣) الْذِّي عَلَّمَ بِالْقَلْمِ (٤)

Read! And your Lord is the Most Generous who has taught (the writing) by the pen. (Q.S Al’Alaq: 3-4)

It is never too old to learn and is never too young to achieve
DEDICATION

This graduating paper is dedicated to:

My dearest husband, Wahyu S. Anggoro; my beloved parents, Muhsis and Rokhiyah; my beloved brother and sisters, Fatimah, Khalid, and Anifah.
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In the name of Allah, the Most Gracious, the Most Merciful. Firstly, the writer would like to thank to Allah SWT because of His blessing, the writer can finish this graduating paper as a partial fulfillment of the requirements for the Undergraduate Degree of English Education Department.

Peace and salutation always be given to our beloved Prophet Muhammad SAW that we hope his blessing in the judgment day.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

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10. Those that cannot be mentioned one by one.

Salatiga, September 12th, 2015

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ABSTRACT


One of important factors which may affect students’ low writing ability is because students are lack of vocabulary knowledge. The limited vocabulary knowledge that the students have is actually related with their frequency in reading. As the more they read the more vocabulary and new words they can encounter. But how can they encounter many vocabularies if they have no interest in reading. Therefore, it is necessary for the students to be interested in reading in order to improve their writing ability.

This research is purposed to find out whether there is any correlation of students’ reading interest toward their writing ability of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016 or not and to find out the profile of students’ reading interest and writing ability of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016. This research is a corelational research. The research was conducted in August 2015.

As a quantitative research, the data collection method that was used by the researcher was questionnaire and test. Documentation was used to get additional information. The result of this research shows that he score of reading interest of the respondents showed a good result because the average of their score for reading interest was 66 from the scale 0-100. 70% of students are highly interested in reading and the rest 30% are interested enough in reading. The score of writing ability of the respondents showed a positive result. It is proven by the result of writing test that highest score is 87 and the lowest score was 53 from total score 100. 20% of the students categorized as excellent in writing ability and the rest two categorized as 40% good and 40% fair in writing ability. At the level of significance 1% (0.01), the r-calculation is higher than r-table because r-calculation is 0.855 while r-table is 0.708. Thus, it can be said that the correlation between reading interest and writing ability were very significant.

Keywords: Correlative Study, reading interest, writing ability.
# TABLE OF CONTENT

TITLE .......................................................................................................................... i  
DECLARATION ............................................................................................................. ii  
ATTENTIVE COUNSELOR’S NOTE ........................................................................ iii  
STATEMENT OF CERTIFICATION .......................................................................... iv  
MOTTO ....................................................................................................................... v  
DEDICATION ............................................................................................................... vi  
ACKNOWLEDGEMENT ............................................................................................... vii  
ABSTRACT .................................................................................................................. ix  
TABLE OF CONTENT ................................................................................................. x  
LIST OF TABLE ......................................................................................................... xiii  

**CHAPTER I  INTRODUCTION**  
A. Background of the Study ................................................................. 1  
B. Statement of the Problems ............................................................ 8  
C. The Objectives of the Study ............................................................ 9  
D. Hypothesis ............................................................................................... 10  
E. Significancies of the Study ............................................................... 10  
F. Definition of Key Terms ................................................................. 11  
G. Organiazation of the Study ......................................................... 12  
H. Review of Previous Studies ...................................................... 11  
I. Thesis Organization ................................................................. 12  

**CHAPTER II  LITERATURE REVIEW**  
A. Previous Study ................................................................. 13  
B. The Nature of Reading ............................................................. 14
CHAPTER III
DATA PRESENTATION AND RESEARCH METHOD

A. History and General Situation of IAIN Salatiga ........... 37

B. Lecturers .......................................................... 37

C. Official Staffs ......................................................... 38

D. Facilities in IAIN Salatiga ......................................... 39

E. Research Method ...................................................... 39

1. Research Design and Approach ......................... 39

2. Setting of the Research ...................................... 40

3. The Object of the Research ................................ 41

4. Technique of Collecting Data ............................. 42

5. Research Instruments ............................... 44

F. Data Analysis .......................................................... 48
CHAPTER IV  DATA ANALYSIS

A. Data Descriptions of Research Finding..........................49

1. Data of Students’ Reading Interest ....................50

2. Data of Students’ Writing Ability ......................53

3. Correlations between Students’ Reading Interest
   and Writing Ability .......................................56

B. Hypotheses Test.................................................60

C. Discussion.........................................................61

CHAPTER V  CLOSURE

A. Conclusion.........................................................63

B. Suggestion.........................................................64

BIBLIOGRAPHY

APPENDICES
LIST OF TABLE

Table 3.1 : Research Schedule.
Table 3.2 : The Number of the Third Semester Students of the International Class Program Majoring English Education Department of IAIN Salatiga in the Academic Year of 2014/2015.
Table 3.5 : Likert Scale for Reading Interest Questionnaires.
Table 3.6 : Reading Attitudes And Interest.
Table 3.7 : Analytic Score Rubric of Third Students’ Writing Ability.
Table 4.1 : Classification of The Score.
Table 4.2 : Reading Interest Score.
Table 4.3 : Descriptive Statistics of Students’ Reading Interest.
Table 4.4 : Writing Ability Score.
Table 4.5 : Descriptive Statistics of Students’ Writing Ability.
Table 4.6 : Recapitulation of Basic Statistical Score X and Y Variables.
Table 4.7 : Pearson Correlation Coefficient (r).
Table 4.8 : Correlations Result.
Table 4.9 : Interpretation of “r” Value.

LIST OF FIGURE

Figure 4.1: Chart of Students’ Reading Interest Score.
Figure 4.2: Chart of Students’ Writing Ability Score.
CHAPTER I

INTRODUCTION

The first chapter of this graduating paper is introduction. This chapter contains of the background of the study, problems statement, objectives of the study, hypothesis, significances of the study, definition of the key terms, and organization of the study.

A. Background of the Study

English is everywhere. It can be said that English has become an International language. As an international language, English has become an important subject which is taught at every level of school. In order to master English language, English teaching should give students an opportunity to achieve listening speaking, reading and writing ability. It is certainly that English plays an important role in every field of work and study.

Language is defined as ‘a means of International communication’ (Djauhari, 1996:9). It means that when people engage in communication, language is used as the medium of communication between the speaker and listener. Language enables the speaker to encode messages and it enables the listener to decode the messages back (Lucantoni, 2006:3). By language, both the speaker and the listener may understand each other. Thus, if there is a communication, there will be a language, so language and communication are closely related.

Language promotes some skills. Students must learn to achieve integrated skills. In common, they are identified as receptive skills and productive skills. Receptive skills concern with the ability to encode others’ messages; such as reading and listening. Meanwhile productive skills deal with the ability to decode messages to others; such as speaking and writing. All of the language skills support each other (Lucantoni, 2006:4).
In fact, most students encounter the problem to understand English text as a foreign language in Indonesia. This case happened almost at every level of education. Many researchers conclude that the ability of Indonesian students to read English text was very low (Syatriana and Hamra 2010:28). Most university graduates are not able to read English text comprehensively. The Indonesian students should have an interest and make reading activity as their habit because for students, reading is a key to improve learning result in many fields of study. Reading is an important part of any English course or education.

Meanwhile, understanding English text is not an easy thing to do. It is because reading English as a foreign language is more complicated than reading in Bahasa Indonesia as a second or even native language. Reading English as a foreign language, should be incorporated with many different contexts such as culture and tradition. The lack of students’ ability in understanding the text is usually influenced by the frequency of reading.

However, many students have difficulties in English writing, they may speak much in class using English but when teachers instruct to write such paragraphs in English, they are confused. They do not know where to start, how to find ideas to develop good writing. They have to master the patterns in developing the paragraphs, the unity and coherence; and also composing good essays.

On the other hand, reading is an important aspect in learning activity. Reading has been an essential part of human existence since the first scribes (Quay & Watling, 2009:41). The activity of reading has been the source of information that has been both helpful and harmful, serving as a tool for both liberation and oppression. Thus, reading’s history is thorough and unique, as it has driven the course of humanity and the civilizations in many ways (Quay & Watling, 2009:41). Because of language functions, it
can be argued that to understand themselves and others, everyone must read. Furthermore, researchers such as Paul (1993:25) and Guthrie, McGough, Bennett, and Rice (1996:26) have indicated that reading has significant consequences on the cognitive development of individuals and their ability to comprehend different forms of knowledge.

Having interest in reading is important because by having that, students will do reading joyfully, thus they will get benefits from what they read. The success in reading is essential and is most necessary because it is the basic tool in learning activity. All subjects such as science, linguistic, social and even mathematics need the ability and interest in reading.

Furthermore, the students’ attitude toward reading is a central factor affecting reading and writing performance. Therefore, it can be assumed that the more positive the attitude, the more likely student will engage in reading and writing activities. Moreover, students’ positive attitude toward reading is one of the objectives of the reading and writing curriculum in most countries. It stated that students who enjoy reading and who perceive themselves to be good readers usually read more frequently and more widely which impact to broaden their reading experience and improves their reading and writing ability.

The other factor which affect reading interest is gender differences. Some previous studies found that girls and boys tend to be different in their reading preferences, habits and interests. It was found that girls read more frequent than boys and have better reading ability (Sarah Logan & Rhona Johnston, 2009:200). It can be said that girls who read more frequent than boys, will have positive attitude toward reading itself. To sum up, gender differences also can influence students’ attitude toward reading which influence writing ability.
The last factor which may affect students’ low writing ability and it can be a classical problem. At glance, it is found that the students of third semester of English Education Departement in International Class Program in IAIN Salatiga encounter the problem in understanding the text is because they lack of vocabulary knowledge. The limited vocabulary knowledge that the students have is actually related with their frequency in reading. As the more they read the more vocabulary and new words they can encounter. But how can they encounter many vocabularies if they have no interest in reading. They read academic writing only if they are instructed by their teachers.

This study is not going to discuss the whole elements. Because of time and the chance to investigate it, this study only focuses on particular parts, in this case, students’ reading interest and writing ability. Interest becomes one of the factors which may affect the students’ writing ability because writing is a skill. A skill cannot only be developed by learning but it also must be developed by extensive and continual practice. To practice an extensive writing is not an easy thing to do because a writer must have a purpose to write any kinds of text.

Meanwhile, a reader must have something inside themself to read a text, such as interest or motivation. Someone who reads a newspaper, for example, they must have the goal to do it. It is to search information or to be entertained or anything else. This is what is called by interest or motivation. Someone who has no interest in reading will not be able to understand the text well. Because an interest is like a factor that can push or support someone to do a thing. In case of reading interest, someone who has an interest in reading will have a long term memory about what is being read. So that the memory or it can be said the prior knowledge will also affect the understanding of the text being read.

Therefore, interest plays an important role in reading activity. It can be assumed that someone who has high interest in reading any kind of text, he will have good ability
to understand it. But actually, it is hard to build the students’ reading interest and awareness that reading is important and it will bring the benefit for the future. Some people believe that the ability to read will be developed by having reading habits. Thus, a society which has reading habit will give a positive effect to the development of the country. However, reading habit would be gained by having reading interest.

Hidi writes that interest did not simply enhance the amount of recalled text information, but had a strong influence on the quality of learning. That is, interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning (Suzanne Hidi, 2001:196). In other words, someone who has high interest in something, for example, in reading, they will not only able to understand the words on the text but they will be able to infer an implied information of the text. Moreover, he is able to catch the purpose of the author.

Less or much, reading has role and it influences students’ writing ability. One researcher defines reading as more than an interaction between a reader and a text (Johnston, 1983:17). When a person reads, two aspects of the “human information processing system” continuously interact. When the readers focus on what is already known in trying to comprehend a text, this strategy is called a concept-driven or “top down” mode. On the other hand, when the readers rely primarily on textual information to comprehend, this strategy is called a data-driven or “bottom-up” mode (Troike, 2006:14).

In practice, these two processing strategies are employed interactively and simultaneously as the reader tries to relate the new information in the text to what is already known. But the two modes are not used equally. According to Stanovich (1980:63), interactive compensatory model of reading, “a deficit in any knowledge source results in a heavier reliance on other knowledge source, regardless of the level in the processing hierarchy”. It means, a reader will rely on knowledge about a known topic
to sort out word meaning. Thus, a reader who has a vocabulary mastery of the text but is unfamiliar with the topic will rely on word knowledge in order to comprehend a text.

Second language readers, especially the beginners, often rely heavily on the text, especially on one level of language: words (Coady, 1979). Reading and translating, word-by-word, they try to put the words together to make sense of the text. This is natural (Stanovich, 1980:63). Research shows that writing ability are directly related to the quantity of reading students engage in (Krashen, 1985).

Furthermore, writing is influenced by many aspects. They are punctuation, spelling, structure, and vocabulary (Lado, 1961:250). As one kind of language skills, writing can be defined as a hard skill at which to excel for many of our learners (Woods, 2005:42).

According to above scholars, it can be concluded that writing can not be separated from its factors. Once the conclusion that reading is essential to human success is accepted as true, both on a societal and an individual cognitive basis, it becomes necessary to study reading routines, behaviors, and skills to gain a better understanding of how reading is integrated into life (Quay & Watling, 2009:27).

In language learning especially writing, reading interest takes important roles in achieving perfect writing. How do students achieve perfection in writing if they have no interest in reading at all? Consequently, students should keep learning and boost their reading interest so that they have sufficient understanding in English writing.

The students in the third semester of International Class Program majoring English Education Department find such kinds of problem dealing with writing ability eventhough they have a good ability in vocabulary and grammar. In the case of third semester students of International Class Program majoring English Education
Department of IAIN Salatiga, a good writing ability should be achieved, however many students are still failed in composing words into a perfect writing.

Based on the background above, it is necessary for the writer to investigate the correlation of students’ reading interest toward their writing ability. It relates to the subject of the study; third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016. The writer proposes to conduct a research which is entitled “A Correlative Study of Students’ Reading Interest toward Their Writing Ability of the Third Semester of International Class Program majoring English Education Department of IAIN Salatiga in the Academic Year of 2015/2016.”

B. Statement of the Problems

The writer needs to limit the research, because there are many factors which influence students’ writing ability. Thus, the writer choose one factor which influence students’ writing ability namely reading interest. Reading interest is the independent variable (x), then writing ability is the dependent variables (y). The writer assumes that reading interest is significantly contribute towards students’ writing ability. Therefore, the writer is going to investigate and prove that the first variable (x) contributes to the second one (y).

Regarding to the limitation of the study, the writer promotes problems of the study as follows:

1. How is the profile of students’ reading interest of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016?
2. How is the profile of students’ writing ability of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016?

3. Is there any correlation of students’ reading interest toward their writing ability of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016?

C. The Objectives of the study

Related to above problem statements, this study has some objectives which described as follows:

1. To find out the profile of students’ reading interest of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016.

2. To find out the profile of students’ writing ability of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016.

3. To find out the correlation of students’ reading interest toward their writing ability of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016.

D. Hypothesis
Hypothesis is a predicated answer of research problem with data (Arikunto, 2006:102). According to the explanation of theories before, the writer states the hypothesis as follows: There is a positive relationship between students’ reading interest and their writing ability.

E. Significancies of the Study

The writer hopes that the results of this research can give information about the level of students’ reading interest and writing ability. Such information is expected to be useful for the researcher, English teachers, for the students, for the institutions, particularly IAIN Salatiga and the development of knowledge.

1. For the researcher

It gives her a clear description about the relationship between students’ reading interest and writing ability. Then the implication of the finding research can be suggested to related people for the sake of developing the process of writing ability.

2. For the English teachers

The positive results of this research can support the English teachers in teaching reading and writing subject. It is expected that this research can inspire them to improve the students’ reading skills, so that their writing ability will also developed.

3. For the students

The positive results of this research can support the students in mastering English writing. It is expected to give the students a motivation to read more, particularly for the third year students of IAIN Salatiga in the academic year of 2015/2016.

4. For the institutions
The results of this research can be beneficial for the institutions, particularly IAIN Salatiga to develop the curriculum/ syllabus of English teaching and learning especially reading and writing subject. The institutions can give the recommendation for English teachers who want to apply the curriculum that increase students’ reading interest in order to achieve writing ability.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation of the research result, the writer would like to explain and define the key terms that are used.

1. Correlational research

Correlational research is the research that involves collecting data in order to determine the degree to which a relationship exists between two or more variables (Jack R. Fraenkel and Norman E. Wallen, 2015:3).

2. Reading interest

Reading interest has been used to refer to reader perception in regards to the degree to which a reader enjoys reading or considers it potentially exciting or interesting (Thomas, 2001:53).

3. Writing Ability

Writing is an opportunity, it allows you to express something about yourself. To explore and to explain ideas, and to assess the claims of other people. By formulating, organizing, and finding the right words to present them, you gain power (Trimmer, 1995:3).

G. Organization of the Study

The writer divided the thesis into five chapters, it is presented as follow:

Chapter I is Introduction. It contains background of the study, statements of the study, the objectives of the study, hypothesis, the significance of the study, definition of
terms, outline of the writing. Chapter II is the review of related theory that consist of theoretical framework and previous study. Chapter III is report of the research that consist of data presentation, the comprehensive discussion on the research methodology, including the research design, population and sampling, instrumentation. Chapter IV is data analysis that consists of data analysis, hypothetical conclusion, and analytical conclusion. Chapter V is closure, it contains about conclusion and suggestion.
CHAPTER II

LITERATURE REVIEW

Literature review is a frame or references of data analysis in the next chapter. In this chapter the writer explains about the notion of reading, reading interest, writing ability and sentences.

A. Previous Study

This literature review presents relevant information which is needed to understand and support the present study. By the end of previous section, the reader aims to have a better understanding on the basic concepts that are very fundamental for the development of this study entitled “A Correlative Study of Students’ Reading Interest toward Their Writing Ability of the third Semester of International Class Program majoring English Education of IAIN Salatiga in the Academic Year of 2015/2016.”

Within this review, the writer presents the readers some informations related to the reason why this study is important to be done.

The writer took some previous studies from the other research as comparison. The first research which held Ali Mudhofir (2012), in his paper entitled “The Influence Of Writing Habit Toward Writing Ability.” The result of the study showed that the score of the data of the profile of writing habit is 33,34, the score of the data of writing ability is 48,75. The result of calculation is 0,57. After consulting the critical $r$ in the level of significant of 5% found that critical $r$ for the number of the samples 32 is 0,349. From the comparation of $r$ table with $r$ result above, it means that the correlation between writing habit and writing ability have positive correlation. Because $r$ result higher then $r$ table.
The second research, it was held by AJ Bastian in 2013 in his graduating paper entitled “A Correlation study between student’s reading interest toward their vocabulary mastery”. He was the student of State Institute for Islamic Studies of Salatiga. In the graduating paper, he analyzed that there was a positive correlation between reading interest and vocabulary mastery, because the correlation between reading interest and vocabulary mastery are significant.

Another relevant study was held by Scot Squires (2014) from Drake University entitled “The Effects of Reading Interest, Reading Purpose, and Reading Maturity on Reading Comprehension of High School Students.” Scores on school examinations and the reading maturity survey were analyzed using descriptive statistics and correlation coefficients. This study found a positive significant relationship between reading comprehension and reading interest, between reading comprehension and reading purpose, as well as between reading comprehension and reading maturity.

However, the present study was an investigation on how different reading interest correlated with writing ability. The factor of reading interest, which referred to a readers’ potential excitement that correlate with their writing ability.

B. The Nature of Reading

Reading is defined as “a complex behaviour which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended” (Johnston, 1983:17).

Another definition, reading is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension (Elizabeth S. Pang, et al., 2003:6). Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension refers to the process of deriving meaning from connected text. Readers typically make use of background knowledge, vocabulary,
grammatical knowledge, experience with text and other strategies to make them understand written text.

Prior knowledge or it can be defined as what the readers already know about the ideas or objects can help them to understand the text being read. In addition, Kintsch, as cited in Kozminsky, also found that students with high prior knowledge perform better on open-ended questions after reading texts with low coherence. It means that prior knowledge is also related with text variables, such as text coherence. (Ely Kozminsky & Lea Kozminsky, 2001:188).

Based on the those discussion among the experts about reading, it can be concluded that a teacher has to give the students the understanding and awareness about how important reading is for their future. Before teaching writing, a teacher would better ask the students about their purpose, aim, or goal for writing. Do they have the interest in reading which affect their writing? It is important to do because those aspects may affect their quality in writing.

C. The Nature of Reading Interest

Reading interest is one motivational aspect that causes people to have high attention in reading a text. The students will read actively if they are interested in reading activity. Thus, they will consider reading activity as habitual activity for them. “Interest is very influence for reading activeness. Because of reading for and achievement in reading are also dependent upon the pupil’s motivational reading, and poor reading or reading failure may be caused by lack of interest. To achieve in reading, the students must want to read (Dechant, 1982:73).”

Reading is a skill and it can only be developed by practice a lot. In order to be able to understand any kinds of text, a reader must have some skills that will support his understanding. However, a reader reads for many purposes. He will have different methods for different text to be read. A reader may not use the same method when he reads science books and novel. If it measured by the time, it can be guessed that a reader will read novel faster than science books. It is, of course because he has something which
makes him reading novel faster than science books. Something that a reader has to support his reading is what called as interest.

In other words, first thing that a learner has to do is having the positive feeling toward reading, then he or she has to acknowledge the material being read and finally, a reader will interact with the author. He has to know the purpose of the author. Those three factors are assumed to have the effect to their reading and writing ability. A student reads a text to understand its meaning, as well as to put the understanding to use. A person reads a text to learn, to find out information, to be entertained, etc. The purpose for reading is closely connected to a person's motivation for reading.

As Lester and Alice Crow classified two general purposes, these purposes area:
1. Leisure time reading, it is reading for enjoyment which may vary in to follow the favorite sport, comic, article and movie program.
2. More serious reading, it is reading for academic purposes such as to obtain factual information and to solve problem.

In addition, the descriptions about the purposes for reading from different experts can be concluded that reading is not only done for academic purposes, but it is done for entertaining readers and for any little information, such as, advertisement, announcements and so on. In brief, the more interesting information the faster it will be read.

Interest is defined as interaction between a person and an object within the environment (Ulrike I.E. Magner., et al., 2012:3). In other words, there is something happened which made a person and an object interrelated each other.

Interest in the field of education can be referred to as a psychological state or selective preference toward particular domain of the study (Huan Shyang Lin., et al., 2013:2153). In accordance with the two definition of interest, it can be said that interest is
the psychological aspect which can make someone doing a particular activity. Krapp have identified three conceptualizations of interest which play an important role on discussion of motivation and interest. They are:

1. Interest as a dispositional characteristics of the person,
2. Interest as the characteristics of the learning environment and,

In this review, the writer discusses about interest broadly in the next sub chapter.

1. Expressions of Interest

There are many theories mentioned that emotion has its own characteristics. The emotions, such as happiness, fear, anger, sad or interest, have their own characteristics. People can be easily recognized he is interested in doing something or not can be seen from its facial expression. For example, when someone is watching a film, his facial expressions can be showed that he is interested in watching the film; he will widen his eyelids more, spend less time with the eyes closed or away from the film, and keep watching.

Silvia stated that interest involves either slightly lowered or raised eyebrows, raised lower eyelids, parted lips and dropped jaw (Paul J. Silvia, 2006:42). The study of attentive listening in which there are two groups listened to audio recording three times continuously. Each group listened to a detective story, and a philosophy essay. In fact, several participants fell asleep at the end of the experiment and most participants were bored during the repetitions. These were measured from the frontalis movement showed and the decrease of facial activity. This study also found the new theory that repeating story can reduce interest.

Briefly, regarding to the reading material, it means that the text which has something attractive will be paid more attention by a reader. Such as, by including a
picture or maybe, by practicing a lively object related to reading material before delivering the material.

2. The Difference of Interest and Happiness

Although interest is closely related with happiness, or enjoyment, but it must be different from happiness or enjoyment. Interest and enjoyment have different antecedents (Paul J. Silvia, 2006:25), it is because of different emotion should have different causes. People tend to find complex things are interesting and simple things are enjoyable. The result of the research showed that the variables such as complexity and novelty can affect the interest and enjoyment.

In conclusion, someone who is familiar with the things tends to be enjoyable and someone who found something new tends to be interesting. In other words, interest has some variables which can affect it, such as complexity, novelty and uncertainty. According to the research, it showed that someone's interest is higher when he found thing is complex, new or unexpected thing. However, happiness tends to be associated with the competence he has. It means, the easiest thing he can do, the happier he will do it.

Another research also showed that when an activity is done repeatedly, it will increase how much people like it. Meanwhile, when an activity repeated and increasing liking, then an interest will decrease. It can be concluded that an activity or thing becomes less interesting with more repetitions.

In sum, the difference between interest and happiness is that interest tends to focus on something new, something complex and unpredictable, whereas happiness or enjoyment is an emotion that appears when someone is familiar with the things and he likes to do it because it is repeated regularly. For example, when a student must choose between recent phenomena for topic discussion and loved or familiar topic
discussion at school, interest will motivate trying a new topic. On the contrary, happiness will motivate to discuss what he usually loved in the past.

3. Interest and Learning

The study of interest firstly is coming from the field of education. Nowadays, the study of interest’s implication for learning, motivation and academic achievement occupies a central place in educational research (Paul J. Silvia, 2006). According to Krapp (1999:65), at the beginning of this century, famous psychologists advocated that interests were the most important motivational factors in learning and development.

Finally, within the last 10-15 years it has become clear that concepts and theories developed in the specialized fields of research do not adequately account for all important aspects of the traditional concept of interest (Andreas Krapp, 1999:23).

There are many researches done to investigate the interest in learning. It is because of text is one of the most common forms that is used to convey the information to the learners. So, the study of text based interest dominates the study of interest and learning. Based on the research done by Anderson, as cited in Silvia, he found that interest played an important role in how people select, process and remember what they read (Paul J. Silvia, 2006:65).

In line with Anderson, Hidi also stated that interest is central in determining the ways in which someone selects and processes certain types of information in preference to others (Suzanne Hidi, 2001:195). Interest has been defined as a motivational variable, as well as a psychological state that takes place during interactions between people and objects in the environment. Commonly, it is characterized by increasing of attention, concentration and effect.
Based on Hidi’s statement that the interestingness of someone can be characterized by increasing the attention, Wilbert mentioned two routes in learning: an attention-intensive route and attention-extensive route (Wilbert Spooren et al., 1998:110). The first route also known as the route of selective attention, it is determination the amount of learning by the amount of attention paid to the text by the reader. In addition, the amount of attention is determined by the importance that is attributed to the different parts of the text. It means that parts of the text that are considered as important information receive more attention and are retained better.

However, an attention-extensive route is called as schema based learning (Paul J. Silvia, 2006:110). It is a condition when the readers have significant interest in the topic of a text. In other words, they can read the text with little cognitive effort, but they still can learn from the text being read. It can be said that attention-extensive route is the route of learning that is based on readers' background knowledge. So, the readers will be interested when they have much background knowledge and consequently elaborate schemata that will help them process the information in the text very effectively.

Based on one study of the fourth graders who read single sentences on a computer screen and rated them for interest, attention was measured by response times to a second task when a tone would sound during some sentences and the students pressed a key upon hearing the tone. A recall test was given after the students finished reading the sentences. As the result, interest significantly increased the attention devoted to a sentence and significantly improved recall, consistent with many other experiments. But, attention didn’t mediate the effect of interest and recall. Unlike the previous study, interest reduces the amount of attention devoted to text.
Hidi argues that interest elicits spontaneous, automatic allocation of attention (Paul J. Silvia, 2006:68). This spontaneous makes a reader read faster.

However, boring material requires more attention to be understood. It can be said that the less interesting text will force a reader to keep focusing on extracting meaning from the text. It means people should pay less attention for interesting texts. John Dewey mediate it by stating that the function of interest in learning is to unify the person and the activity, and also to stimulate thoughtfulness. Rather than trying to focus on a boring task, because people can experience activities at abstract, flexible and conceptual levels.

Furthermore, if interest does not enhance learning because of high attention, the depth of text processing may enhance learning. Text processing occur at three levels; verbatim level, in which the readers process the basic structure of the text; propositional level, in which the readers process the specific and general meaning; and at situational level, in which the readers build a situation model of the text’s characters, events, facts and analogical information. In other words, at this level, the readers combine the information of the text with their personal experiences or prior knowledge. Then, it can be said that interest leads people to process text deeper. Deeper processing of the text will lead to better comprehension and recall of the text. The effect of interest on text processing had been investigated by Schiefele, as cited in Silvia. The study found that people with low interest in the topic presented the text at the superficial verbatim level, whereas people with high interest, in contrast, represented the text at the deeper propositional and situational levels (Paul J. Silvia, 2006:69).

Another study with different measurement also found the effect of interest in text processing. The result showed that people with high interest in the topic recalled
more of the text’s main ideas and more ideas overall. They also contributed more new ideas in the free recall, indicating that they had deeper processing of the text. In conclusion, people with high interest were more likely to recall the main ideas in correct sequence, reflecting more coherent representation of the text (Paul J. Silvia, 2006:70).

2. The Variables that Affect Interest

   According to the research done by Hidi, there are some types of interest. Variables that was found to have such an influence include text characteristics, such as: novelty, intensity and ease of comprehension (Suzanne Hidi, 2001:195). It means that the characteristics of the text being read can affect students’ interest in reading, whether it is from the title of the text, the content or the vocabulary used in the text. It can be seen from the number of studies that have shown that children's comprehension, inferencing, and retention is facilitated by personally interesting text segment as well as passages written on high interest topics. So, the topic or the title of the books that are going to be read by the children should be interesting.

   However, Berlyne’s theory of curiosity mentioned some variables which can affect interest, which he called as collative variables; complexity, novelty, uncertainty, and conflict (Paul J. Silvia, 2006:33). An activity or thing which has one of the variables, it can cause someone interested in it. For example, someone is more interested with something complex or uncertainty, it is based on the research done by Berlyne.

   Therefore, it can be concluded that interest has a strong positive influence on reader's comprehension of text. It can also be considered the factors and variables which increase reader’s situational interest. In this case, a person's interest can be
increased by a visual stimulus such as picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory like watching movie.

Moreover, interest have a strong influence on the quality of learning. That is, interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning (Suzanne Hidi, 2001:196). There are two different ways of investigating the role of interest in learning. The first is focused on the impact of personal’s preferences. The other one refers to text-based. It is focused on how the interestingness of stimulus materials influenced subject's performance. It means that the interest itself comes from the text being read.

Therefore, in order to stimulate and build someone's reading interest, it can be started from the type and characteristics of the text that will be read. The more attractive the topic or the title of text, the more a reader will be interested to read the text. In this case, Paul mentioned some variables which can make a text interesting. There are coherence, ease of comprehension, prior knowledge, concreteness, vividness and surprisingness.

**Coherence** refers to aspects of a text that facilitate organizing and understanding the text's ideas (Paul J. Silvia, 2006:79). Schraw and Lehman did the research of text-based interest and they concluded that the effect of coherence on interest was positive because all studies had found that coherence can enhance interest. In addition, Wade stated that coherence, compared with other factors, enhanced interest in a comprehensive study of text characteristics.

**Ease of comprehension** also can affect the interest, because as text become easier to understand, they become more interesting. This idea comes from the study done by Schraw that after reading expository and literary texts, college students gave ratings of ease comprehension (Paul J. Silvia, 2006:79).
Prior knowledge is another source of interest. Prior knowledge of physics predicted overall interest. People with the most prior knowledge tend to be more interested in the text being read. However, Kintsch added suggestion that extremes knowledge and ignorance will lead to low interest (Paul J. Silvia, 2006:80). In the contrary, low knowledge prevents the reader from making connections.

The fourth variable is concreteness, it was believed that the text which has concrete words and title is more interesting, easier to understand and easier to remember. It is based on the study of single sentence done by Sadoski et al., it is concluded that concrete sentences were more interesting than abstract sentences. Concreteness affects the familiarity and interestingness of long sentences and long paragraph. The result of study done by Sadoski indicated that concrete text was rated as more comprehensive and interesting than abstract text but not more familiar (Mark and Sadoski, 2001:265). Additionally, brief essays were more interesting when their titles were concrete. Therefore it can be concluded that concreteness affects interest indirectly.

The last variables are vividness and surprisingness. Vividness refers to the intensity of mental imagery during reading. Vivid images are lifelike and resemble actual perception. Schraw and Lehman, as cited in Silvia, added that vividness can be considered as text segments that stand out because they create suspense, surprise, or other engaging (Paul J. Silvia, 2006:60). It is based on many correlational studies that found the reader's ratings of predicted ratings of interest, in both young children and college students.

In addition, Asher and Markell examined that vocabulary, text difficulty, story length and sex differences may affect the interest in learning and text recall. Asher and Markell as cited in Oakhill and Petrides, did the investigation related to interest in
text comprehension between boys and girls. The result showed that in general, boys correctly recalled more of the sentences rated as interesting by boys and girls more of the sentences rated as interesting by girls, but the effect of interest were more marked for boys than for girls (Jane V. Oakhill & Alison Petrides, 2007:224).

Moreover, there is another research that had investigated about the parental influence on child interest. Parent reading styles are potentially an important determinant of early interest (Camilo Ortiz et al., 2001:265). If children are not interested in book reading or if they dislike it, it is needed to encourage parents to increase the frequency of reading to them. But, some researchers said that it may have a negative effect on literacy. In sum, there is evidence that parents can be taught to read differently to their children and there is evidence that teachers may be able to increase children's interest in reading.

Finally, it can be concluded that variables which may affect the interest are not only related with text characteristics but also sex differences and parents’ role in increasing the children's early interest in reading. Therefore, the development of students’ reading interest can be started from their parents, teachers and the last is the text being read itself.

D. The Nature of Writing Ability

Learning a foreign language, especially English writing, may have several kinds of learning difficulties. These difficulties related to the interest in reading, by reading more, students will acquire more. They will get advantages such as knowledge about punctuation, spelling, structure, and vocabulary mastery. Thus, students have many supporting elements that increase their writing ability.

1. Definitions of writing
There are many definitions according to scholars. Alexander (1975:ix) points that writing skill or writing ability can be best being developed through carefully controlled and grade comprehension or precise exercise. Precis writing is not a sterile academic exercise useful only for examination purposes. It can be used effectively to develop a students’ writing ability.

Other scholar said that writing is opportunity, it allows you to express something about yourself. To explore and explain ideas, and to assess the claims of other people. By formulating, organizing, and finding the right words to present them, you gain power (Trimmer, 1995). According to Oshima (et al., 1998:55), writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a ‘product’.

In learning English, there are for skills which should be mastered by students, they are reading, listening, speaking, and writing. Thus, writing is considered as the most difficult one to be mastered because it involves productive skills. The skills that students should have are words choice, the use of structure, and composing good writing. To be able to choose the right word means that you must have a large number of vocabularies and to know the words’ meaning and how they should be used. Therefore, a person should have receptive skills before they produce and master writing skill.

2. The Characteristics of writing

Langan (1993:90) states that there are four characteristics of writing. They are unity, support, coherences, and sentence skills. The clearly explanation as follows:

a. Unity
The effective essay is the essay which is unified. Bram (1995:20) pointed the word ‘unity’ is synonymous with ‘oneness’. All sentences in a paragraph should focus on the one thing expressed in the topic sentence.

b. Support

A writer tells us repeatedly that sulking, blaming others, and trying to understand the reasons behind the disappointment (Langan, 1993:93).

c. Coherences

Coherence plays a crucial role in making a paragraph. Every coherent paragraph contains smoothly-connected ideas. Each sentence moves on naturally. (Bram, 1995:21)

d. Sentence skills

In constructing a sentence, students can have one exercise, they are given some sentences parts, but they must put the sentence together in their own way. (Peterson, 2003).

3. The Stages of Writing Process

The processes of writing are not simple. There some steps that must be noticed by the writer. According to Calderonello (et al., 1976:5), there are five common components of writing process. They are inventing, planning, drafting, revising, and editing.

a. Inventing

This is all activity that involves the writer in discovering and generating what they want to say. It can take place at any time, even during drafting, reading, talking, thinking, brainstorming, doodling, going over notes, and using a specific inventing method to examine a topic are some examples of inventing activities.

b. Planning
Planning is a series of strategies designed to find and formulate information in writing. To create and shape your text, you need to consider all the ideas, however mundane and unsettling, that come to you.

c. Drafting

This is a series of strategies designed to organize and develop a sustained piece of writing.

d. Revising

Revising is a series of strategies designed to reexamine and reevaluate the choices that have created a piece of writing (Trimmer, 1995:5).

e. Editing

Editing means polishing a piece of writing by making word-level changes: in spelling, mechanics, usage, word choice, and so on. (Calderonello et al., 1976: 5).

4. The Aspects of Writing

Lado (1961:249-250) states that the process of writing test is dealing with integrated or with separate factors or aspects such as:

a. Punctuation.

b. Spelling.

c. Structure.

d. Vocabulary.

E. Sentence

1. Definition of sentence

According to Oshima and Hogue (1988:11) sentence is a group of words that contains at least one subject and one verb. A sentence expresses a complete thought. To make a good sentence, it must have subject and verb. Without subject and verb, it was not sentence.
2. Types of sentences

According to Bram (1995:38), there are four types of sentence in English. Three of them have high frequencies; they occur in practically all kinds of written materials. Here are those four types of sentences:

a. The Simple Sentence

One simple sentence must express a complete thought, have a subject and at least finite verb; a subject and finite verb are the two minimum requirements for the simple sentence. This principle, however, does not fully apply to the imperative or command, which usually has no explicit subject, as in: Keep quite, please!; Do it now!; and Stop! The subject of the above imperatives is the implicit pronoun ‘you’, or the hearers.

Here are a number of examples of simple sentences:

a) Everybody breathes. (S+V)
b) James Hetfield plays the guitar. (S+V+O)
c) Tony and Julius were typing carefully. (S+V+A)
d) The cunning politician attacked his opponents at the rally the other day. (S+V+O+A)

It is worthwhile noting that the word simple sentence does not imply that the sentence consist of very few words. A simple sentence is an independent clause.

b. The Compound Sentence

A compound sentence a combination of two or more simple sentence. Thus, it contains of more than one independent clause. The clause pattern is the same as the simple sentence. To form a compound sentence we can use co-
ordinating conjunctions, such as and, or, and but. If we do not use them, we will produce either comma splices or run-on sentences.

Below are the examples:

a) You can ride your motor-cycle there by yourself or you can contact me to pick you up anytime.

b) The librarian is tired, but the book borrowers keep asking his help.

c) Nana smiles a lot and she certainly enjoys chatting with friends, but she hates talking about other’s affairs.

c. The Complex Sentence

A complex sentence consists of two clauses: one independent clause while the other is independent clause. Frequently, dependent clauses are introduced by subordinating conjunction, for example, if, when, and because.

Through complex sentence, people can show, among others thing, contrast, preference, reason, and consequences. Look at the following examples:

a) Although Risa likes all kinds of fruit, she sometimes finds the smells of jackfruit a little terrible.

b) We were discussing Chapter Two when the bell rang to signal the end of yesterday's writing class.

c) I would like to marry her since she and I understand each other and have similar interests.

All the underlined clauses above are dependent clauses; they depend on their main clauses which are italicized. There are subordinating conjunction: although, when, and since. Certainly, it is also worthwhile noting that the dependent clauses may appear before or after their independent counterparts. This
is often a matter of preference. When placing dependent clauses at the beginning, we usually need **commas** (in writing) and **pauses** (in speaking) to mark their endings. Complex sentence tend to be relatively longer than simple sentence as well as compound ones. Thus, complex sentences have more capacity to express related ideas more clearly and more interestingly.

d. The Compound-complex Sentence

Structurally, a compound –complex sentence comprises at least one independent clause and two or more dependent clauses.

Here are a number of examples of compound-complex sentence:

a) My friend spends most of her time reading scientific books while her brother enjoys climbing mountains since he wants to become a mountain climber in the future.

b) Though we have work hard, we can not expect much from the project if others do not co-operate.

c) When the staff members held an informal meeting and the speakers put forward their opinions, all participants argued seriously.

d) It is important to state once again that unless the writers possess a strong command of English grammar, they might as well ‘delay’ constructing compound-complex sentences.
CHAPTER III

DATA PRESENTATION AND RESEARCH METHOD

This chapter provides research design and the approach used in the present study, setting of the research, method of collecting data, population and sample, instruments used in the study, technique of data analysis. The explanation of each point will be discussed further into wide explanations.

A. Research Method

1. Research Design and Approach

This research is a quantitative and it uses correlational method which the variables are correlated each other. A quantitative design is more appropriate for this study compared to a qualitative design because the purpose of the study was to verify and measure the existence of relationships between variables, which qualitative studies do not indicate (Cozby & Bates, 2004:53). Quantitative is a process of getting knowledge by using a number of data as instruments to explain the subject (Margono, 2005).

A correlation research is a detection of the correlation between one variable and others based on the available correlation coefficient (Suryabrata, 2009:82). Margono (2006:9) states that correlative study is to find out the correlation between two variables or more. In this research, the first variable is reading interest (x), then the second variable is writing ability (y).

2. Setting of the Research

The research was conducted at IAIN Salatiga, located in campus I Jl. Tentara Pelajar No. 2 Salatiga 50721 and Campus II Jl. Nakula Sadewa V No. 9 Salatiga
50722. The research was conducted in the third semester students of the International Class Program majoring English Education Department in the academic year of 2015/2016 of IAIN Salatiga.

The time in conducting this study was started in the uneven semester of academic year 2015/2016. It was started in August.

Table 3.1
Research Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Class</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Monday, August 24th 2015</td>
<td>TBI KKI</td>
<td>Coordination for test schedule</td>
</tr>
<tr>
<td>2.</td>
<td>Monday, August 31st 2015</td>
<td>TBI KKI</td>
<td>Introduction, distribute questionnaires and conducting the writing test</td>
</tr>
</tbody>
</table>

3. The Object of the Research

a. Population

Population is all members of the research subject (Arikunto, 2006:130).

The population in this research is the third semester students of the International Class Program majoring English Department in the academic year of 2015/2016 of IAIN Salatiga. The total number of the population is 10 students.

Table 3.2
The number of the third semester students of the International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2014/2015

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
</table>

b. Sample

Sample is a part of the population which is investigated (Arikunto, 2006:131). If the quantity of research subject less than 100, then it will be better to take all of it. So, it was regarded as a population research. But if the quantity of research subject is more than 100, the researcher can take 10-15% or 20-25% from the population. Therefore, the total number of sample was 10 students. Related to the population which is 10 students, so the writer took all of it as the respondents.

In this research, the sampling technique that was used by the researcher was purposive sampling. Gray and friends (2007) define purposive sampling as a general term for judgmental sampling in which the researcher purposely selects certain groups or individuals for their relevance to the issue being studied.

4. Technique of Collecting Data

a. Documentation

The writer used this method to collect data about the profile of students who become the object of this research and condition of IAIN Salatiga such as historical information, lecturers, staffs, and the students.

b. Questionnaire

This study used questionnaires to measure the students’ reading interest. All participants was responded to 15 statements including positive and negatives. They rated negative of statements on a scale 1-5, in which 1 indicating no frequency in negative statement and 5 reflecting the most frequency. On the contrary, for positive statement, they rated on scale 5-1, in which 5 indicated that they always do such kind of reading activities and 1 indicated that they never do
such kind of reading activity. This kind of technique is commonly known as Likert scale. For more details, the scale of reading interest questionnaires is presented in the following table:

**Table 3.3**

**Likert Scale for Reading Interest Questionnaires**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Scale</th>
<th>Negative</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Uncertain</td>
<td>3</td>
<td>Uncertain</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>Strongly agree</td>
<td>5</td>
</tr>
</tbody>
</table>

c. Test

Test is a stimulus instrument which is given to a person, which the purpose to get the answer which is used to decide a score number (Margono, 2004:170). The test is used to measure the students' writing skill. Each test consisted of three categories. The first category consists of four number. The second one consists of six number. The rest category is fulfilled by making students’ own paragraph which is appropriate to the instruction.

5. Research instruments

Research instruments used to collect the data. The writer used written test as the instrument for this research.

a. Questionnaire
The reading interest questionnaires were given in English. Here is the statements of the questionnaire:

**Table 3.4**

**Reading Attitudes And Interest**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I need a lot of help in reading.</td>
</tr>
<tr>
<td>2.</td>
<td>I get upset when I think about having to read.</td>
</tr>
<tr>
<td>3.</td>
<td>Reading is one of the best ways for me to learn things.</td>
</tr>
<tr>
<td>4.</td>
<td>When I am at home I read a lot.</td>
</tr>
<tr>
<td>5.</td>
<td>I want to have more books of my own.</td>
</tr>
<tr>
<td>6.</td>
<td>I quickly forget what I have read even if I have just read it.</td>
</tr>
<tr>
<td>7.</td>
<td>My friend and I often discuss the books we have read.</td>
</tr>
<tr>
<td>8.</td>
<td>I get a lot of enjoyment from reading.</td>
</tr>
<tr>
<td>9.</td>
<td>I remember the things people tell me better than the things I read.</td>
</tr>
<tr>
<td>10.</td>
<td>I like going to the library for books.</td>
</tr>
<tr>
<td>11.</td>
<td>I usually get tired and sleepy when I read.</td>
</tr>
<tr>
<td>12.</td>
<td>I try to avoid reading because it makes me feel anxious.</td>
</tr>
<tr>
<td>13.</td>
<td>I’m afraid that people may find out what a poor reader I am.</td>
</tr>
<tr>
<td>14.</td>
<td>I spend a lot of my spare time reading.</td>
</tr>
</tbody>
</table>
15. I enjoy receiving books as gifts.

*This form is taken from “Adult Survey of Reading Attitudes” developed by Northern Illinois University (2015).*

b. Written Test

The written test used to find out how is the score of students’ writing skill. Based on the explanation above, the test consisted of three categories. The first category consists of four number, where students should underline the clause which is identified as dependent and independent clause. The second one consists of six number, where the students should read the passage through carefully and replace or omit the wrong punctuation. The rest items was fulfilled by making students’ own paragraph which is appropriate to the instruction.

The test for examining the students’ writing ability consisted of the following indicators:

**Table 3.5**

**Analytic Score Rubric of Third Students’ Writing Ability**

*(Sentence-Based Writing)*

<table>
<thead>
<tr>
<th>The measured Aspect</th>
<th>Score</th>
<th>Indicator of competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
| Grammar | Grammar problems are apparent and have a negative effect on communication. | Native-like fluency in English grammar. | Write a simple sentence, compound and complex sentence by considering three patterns:  
1. simple present tense  
2. simple past tense  
3. simple future tense |
| --- | --- | --- | --- |
| Punctuation | Incorrect in using punctuation, unacceptable to educated readers. | Correct use of English writing conventions, very neat punctuation | Write a simple sentence, compound and complex sentence by considering:  
1. apply the right capital letter and punctuation  
2. apply the right initials |
B. Data Analysis

To calculate data obtained, the writer used a statistical software SPSS (Statistical Package for the Social Sciences) version 16. Descriptive statistics, such as the mean, SD (standard deviation), maximum and minimum values, etc., which are generated by using descriptive analysis method of SPSS software, provide a convenient way of summarizing and interpreting data results (Gray, 1997).

Winarno (2010:10) says that SPSS is one of many statistics software that had been known in the wide area of its use.

In order to analyze the relationship between reading interests and reading comprehension, the researcher calculated a Pearson’s product moment correlation coefficient. The Pearson’s product correlation coefficient was used to determine the direction and the strength of the relationship between reading interests and reading comprehension.

Here are the formula of Pearson Product Moment:

\[ r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(n\Sigma X^2 - (\Sigma X)^2)(n\Sigma Y^2 - (\Sigma Y)^2)}} \]

- \( r \): Product moment correlation coefficient of variable X and Y
- \( \Sigma XY \): The sum of the product multiplying of vocabulary test scores and
the questioner’s scores

ΣX : The sum of the reading interest scores

ΣY : The sum of vocabulary mastery scores

Σ(X)^2 : The sum of reading interest square

Σ(Y)^2 : The sum of vocabulary mastery square

N : The total number of samples
CHAPTER IV
DATA ANALYSIS

This chapter contains the explanation of data description, hypothesis test, and discussion. The writer analyzed data collected from ten students of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016. Analyzing the data includes calculation and interpretation of the research finding.

A. Data Description of Research Finding

This study consists of two variables; students’ reading interest (X) as independent variables and writing ability (Y) as dependent variable. The description of research finding data is provided as follows. The provided data was the data that processed by using descriptive statistic technique. The data description of each variable was provided in the form of total score, average score, median, mode, maximum score and minimum score. In order to make the dissemination data of students’ reading interest and writing ability score easier to be understand by the reader, the writer proposed the classification in the table. Students’ reading interest and writing ability is scaled from 0 until 100, their capacities are classified as follows:

Table 4.1
Classification of the Score

<table>
<thead>
<tr>
<th>Writing ability level</th>
<th>Reading interest level</th>
<th>Range of score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Very high</td>
<td>81-100</td>
</tr>
<tr>
<td>Good</td>
<td>High</td>
<td>61-80</td>
</tr>
<tr>
<td>Fair</td>
<td>Fair</td>
<td>41-60</td>
</tr>
<tr>
<td>Poor</td>
<td>Low</td>
<td>21-40</td>
</tr>
</tbody>
</table>
1. Data of Students’ Reading Interest

Students’ reading interest was measured by using questionnaire which consists of 15 statements with 5 choices for each statement. The score range starts from 0 until 100. After analyzing students’ reading interest data, it is known that the lowest score is 51, the highest one is 75 and the total score from ten students is 656. Based on the data analysis, the the average score of students’ reading interest is 66, the most frequency (Mo) is 73 and the medium score or mean (Me) is 68. The writer distributed the questionnaire to find out the score of students’ reading interest. The score is in the table:

**Table 4.2**

Reading Interest Score

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent</th>
<th>Item number score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Q1</td>
</tr>
<tr>
<td>1.</td>
<td>R1</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>R2</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>R3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>R4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>R5</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>R6</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>R7</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>R8</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>R9</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>R10</td>
<td>4</td>
</tr>
<tr>
<td>No.</td>
<td>Respondent</td>
<td>Item number score</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q10  Q11  Q12  Q13  Q14  Q15</td>
</tr>
<tr>
<td>1.</td>
<td>R1</td>
<td>3  3  2  2  3  3</td>
</tr>
<tr>
<td>2.</td>
<td>R2</td>
<td>3  5  5  1  4  3</td>
</tr>
<tr>
<td>3.</td>
<td>R3</td>
<td>3  5  1  3  4  5</td>
</tr>
<tr>
<td>4.</td>
<td>R4</td>
<td>4  3  3  3  2  4</td>
</tr>
<tr>
<td>5.</td>
<td>R5</td>
<td>3  4  5  4  3  5</td>
</tr>
<tr>
<td>6.</td>
<td>R6</td>
<td>2  3  2  2  3  3</td>
</tr>
<tr>
<td>7.</td>
<td>R7</td>
<td>2  3  2  2  3  3</td>
</tr>
<tr>
<td>8.</td>
<td>R8</td>
<td>4  3  4  4  4  5</td>
</tr>
<tr>
<td>9.</td>
<td>R9</td>
<td>4  5  1  3  5  4</td>
</tr>
<tr>
<td>10.</td>
<td>R10</td>
<td>2  3  2  2  3  3</td>
</tr>
</tbody>
</table>

N=10  \[\Sigma=656\]

Table 4.3

Descriptive Statistics of Students’ Reading Interest

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Me</th>
<th>Avera Ge</th>
<th>Mo</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>10</td>
<td>51.00</td>
<td>75.00</td>
<td>68.0000</td>
<td>66.0</td>
<td>73.00</td>
</tr>
</tbody>
</table>

The writer calculated the level of percentage of students’ reading interest, the average score was 66, it means that most students are highly interested in reading.
From the questionnaire result, it can be known that among 10 students have different score of reading interest score and their level can be categorized as follows:

![Figure 4.1](image)

**Figure 4.1**
**Students’ Reading Interest Score**

a. There was 3 students with fair score, the percentage is below:

\[ P = \frac{3}{10} \times 100\% = 30\% \]

b. There was 7 students with high score, the percentage is below:

\[ P = \frac{7}{10} \times 100\% = 70\% \]

The highest score is 75 and the lowest score is 51 from total score 100. 70% of students are highly interested in reading and the rest 30% are interested enough in reading. The result of the analysis is first, reading is one of the best ways for students to learn. Most of students agreed that they want to have more books as their own. They also like to spend their spare time to read.

2. Data of Students’ Writing Ability

To get the data of students’ writing ability (Y), the writer conducted a test to find out the score of students’ writing ability. The score is presented in the table:
### Table 4.4

Score of Students’ Writing Ability

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Item number score</th>
<th>Scale 0-75</th>
<th>Scale 0-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Q5</td>
</tr>
<tr>
<td>1. R1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. R2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. R3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. R4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. R5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. R6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. R7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. R8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9. R9</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10. R10</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>R6</td>
<td>R7</td>
<td>R8</td>
<td>R9</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N=10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The level of student’s writing ability of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016 is variant. It is proven by the result of writing test that highest score is 87 and the lowest score was 53 from total score 100. The mean (me) was 70 as same as the average. The most frequency (mo) was 60. To calculate the percentage of score level of writing ability, the writer applied the following formula:

\[ P = \frac{\sum X}{N} \times 100\% \]

Where:

- \( P \) = percentage
- \( \sum X \) = the sum of writing ability level
- \( N \) = number of the sample

Based on the formula above, here are the result of writing level:
a. The total of students’ writing ability with fair qualification was 4 students. The percentage as in the table:

\[ P = \frac{4}{10} \times 100\% = 40\% \]

b. The total of students’ writing ability with good qualification was 4 students. The percentage as in the table:

\[ P = \frac{4}{10} \times 100\% = 40\% \]

c. The total of students’ writing ability with excellent qualification was 2 students. The percentage is below:

\[ P = \frac{2}{10} \times 100\% = 20\% \]

The lowest percentage is 20% in excellent qualification from the above result. The rest two were 40% for good qualification and 40% for fair qualification. The average score was 70, it meant that in average, students had a good level in writing. The descriptive statistics of students writing ability is presented on the table below:
Table 4.5

Descriptive Statistics of Students’ Writing Interest

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Me</th>
<th>Average</th>
<th>Mo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>10</td>
<td>53.00</td>
<td>87.00</td>
<td>70.0000</td>
<td>70.0000</td>
<td>60.00</td>
</tr>
</tbody>
</table>

3. Correlation between Students’ Reading Interest and Writing Ability

The following table shows the recapitulation of basic statistics which was based on students’ reading interest and writing ability variables.

Table 4.6

Recapitulation of Basic Statistical Score X and Y Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Average</th>
<th>Mo</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>10</td>
<td>51.00</td>
<td>75.00</td>
<td>68.0000</td>
<td>66.00</td>
<td>73.00</td>
</tr>
<tr>
<td>Y</td>
<td>10</td>
<td>53.00</td>
<td>87.00</td>
<td>70.0000</td>
<td>70.00</td>
<td>60.00</td>
</tr>
</tbody>
</table>

The writer calculated the correlation between two variables used SPSS windows programs. It was calculated by using Pearson correlation. It could be seen in Pearson correlation coefficient. The variable X have significant correlation to variable Y if the data coefficient (r-count) had score > (r-table) and the variable X have negative correlation to variable Y if the data coefficient (r-count) had score < (r-table). The r-table is drawn as follow:
Table 4.7
Pearson Correlation Coefficient (r)

<table>
<thead>
<tr>
<th></th>
<th>( \alpha = 0.05 )</th>
<th>( \alpha = 0.01 )</th>
<th></th>
<th>( \alpha = 0.05 )</th>
<th>( \alpha = 0.01 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0.754</td>
<td>0.874</td>
<td>16</td>
<td>0.468</td>
<td>0.590</td>
</tr>
<tr>
<td>6</td>
<td>0.707</td>
<td>0.834</td>
<td>17</td>
<td>0.456</td>
<td>0.575</td>
</tr>
<tr>
<td>7</td>
<td>0.666</td>
<td>0.798</td>
<td>18</td>
<td>0.444</td>
<td>0.561</td>
</tr>
<tr>
<td>8</td>
<td>0.632</td>
<td>0.765</td>
<td>19</td>
<td>0.433</td>
<td>0.549</td>
</tr>
<tr>
<td>9</td>
<td>0.602</td>
<td>0.735</td>
<td>20</td>
<td>0.423</td>
<td>0.537</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>0.576</strong></td>
<td><strong>0.708</strong></td>
<td>21</td>
<td>0.413</td>
<td>0.526</td>
</tr>
<tr>
<td>11</td>
<td>0.553</td>
<td>0.684</td>
<td>22</td>
<td>0.404</td>
<td>0.515</td>
</tr>
<tr>
<td>12</td>
<td>0.532</td>
<td>0.661</td>
<td>23</td>
<td>0.396</td>
<td>0.505</td>
</tr>
<tr>
<td>13</td>
<td>0.514</td>
<td>0.641</td>
<td>24</td>
<td>0.388</td>
<td>0.496</td>
</tr>
<tr>
<td>14</td>
<td>0.487</td>
<td>0.623</td>
<td>25</td>
<td>0.381</td>
<td>0.497</td>
</tr>
<tr>
<td>15</td>
<td>0.482</td>
<td>0.606</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Irianto, 2004:294)

Notes:

N : the number of sample

\( \alpha \) : alpha

0.05 : the significant level of 5%

0.01 : the significant level of 1%

The writer used SPSS 16.0 windows program to count the correlation between students’ reading interest and their writing ability. Where the students’ was symbolized by X, and students’ writing ability was symbolized by Y. The result of the data in the following table:
Table 4.8

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>10</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Y</td>
<td>Pearson Correlation</td>
<td>.855**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.002</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

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

Notes:

Pearson correlation: the score of coefficient correlation between variable X and variable Y.

Sig. (2-tailed): the significance test of coefficient correlation.

N: the number of sample.

The result of calculation above showed that students’ reading interest and writing ability was high significant. It was calculated by using Pearson correlation. As shown in the table that the total respondents were 10, \( r\text{-count} = 0.855 > r\text{-table} 0.708 \), it can be said that the correlation between students’ reading interest and their writing ability was high significant. The level of significant can be seen in the following table:
Table 4.9

Interpretation of “r” Value

<table>
<thead>
<tr>
<th>The “r” Value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 – 0.20</td>
<td>There is very weak correlation</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>There is a weak correlation</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
<td>There is an enough correlation</td>
</tr>
<tr>
<td>0.70 – 0.90</td>
<td>There is high correlation</td>
</tr>
<tr>
<td>0.90 – 1.00</td>
<td>There is very high correlation</td>
</tr>
</tbody>
</table>

(Sari, 2012:62)

B. Hypotheses test

Hypothesis is the temporary answer in a research until the end of a research (Arikunto, 2010:110). In this research, the writer have found out the correlation of student’s reading interest toward their writing ability. There were two variables that analyzed in this graduating paper, namely:

1. Independent variable (X) which is student’s reading interest.
2. Dependent variable (Y) which is student’s writing ability.

Based on the description above, the researcher has two hypotheses as follow:

1. Ho (statistical/null hypothesis) : there is no correlation between students reading interest toward their writing ability.

2. Ha (calculative hypothesis) : there is correlation between students’ reading interest toward their writing ability.

Based on the research finding, the writer stated that there was significant correlation between students’ reading interest toward students’ writing ability. According
to the calculation result of SPSS 16.0 windows program by using Pearson correlation, r-count was 0.855 and the r-table was 0.708 in the significant correlation at the 0.01 levels. The writer concluded that Ha was accepted and Ho was rejected in this research.

C. Discussion

The present study investigated the role of interest in third semester students writing ability of descriptive text, how great that independents variables contribute toward writing ability. The variable will be discussed in relation to writing ability which was measured in the present study and the result of hypothesis were presented as the following finding:

1. Reading Interest and Writing Ability

Based on the result it can be seen that it was revealed that every improvement of reading interest will be followed by the improvement of writing ability. In other words, the student with high interest in reading, he/she will have better writing ability.

Interestingly, there was some peculiarity of the research findings such as, there was a student with score 73 for reading interest have the same score for writing ability, 73 also, on the other hand there was a student with lower score in reading interest which was 69 has better score in writing ability which was 80.

Another peculiar case, it was found that three of participants have the same score in reading interest, unfortunately their writing ability score quite different, one of them have much better ability in writing.

As discussed in the second chapter of literature review, there were some factors which might affect someone’s writing ability. Students’ prior knowledge also influence their ability in writing.

In sum, it can be interpreted that interest can be considered as the variable which affects someone’s ability in writing. However, the finding of current study
which happened to the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016 supports the previous studies.

In addition, it was found that there was a positive relation between X and Y. It proved from the result that r-count 0.855 > r-table 0.708 and the level of strength is categorized as high. However, this relation was occurred only for the sample of this research.
CHAPTER V

CLOSURE

This chapter discusses the conclusion of the finding research and also mentions some suggestions which are related with current study.

A. Conclusion

Based on the finding and interpretation, the data that has been accomplished the requirement and the approval of the research hypothesis about the relationship between students’ reading interest, and their writing ability which happened to third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016. Thus, the writer drew the conclusion of this graduating paper were as follow:

1. The score of reading interest of the respondents showed a good result because the average of their score for reading interest was 66 from the scale 0-100. The highest score is 75 and the lowest score is 51. 70% of students are highly interested in reading and the rest 30% are interested enough in reading. It was found that, the total score from ten students is 656. Based on the data analysis, the the average score of students’ reading interest is 66, the most frequency (Mo) is 73 and the medium score or mean (Me) is 68.

2. The score of writing ability of the respondents showed a positive result. It is proven by the result of writing test that highest score is 87 and the lowest score was 53 from total score 100. The mean (me) was 70 as same as the average. The most frequency (mo) was 60. 20% of the students categorized as excellent in writing ability and the rest two categorized as 40% good and fair in writing ability.
3. There was a positive correlation between reading interest and writing ability. The correlation between reading interest and writing ability are high significant. It can be described at the level of significance 1% (0.01), which is 0.708. It proved by r-calculation which is higher than r-table because r-calculation is 0.855 while r-table is 0.708

B. Suggestion

Considering the conclusion above and the analysis result, the writer would like to propose some suggestions, which hopefully would be useful for teachers, students, and researcher.

1. For the Teacher

   Teacher should have the abilities to motivate the students’ reading interest and writing by using other sources, not only the text books. Using the new method can be a good alternative or variation in their writing teaching. Those are presented as follows:

   a. It is better for them to find other sources of reading material in order to avoid the students’ boredom.

   b. The teacher should be careful in selecting topic for reading and writing materials for their students since proper selection will lead them to gain better ability.

2. The Students

   The students have to develop their writing ability by doing much practice. Reading English books can be a suggestion and a help to improve their writing ability and motivate them to read in an enjoyable situation are as follows:
a. The students should read more English books, the more they become familiar with English text book, the more writing ability they have.

b. The students can choose what kind of reading they like, such as short stories, novels, magazine, narrative text, descriptive, genre and other resources to improve their ability.

c. The students should read English book, because their knowledge about writing such as vocabulary, spelling, punctuation etc. could be enriched.

3. The other Researcher

The result of this research may be reference to the following research. The other researcher can observe the same title of this research with different objectives or methodology.
REFERENCES


Wilbert Spooren et.al. 1998. The Role of Interest and Text Structure in professional Reading. *(Journal of Research in Reading, Volume 21, Issue 2).*


APPENDICES
I. Personal Identity

Name: Nanik Rahmawati
Sex: Female
Place, Date of Birth: Kab. Semarang, September 17th, 1992
Home Address: Ngelosari Jombor Rt: 02 Rw: 01 Kec. Tuntang Kab. Semarang, 50773.
Country of Birth: Indonesia
Citizenship: Indonesian
Phone/Mobile: 085 727 827 807
Email: nanikrahmawati17@gmail.com

II. Educational Background

<table>
<thead>
<tr>
<th>No</th>
<th>Institution</th>
<th>Graduated Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bustinul Atfal in Jombor, Tuntang, Semarang, Central Java.</td>
<td>1998</td>
</tr>
<tr>
<td>2</td>
<td>State Elementary School of Jombor (SDN)</td>
<td>2004</td>
</tr>
<tr>
<td>3</td>
<td>State Junior High School of 2 Tuntang (SMPN 02 Tuntang).</td>
<td>2007</td>
</tr>
<tr>
<td>4</td>
<td>State Islamic Senior High School of Salatiga (MAN).</td>
<td>2010</td>
</tr>
<tr>
<td>5</td>
<td>State Institute for Islamic Studies (IAIN) Salatiga.</td>
<td>2015</td>
</tr>
</tbody>
</table>
## Research Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Class</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Monday, August 24th 2015</td>
<td>TBI KKI</td>
<td>Coordination for test schedule</td>
</tr>
<tr>
<td>2.</td>
<td>Monday, August 31st 2015</td>
<td>TBI KKI</td>
<td>Introduction, distribute questionnaires and conducting the writing test</td>
</tr>
</tbody>
</table>
READING ATTITUDES AND INTEREST

DIRECTIONS:

The statements in this questionnaire are concerned with the way you feel about reading. **THERE ARE NO RIGHT OR WRONG ANSWERS** because people have different opinions and feelings about reading. For example, if I say, "reading is a source of pleasure for me" I'm sure many people would say that this statement is not true for them. Therefore, it is important that you indicate how you really feel.

Please read each of the statement carefully. After you read each statement, decide if you agree or disagree with the statement.

Each statement is scaled from 5 to 1:

Mark column 5 if you STRONGLY AGREE with the statement.
Mark column 4 if you AGREE with the statement.
Mark column 3 if you are UNCERTAIN how you feel about the statement.
Mark column 2 if you DISAGREE with the statement.
Mark column 1 if you STRONGLY DISAGREE with the statement.

**THERE ARE 15 STATEMENTS. PLEASE RESPOND TO EACH ONE.**

Please respond to all of the items.
This portion will be detached so you will not be identified.

____________________________________________________________

Name : ______________________________

Student’s Number : ______________________________

Major/ Batch : ______________________________
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly agree (5)</th>
<th>Agree (4)</th>
<th>Uncertain (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tr>
</tbody>
</table>

*This form is taken from “Adult Survey of Reading Attitudes” developed by Northern Illinois University (2015).*
WRITING TEST

Name : 

Student’s number : 

Major/ Batch : 

1. Read the following, and then follow the instructions.

<table>
<thead>
<tr>
<th>Underline the clause which is identified as dependent clause</th>
<th>Underline the clause which is identified as independent clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Although Risa likes all kinds of fruit, she sometimes finds the smells of jackfruit a little terrible</td>
<td>3. If you do your utmost, you will deserve satisfactory outcomes sooner or later.</td>
</tr>
<tr>
<td>2. I would like to marry her since she and I understand each other and have similar interests.</td>
<td>4. We were discussing Chapter Two when the bell rang to signal the end of yesterday’s writing class.</td>
</tr>
</tbody>
</table>

2. The sentences below are punctuated incorrectly. Read them through carefully and replace or omit the wrong punctuation.

   a. What a terrible day it is.

   b. “I’ve prepared everything needed for the trip”, Mike said.

   c. In Indonesia, the government recognize five official religions, namely;

      1. Islam
      2. Hinduism
      3. Buddhism
      4. Protestantism
5. Catholicism

d. Indonesia lies between two oceans. The Pacific and the Indian oceans.

e. Finally, I passed the examination. “Or rather I was passed.”

f. Silvi has beautiful long hair, hasn’t she.

3. Write a paragraph consists of five sentences about anything which interests you. Be sure that the first two sentences are simple sentences. The third, fourth and fifth are respectively the compound, complex, compound-complex sentences.
1. Read the following, and then follow the instructions.

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2. The sentences below are punctuated incorrectly. Read them through carefully and replace or omit the wrong punctuation.

a. What a terrible day it is. **what a terrible day!**

b. “I’ve prepared everything needed for the trip”, Mika said. **Jakarta**

c. In Indonesia, the government recognize five official religions, namely:

1. Islam
2. Hinduism
3. Buddhism
4. Protestantism
I have twin. Her name is Amira. Amira and I always together everywhere. If there is Amira, so there is me. Amira, who is a beautiful girls, is my best friend.
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
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2. The sentences below are punctuated incorrectly. Read them through carefully and replace or omit the wrong punctuation.

a. What a terrible day it is. → what a terrible day it is.  

b. “I've prepared everything needed for the trip”, Mika said. √  

c. In Indonesia, the government recognize five official religions, namely; ( )  

   1. Islam  
   2. Hinduism  
   3. Buddhism  
   4. Protestantism
5. Catholicism ( )

d. Indonesia lies between two oceans. The Pacific and the Indian oceans.

( )

e. Finally, I passed the examination. Or rather I was passed.

( )

f. Siti has beautiful long hair, hasn’t she. ( )

Write a paragraph consists of five sentences about anything which interests you. Be sure that the first two sentences are simple sentences. The third, fourth and fifth are respectively the compound, complex, compound-complex sentences.

I am a student of IAIN Salatiga. I love like reading and writing. Reading makes me happy, but sometimes reduce my mood. I like read since my sister give me a book. I read a book when have rest time, and get good mood.
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<tr>
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<th>No</th>
<th>Tanggal</th>
<th>Seri Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
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<tbody>
<tr>
<td>1</td>
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<td>Proposal</td>
<td>- Revise background and limitation</td>
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<td>2</td>
<td>08/05/15</td>
<td>Proposal</td>
<td>- Revise the title</td>
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<td>3</td>
<td>04/07/15</td>
<td>Proposal</td>
<td>- Method</td>
<td></td>
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<tr>
<td>4</td>
<td>30/07/15</td>
<td>Proposal</td>
<td>- Read articles</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>06/08/15</td>
<td>Proposal</td>
<td>- Consider the syllabus &amp; referen</td>
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<tr>
<td>6</td>
<td>20/08/15</td>
<td>Proposal</td>
<td>- Compose all stuff &amp; method</td>
<td></td>
</tr>
</tbody>
</table>

CATATAN:
- OK
- Go to chapter 1.2.3
- Set time to do

SETIAP KONSULTASI LEMBARINI HARUS DITANDATANGAI

Setiä Rini, M.Pd.
<table>
<thead>
<tr>
<th>NO</th>
<th>TANGGAL</th>
<th>ISIKONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
<th>PARAP</th>
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<tr>
<td>7</td>
<td>27/08/15</td>
<td>Chapter 1, 2, 3</td>
<td>- Revise text items</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Do your research</td>
<td></td>
</tr>
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<td>8</td>
<td>09/09/15</td>
<td>Chapter 1-5</td>
<td>- Revise dictionary</td>
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<td></td>
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<td>- Complete with all front pages &amp;</td>
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<td></td>
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<td>appendices</td>
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<td>9</td>
<td>14/09/15</td>
<td>Chapter all</td>
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**CATATAN:**

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA
<table>
<thead>
<tr>
<th>No</th>
<th>Nama Kegiatan</th>
<th>Pelaksanaan</th>
<th>Keterangan</th>
<th>Point</th>
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<tbody>
<tr>
<td>1</td>
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<td>20-22 Agustus 2011</td>
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<td>23 Agustus 2011</td>
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<td>24 Agustus 2011</td>
<td>Peserta</td>
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<td>25 Agustus 2011</td>
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<tr>
<td>5</td>
<td>Seminar regional kejournalistikan dengan tema “Reorientasi Peran Jurnalistik Dalam Perspektif Sosial Dan Budaya Pada Era Post Modern”</td>
<td>06 Oktober 2011</td>
<td>Peserta</td>
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<tr>
<td>6</td>
<td>Kunjungan ke Kampung Percik Kota Salatiga.</td>
<td>12 Oktober 2011</td>
<td>Peserta</td>
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</tr>
<tr>
<td>7</td>
<td>Ibtida’ LDK Darul Amal STAIN Salatiga dengan tema Muslim Diary: Catatan Harian Mahasiswa Rabbani</td>
<td>12 Oktober 2011</td>
<td>Peserta</td>
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<tr>
<td>8</td>
<td>National Seminar “Teaching English Through Immersion Classes”.</td>
<td>03 Desember 2011</td>
<td>Peserta</td>
<td>8</td>
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<tr>
<td>9</td>
<td>Kunjungan MAN KENDAL kepada Program Khusus Kelas International STAIN Salatiga</td>
<td>01 Februari 2012</td>
<td>Panitia</td>
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<tr>
<td>10</td>
<td>STUDENT ENCOUNTER in</td>
<td>29 Februari 2012</td>
<td>Peserta</td>
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</tr>
<tr>
<td></td>
<td>Event Description</td>
<td>Date</td>
<td>Organizer</td>
<td>Participants</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------</td>
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<tr>
<td>11</td>
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<td>27 Maret 2012</td>
<td>Peserta</td>
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<tr>
<td>12</td>
<td>Outbond batch 2011</td>
<td>06 April 2012</td>
<td>Peserta</td>
<td>2</td>
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<tr>
<td>13</td>
<td>Educational Discussion “Educational Issues in some Developing Countries”</td>
<td>26 April 2012</td>
<td>Peserta</td>
<td>2</td>
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<tr>
<td>14</td>
<td>Art and Language Exhibition 2012</td>
<td>22 Mei 2012</td>
<td>Panitia</td>
<td>3</td>
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<tr>
<td>15</td>
<td>Cultural Exchange Program in conjunction with Biola University of California, USA.</td>
<td>06 Juni 2012</td>
<td>Peserta</td>
<td>2</td>
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<tr>
<td>16</td>
<td>Kunjungan SMA III-1, Banyubiru Khusus Kelas International STAIN Salatiga</td>
<td>28 Juni 2012</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>Cultural Discussion by the Title “HIV/AIDS and its issues” By Johannes, Volunteer from Germany Government.</td>
<td>13 Juli 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>Pra youth Leadership Training dengan Tema: Surat Cinta Pembasmi Galau</td>
<td>06 Oktober 2012</td>
<td>Peserta</td>
<td>2</td>
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<tr>
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<td>Outbond batch 2012</td>
<td>14 Oktober 2012</td>
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<td>3</td>
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<tr>
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<td>Lomba Mewarnai TK/RA Se-Salatiga</td>
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<td>21</td>
<td>Art and Language Exhibition 2012 by the Title “Keris Songgolangit”</td>
<td>22 Oktober 2012</td>
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<td>Daurah Marhalah I Komisariat KAMMI</td>
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<td>23</td>
<td>Seminar Pencegahan Bahaya NAPZA (Narkotika, Psikotropika, dan Zat Adikti), HIV AIDS</td>
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<td>Mewaspadai Pergaulan Bebas untuk Membentuk Remaja yang Tangguh dan Launching PIK SAHAJASA STAIN Salatiga</td>
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<td>24</td>
<td>Art and Language Exhibition 2013 by the Title “The History of Salatiga”.</td>
<td>10 Juni 2013</td>
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<td>25</td>
<td>MILAD LDK XI dalam Daurah Mar’atuh Shalihah (DMS)</td>
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<td>Juara Harapan III Lomba Menulis Artikel Tingkat Mahasiswa STAIN Salatiga 2013</td>
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<td>30</td>
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<td>3-8 Maret 2014</td>
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<td>31</td>
<td>Seminar dan Pelatihan Praktik Kewirausahaan dengan Tema “Entrepreneur is the way of life”</td>
<td>16 April 2014</td>
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<td>10 Juni 2014</td>
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<td>33</td>
<td>Apresiasi Kreatif Seni Olahraga, Ilmu Pengetahuan, dan Ketrampilan antar Community Learning Center (CLC) SMP Terbuka se-Sabah Malaysia di Sekolah Indonesia Kota Kinabalu</td>
<td>19-21 Agustus 2014</td>
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<td>04 Juli 2015</td>
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Salatiga, 12 Agustus 2015

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[NIP. 19700510 199803 1 003]