

**A CORRELATION BETWEEN AFFECTIVE FILTER AND
STUDENTS' READING FLUENCY AT THE SECOND
YEAR OF MTS NURUL FALAH SIBIRUANG
XIII KOTO KAMPAR KAMPAR REGENCY**



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(S.Pd.)



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ABSTRACT

Metta fitricia Eliza (2010) : “The Correlation between Affective Filter and students’ reading fluency at the second year of MTs Nurul Falah Sibiruang XIII Koto Kampar Kampar regency.”

The research investigated on the correlation between affective filter and students’ reading fluency at the second year students of MTs Nurul Falah Sibiruang XIII Koto Kampar Kampar regency. There are two variables; Independent variable is affective filter (X), and while dependent variable is a student reading fluency (Y). In order to choose the sample, it used total sampling, since the population is 40 students, which consists of 2 classes. There two techniques are used to collect data; the first is questionnaire, is used to find out the affective filter of the students, and second one is oral test, is used to find out the students in reading fluency. The analysis of the study by using SPSS version 16.0, which analyzed both descriptive (mean, median, mode, range, maximum and minimum score, variance, standard deviation and summation) and inferential statistics (pearson correlation). The study concluded that the students’ motivation, self- confidence, and anxiety have correlation with their reading fluency.

ABSTRAK

Metta fitricia Eliza (2010) : “Judul Skripsi ini adalah Hubungan antara Saringan Sikap dengan Kelancaran Membaca Siswa Kelas Dua MTs Nurul Falah Sibiruang XIII Koto Kampar Kabupaten Kampar”.

Pelitiaan ini bertujuan untuk mengetahui hubungan antara saringan sikap dengan kelancaran membaca siswa kelas dua MTs Nurul Falah Sibiruang XIII Koto Kampar Kabupaten Kampar. Di dalam penelitian ini terdapat dua variabel, saringan sikap (X) sebagai variable bebas sedangkan kelancaran membaca siswa (Y) sebagai variable terikat. Untuk memilih sampel digunakan total sampel, populasinya sebanyak 40 siswa, yang terdiri dari dua kelas. Terdapat dua tekhnik dalam pengambilan data yang pertama kuesioner digunakan untuk menemukan sikap siswa, yang kedua tes lisan digunakan untuk menemukan kelancaran siswa dalam membaca. Penganalisaan data menggunakan program SPSS versi 16.00. (Mean, median,modus,rata-rata, nilai maksimum dan minimum, variance, standar deviasi, dan hasil terakhir) dengan menggunakan statistik korelasi pearson. Jadi kesimpulan nya motivasi siswa, percaya diri siswa, dan kecemasan siswa mempunyai hubungan dengan kelancaran membaca nya.

ملخصى

ميتا فيتر يجيا أيليزا (٢٠١٠) : إرتباط بين مصفاة موقف مع إطلاق القراءة للطلاب فى الفصل الثانى مدرسة الثانوية نورالفلاح سيبيروان XIII قوطو كمبار كابوفاتين كمبار.

هدف من هذا البحث هو ليعرف إرتباط بين مصفاة موقف مع إطلاق القراءة فى الفصل الثانى مدرسة الثانوية نور الفلاح سيبيروانج XIII قوطو كمبار كبوفاتين كمبار. هذا البحث تتكون من متغيرات. وهي موقف المصفاة كامتغير بدون إرتباط, وامامهارات القراءة كامتغير إرتباط. واختار العينة من مجموع العينة, والمجتمع كله ٤٠ الطلاب, تتكون من فصلين. وهناك أسلوبان فى التخيذ البيانات, أولا, إستبيان يستعمل الإ ستبيان ليحاصل موقف الطلاب. والثانية, إختبار الشفهي, يستعمل إختبار الشفهي ليحاصل مهارات القراءة الطلاب. والتحليل البيانات من برامج (س ف س س) نوع ١٤,٠٠٠ , باستخدام (س ف س س) والخالصة من هذا الشرح هي مافى أوغير موجود إرتباط بين الدوافع فى إتصال بإطلاق القراءة, الإعتماد على النفس لي إتصال بإطلاق القراءة وتشائوم لي إتصال بإطلاق القراءة.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As International language, English has important role in science and technology. There are many countries use English as the second language (mother tongue as the first language and English as the second language), such as Malaysia, Singapore and Brunei, while some countries use English as a foreign language (it is spoken in certain places and at particular occasions by certain people only), one of them is Indonesia. English is a key for us to follow the advancement of the world.

Indonesian government is aware that English is very important to be taught at all institution of education in Indonesia to equalize the backwardness of Indonesia in several aspects. It demanded to us to learn English as a foreign language. English has constituted an important factor in a developing country. It is used to develop the aspect of life, which intends:

1. To prepare the learners to be the society members whose academic competence and professionalism can apply, develop, create, science, technology and art.
2. To develop and to disseminate knowledge, technology, art and the strive for the usage to increase the level of social lives and the enrich the national culture.

English has been taught from elementary school until university level, therefore, the students should be able to apply English in daily communication, in fact, having studied for year and graduated from their school or campuses, some of high school alumni and even university graduates are remaining lack capability two-way English communication for global purposes as expected. The difficulties can be from the students them self, environment where the students live, facility, the technique of the learning and motivation. Motivation is very needed in teaching and learning process.

English is taught at the second year of Mts Nurul Falah Sibiruang twice a week; each meeting consists of two hours. Based on the writer's preliminary observation at the school, there are many students who have low ability in English learning. The weaknesses of students always happen when the teacher asks the students to reads in front of the class. The students feel worry because they scare with the mispronunciation, so that they reluctant to read in front of the class.

There are two factors influence students' reading fluency. They are internal factors and external factors. Some of internal factors are Affective Filter. The Affective Filter consists of motivation, self-confidence, and anxiety.

According to Nurlianti (2008:1) teachers are responsible to know students' cognitive development, learning theories, and social psychology, because the relationship between students and teachers are social problem. So, the writer wants to write the most problem of the students in reading ability. For this case focused on affective filter of students toward reading.

Anxiety has big influence to the students' performance, automatically they will not read, so that the audience cannot get the information or cannot get the points what the students are read about. Scovel, in Fitri Erlinda (2006:2) explained anxiety is associated with feeling of uneasiness, frustration, self-doubt apprehension, or worry.

J.R. Richards (2001:183) states that "acquires with a low affective filter seek and receive more inputs, interact with confidants, and are more receptive to the input they receive. Anxious acquirer has a high Affective Filter, which prevents acquisition from take place. It is believed that the Affective Filter (e.g., fear or embarrassment) rises in early adolescence and this may account for children apparent superiority to older acquirer of a second language."

Based on the explanation above, it proves that teachers have to be able to analyze the Affective Filter that influences students reading fluency. In Mts nurul Falah the subject of reading is learnt by giving the interest text, giving daily reading assignment for homework, and the teacher also read aloud in front of the class. It is hoped that the students will get high motivation, high self-confidence and low anxiety, in other word the students should be able in reading, but in fact, the students' reading fluency is still low.

Based on description above, the writer would like to observe how far the influence of Affective Filter that experienced by the second year students in reading process. From the situation that the writer sees, when the students' read

the text in front of the class, they feel ashamed, they only keep silent and laugh. They do not have self-confidence.

Based on the description above, the writer found some phenomena. The phenomena can be seen from following symptoms:

1. Some of the students are not able to read the text in front of class.
2. Some of the students are nervous when reading a text in front of the class.
3. Some of the students reluctant when reading a text in front of the class.
4. Some of the students leave the class when reading lesson is being taught.
5. Some of the students read the text as the writing.

Based on the symptoms above, the writer is interested to holding a research entitled **A Correlation Between Affective Filter and Students' Reading Fluency at the Second Year of MTs Nurul Falah Sibiruang XIII Koto Kampar Kampar Regency.**

B. Reason for Choosing the Title

1. The writer wants to prove the truth of scientist statement, that there is a correlation between Affective Filter and students' reading fluency.
2. This title is very important to be researched, because students' Affective Filter in reading can influence their reading fluency.
3. The title is interesting because it has special treatment that helps the students' improvement in English.

4. As far as the writer is concerned, this research title has never been investigated by other researcher at MTs Nurul Falah Sibiruang.

C. Definition of the Term

In order to avoid misinterpretation and misunderstanding toward the term in this research, the research thinks that it is necessary to explain the word that will be found in the titles. The words are in the followings:

1. Affective Filter: a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition. (Krashen,1985:3)
2. Reading: saying a written text aloud (oral reading). (Longman Dictionary: 1992:306)
3. Fluency: The features which give speech the qualities of being natural and formal, including native-like use of Pausing, Rhythm, Intonation, Stress, rate of speaking, and use of interjections and interruption. In other word Fluency is the ability to read fluently, with use the correct intonation. (Longman Dictionary: 1992:141).

D. Problems

1. Identification of the Problem

Based on the explanation above, the writer identified the problem as follows:

- a. Why are the students not able to read text in front of class?
- b. Why are the students nervous when reading a text in front of the class?
- c. Why are the students reluctant when reading a text in front of the class?
- d. Why do the students leave the class when reading lesson is being taught?
- e. What make the students read the text as the writing?

2. Limitation of the Problem

There are some problems involved in this research. So, in this research the writer limits the problem focus on “Correlation between the Affective Filter and Students’ Reading Fluency”.

3. Formulation of the Problem

Referring to the limitation of the problem above, the problem of this research can be formulated in the following research questions:

- a. Is there any significant correlation between Affective Filter and Students’ reading fluency at the second year of MTs Nurul Falah Sibiruang XIII Koto Kampar Kampar regency?

E. Objective and Significant of the Research

From the formulation of the research, it is necessary to state the objective of the research. The objective of this research is:

1. Objective of the research

- a. To find out significant correlation between Affective Filter and students' reading fluency at the second year students of MTs Nurul Falah Sibiruang XIII Koto Kampar Kampar regency.

2. Significant of the Research

- a. To give information for the students to increase their Affective Filter in reading.
- b. To motivate the students' in learning English, which helps the students improve their learning achievement in English.
- c. To be a training for the writer in the field of scientific study.
- d. To provide information for English teacher in order they can improve the Affective Filter students' in reading.

CHAPTER II

REVIEWING OF LITERATURE

A. Theoretical Framework

1. Affective Filter

Affective Filter: a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition. (Krashen, 1985:3)

The affective Filter is metaphor that describes a learner's attitudes that affective the relative success of second language acquisition. The Affective Filter is an impediment to learning or acquisition cause by negative emotional ('Affective') responses to one's environment. (<http://www.google.com>). In educational psychology, an affective filter is an emotional blockage to new learning. If a learner is suffering from discomfort from embarrassment, shame, or fear of punishment around learning then one would say that the learner has an affective preventing learning from taking place ([http://www.wordiq.com/definition/Affective filter](http://www.wordiq.com/definition/Affective%20filter)). Affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risk during communicative exchanges. ([A](#) bilingual site for families and educators of English Language Learners, n.d).

Based on definition above, the writer concludes that if the students affective filter low, so the students has the ability to receive comprehensible input, and if the affective filter students high, so the students is not able to process comprehensible input.

The Affective Filter hypothesis Krasen (in Nurlianti2008:1) explained that motivation, self-confidence, and anxiety as factors which are related to achievement as measured by communicative test than by formal languages.

Krasen.(in Nurlianti, 2008: 7) states that “ the Affective Filter hypothesis captures the relationship between the Affective Filter variable and the process of second languages acquisition by positing that acquires vary what respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only to seek less input, but they will also have a high or strong Affective Filter-even if they understand the message, the input will not reach that part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will not more open to be input, and in will strike deeper”.

The Experiment demonstrated that learners do not learn well when they are affected by negative feeling such as boredom, anxiety or low self-esteem. According to this hypothesis, these negative emotions active a filter that prevents efficient processing of the learning input.

The writer concludes that the students' low or high Affective Filter is influenced by the great concern toward the language acquisition. Because the conditions of the students' Affective filter itself depend on the students'

affection or feeling. If they can concern or focus on the learning or they feel relax and interest, so they can get a good condition.

Three basic factors that underline the Affective Filter, they are:

a. Motivation

Motivation is having the encouragement to do something. And motivation also has definition as enthusiasm for doing something. (<http://www.allinterview.com/showanswers/1511.html>). Brown (2000:160) state that motivation is probably the most frequently used catches of virtual any complex text. Gray (in Andri Ahyadi: 2) define that motivation is the result of the process internal and external individual to raise enthusiasm and persistent toward activity. Walgito (2004:220) says that motivation is the internal condition of individual that force toward the goal.

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. (<http://nadabs.tripod.com/motivation/>). Motivation is based on emotions, specifically, on the search for positive emotional experiences and the avoidance of negative ones, where positive and negative are defined by the individual brain state, not by social norms. (<http://www.Motivation.co.in/define-motivation.htm>).

Motivations as inner factors which can determine the low or high motivation in achieve success in learning. Abu ahmad (in Nurlianti. 2008:8). Motivation is a key for someone to do something.

Motivation can classify as intrinsic and extrinsic. Brown 2000:164 says that intrinsic motivation is: “Intrinsically motivated activities are ones which there are no apparent reward except activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination”.

Raffini (1996:3) states that intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself—it's what motivates us to do something when we don't have to do anything. Tohirin (2001:51) says that intrinsic motivation is something that comes from students' him/herself that can stimulate the students to study, e.g., and feeling pleased about the material or subject.

According to Harmer (2001:51) intrinsic motivation comes from within the individual. Thus, a person might be motivated by enjoyment of the learning process itself or by a desire to make themselves feel better. On the other hand, he also says that extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial gain, or to possibly of future travels.

On the other hand, Brown 1994:164 says that extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. The example of this reward is money, prizes, grades, and punishment.

Extrinsic motivation is caused by external factor, such as, the prospect of gaining entry into a colleague or university, the hope of financial reward, a desire for price and recognition from fellow students and teachers. It means that the extrinsic motivation comes from outside. Such as, the teachers, parents, friends, and surrounding society, motivation is very important because it can active someone's behavior in order to reach the goal.

Krashen (in Richard 2001:183) learners with high motivation generally do better. Motivation is probably the most frequently used catch all terms for explaining the success or the failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that learner will be successful with the proper motivation. Motivations as inner factors which can determine the low or high motivation in achieve success in learning (Abu Ahmad 1991:79).

The writer is agreeing with the Richard's and Abu Ahmad's statement above. Motivation is a key for someone to do something. People whose have realized that an effort is their ticket to catch a pleasant position in their job. So, they will make every endeavor to catch it. Thus, in learning language, the motivation excited student's interest. So, the students will enthusiastic to learn English.

According to Siti Solekhah (2008:3) the role of motivation in learning is as motivating force. It means that it as power that will push the students to learn in order to achieve the goal. Therefore, motivation is one of the main aspects in learning especially in reading.

b. Self-confidence

Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such us assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. Self-confidence is the knowledge that you can do something and do it well. Self-confidence comes from firsthand knowledge of the task at hand, knowing your strengths and weaknesses, applying your skills to any situation and adapting quickly as the situation unfolds. People who exude self-confidence know they have what it takes to master difficult situation, and they are not afraid of failure. (<http://defenition> of confidence,n.d).

Learners with self-confidence and good self-image tend to be more successful (Richard 2001:183). Self-confidence is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-confidence, self-esteem, knowledge, of your self, believe in your own capability for that activity (Douglas. 2000:145).

Sylvia Rim (in Nurlianti. 2008:10) point out the students with self-confidence tends to get good performance in learning and behavior. The writer claims that self-confidence like motivation also has a significant position in learning the language. With the self-confidence, the students are able to participate in reading.

Self-confidence can be divided in two parts; they are self-confidence as basic character trait and self-confidence as a variable. Self-confidence basic character trait is often linked to family variable. The condition of the family influences the child's self-image. For example, families who display inconsistent discipline, or over –severe discipline and disapproval of their children produce people who have a low self-image and little confidence in themselves. But self-confidence can also be variable, from family through school to peers. So, there are many aspects which influence the child's self-image and there are reasons to believe that children who have a good self-image may do better than those who have a poor self-image (Mason, 1991: 6).

There are three levels that influence students' performance an oral production task; they are general self-confidence, specific self-confidence and task self-confidence. Brown (2000:146) examined by American college students learning French as a foreign language, it showed that the highest correlation occurring between task self-confidence and performance an oral production measures.

The examination by Brown above proves us that task self-confidence relates to particular task within specific situations. For example

in educational domain, tasks self- confidence might refer to one subject area like: reading and writing, and so fort. If the students get high self- image for them self in doing the task, it means that they can pass the exams. Brown (2000:146) state that the significant of self-confidence in their model of “willingness to communicate” in a foreign language.

Same with motivation, self-confidence also have significant aspects which influence the successful of learning, because, without self- confidence, the students consider that they cannot do the activity to reading fluently in right way. The self- confidences will appear students’ wish to do the best.

c. Anxiety

Pertaining to oxford learner advanced dictionary pointed out: Anxiety is trouble feeling in the mind cause by fear and uncertainty about the future. According to psychology dictionary says that the combination of feeling that containing afraid and concern in the future without any reason for its afraid.

Anxiety is an unpleasant state that involves a complex combination of emotions that include fear, apprehension, and worry. It is often accompanied by physical sensations such us heart palpitations, nausea, chest pain, shortness of breath, or tension headache. (en. Wikipedia. Org/wiki/anxiety). Anxiety can influence the achievement of the students in study. If the level of anxiety is low, automatically their

achievement in reading will be high. Anxiety is feeling uneasiness, frustration, self-doubt, apprehension or worry. (Brown, 2000:151). Low personal anxiety and low classroom anxiety are more conducive to second language acquisition Krashen 1983 (in Nurlianti, 2008:12). Anxiety is the experienced feelings of anxiousness. It is associated with feeling of uneasiness, frustration, self-doubt, apprehension or worry (H. Douglas 2000:151).

Based on the theories above, the writer state that anxious can influence students reading fluency, and the anxious can be from students themselves or condition of environment

Another important insight the anxiety can be differentiate between **debilitative** and **facilitative** anxiety (brown, 2000:152). We may be inclined to view anxiety as a negative factor, something to be avoided at all cost. But the notion of facilitative anxiety is that some concern-some apprehension-over a task to be accomplished is a positive factor.

The writer concluded that the teachers have to know about the **debilitative** and **facilitative** anxiety of students. Where the facilitative is positive thing to be increased by students, and the debilitative is the negative anxiety that should be avoided by them. The teachers need to play an important part to help the students to know about their anxiety in order to get good in oral work in the classroom.

2. Reading Fluency

Reading fluency is accuracy, effortless, appropriately phrased, well paced, smooth expressive, well understood both reader and listener. Reading fluency is the ability to read phrases and sentences smoothly and quickly, while understanding them as expressions of complete idea. Reading fluency encompasses the speed or rate of reading, as well as the ability to read materials with expression. Reading fluency is ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading. Children are successful with decoding when the process used to identify words is fast and nearly effortless or automatic. As noted, the concept of automaticity refers to a student's ability to recognize words rapidly with little attention required to the word's appearance. Reading fluency is the ability to read aloud expressively and with understanding.

<http://www.colorinccolorado.org/glossary>).

According the National Reading Panel (2000), reading fluency is the ability to read text with speed, accuracy and proper expression. In the article reading fluency is the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression. Reading fluency is the ability to read text accurately

and quickly. Fluency bridges word decoding and comprehension. Comprehension understands what has been read. Fluency is a set of skills that allows readers to rapidly decode text while maintaining high comprehension.

Based on the definition above, the writer states that the students who have ability in reading fluent must have good pronunciation, its means that the students are able to read by using right accuracy.

B. Relevant Research

1. A research by Nurlianti (2008) an alumna of state Islamic University of Sultan Syarif Kasim Riau was entitled the Correlation between Affective Filter and Students' Fluency in Speaking English of Students at SMP-IT Dar Al-Ma' Arif Pekanbaru. This research aims to find out the Correlation between Affective Filter and Students' Fluency in Speaking English. 40 students were involved as the participants of the research. The correlations between nurlianti's researches with my proposal are the use Affective Filter, but different skill. The writer concern in reading fluency.
2. Research by Karmila (2006) alumna of state Islamic University of Sultan Syarif Kasim Riau was entitled the correlation between students' Motivation in reading and their reading achievement at the second year of Madrasah Aliyah Nurul Falah Air Molek. In her research there are four instruments. They are questionnaire, test, interview, and documentation. The questionnaire was used to get some information concerning with the motivation of the

second year students. Test was used to measure students' reading achievement. Interview was used to get some information about the factors that influence the students' motivation in reading. And documentation was used to get information about the research location. The correlations between Karmila's study with my research project is the same skill, her research has good achievement. Whereas the writer research about reading fluency.

C. Assumptions and hypothesis

1. Assumptions

The writer would like to present some assumptions as follows:

- a. If the students have high motivation, high self-confidence, and low anxiety, it can influence their reading fluency.

2. Hypothesis

Ha: There is a significant correlation between Affective Filter and students' reading fluency of the second year students at MTs Nurul Falah Sibiruang.

Ho: There is no significant correlation between Affective Filter and students' reading fluency of the second year students at MTs Nurul Falah Sibiruang.

D. the Operational Concept

Operational Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure.

So those, the Operational concept of this research can be seen in the following indicators:

1. Affective Filter (variable X)

a. Motivation

The students have high motivation to reading fluency

- 1) The students have support to read the text.
- 2) The students' willingness to read the text.
- 3) The students have spirit to read the text.

b. Self-Confidence

The students have high Self-Confidence to read fluency

- 1) The students have good performance.
- 2) The students follow the reading subject.
- 3) The students believe that they can read the text well.

c. Anxiety

The students have low personal anxiety

- 1) The students do not feel afraid.
- 2) The students do not have hindrance.
- 3) The students do not have hesitant.

4) The students do not worry.

2. Reading Fluency (variable Y)

- a. The students read accurately and quickly.
- b. The students read without obstacles.
- c. The students are able to show their expression while they read.

CHAPTER III
RESEARCH METHODOLOGY AND THE LOCATION OF
RESEARCH

A. Design of Research

The design of this research is correlational study. There are two variables in this research; they are variable X and variable Y. Variable X is Affective Filter which consists of motivation, self-confidence, and anxiety, And variable Y is students' reading fluency.

Affective Filter as Variable (X) → Students' fluency as variable (y)

- a. Motivation
- b. Self- Confidence
- c. Anxiety

B. Time and located of the research

The time of this research is started from April 08, 2010 until May 08, 2010. This research was conducted at MTs Nurul Falah Sibiruang. The reasons for choosing this location:

- a. The writer is an alumnus from this school.
- b. The writer wants to increase the students' reading fluency.

C. the Subject and the Object of the Study

- a. The subject of this research is the second year students of MTs Nurul Falah Sibiruang.
- b. The object of the study is the correlation between Affective Filter and students' reading fluency.

D. the Population of the Study

The number of the population of the study is 40 students, which consists of two classes. According to Arikunto (1998:115) if a researcher wants to research the entire element of population, so the research is called total sampel.

Table III.1
Table of the Population

NO	CLASS	NUMBER OF STUDENTS	POPULATION
1	VIII A	20	20
2	VIII B	20	20
TOTAL OF POPULATION			40

E. Technique of Data Collection

In order to get for this research the writer applies the techniques as follows:

a. Questionnaire

This technique is used to find out the affective filter students, by giving some statement to the respondent.

b. Test

This technique is used to find out the students' reading fluency. The writer will use an oral test; the purpose of this test is to pinpoint the strength and weakness of students' ability in reading.

F. Technique of Data Analysis

Because there are two variables X and Y, the writer uses product moment correlation. To examine whether there is correlation between two variables not, the writer uses SPSS version 16.0 for windows in analyzing the data.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. DATA PRESENTATION

This research is presented to find out the correlation between two variables, namely the students' affective filter as Independent variable (X) and the students' reading fluency as dependent variable (Y). It is researched at the second year of MTs Nurul Falah Sibiruang.

The presented data were obtained through questionnaire and oral test. Uswatun Hidayah (in Nurlianti 2008:29) states that the questionnaire is used by researcher to covert data into the information directly given by person; this approach makes it possible to measure what a person knows (knowledge or information).

Data about the students; Affective Filter were obtained through questionnaire which accordant with the operational concept and oral test were used to obtained the students' fluency in reading. There were 12 (twelve) statement that should be answer by the students who have been determine to be respondent. Each question is derived from the first indicator in operational concept. The first indicator is Affective Filter which consists of motivation, self-confidence, and anxiety. Each item has five options, namely strongly disagree, disagree, undecided, agree, and strongly agree. The score of each item is determined based on likert scale as follow:

Table IV.1
The Score of Questionnaire

OPTIONS	SCORE
Strongly disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly agree	5

(Sogiyono: 2010)

1. Students Affective Filter in Reading

The data of students' affective filter in reading were taken from giving the questionnaire. The results of them are as follow.

a. Motivation

Table IV.2

Students read the English reading text because they need to know the interesting information.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	0	0%
2	Disagree	5	12.5%
3	Undecided	3	7.5%
4	Agree	21	52.5%

5	Strongly Agree	11	27.5%
Total		40	100%

Based on the table above, it shows that none of the students (0%) responded on strongly disagree, then 5 of them (12.5%) responded on disagree, 3 students (7.5) responded on undecided, 21 students (52.5%) responded on agree, and 11 students (27.5%) responded on strongly disagree. the high percentage answer is 'Agree' around 11 students (27.5%). It can be concluded that the students agree that they read the text because they need to know the interesting information.

Table IV.3

Students read the English reading text because they want to update their knowledge.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	0	0%
2	Disagree	1	2.5%
3	Undecided	10	25%
4	Agree	14	35%
5	Strongly Agree	15	37.5%
Total		40	100%

From the table above, we have known that none of the students responded on strongly disagree, one students (2.5%) responded on disagree, 10 students (25%) responded on undecided, 14 students (35%) responded on agree, and 15 students

(37.5%) responded on strongly disagree. It means that the students read the English text because they to update their knowledge.

Table IV.4

Students read the English reading text because they do not want to be claimed as the lazy student.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	0	0%
2	Disagree	4	10%
3	Undecided	9	22.5%
4	Agree	23	57.5%
5	Strongly Agree	4	10%
Total		40	100%

From table above, it can be known that there is no students choose option 'strongly disagree', 4 students (10%) responded on disagree, 9 students (22.5%) responded on undecided, 23 students (57.5%) responded on agree, and 4 students (10%) responded on strongly agree. It means that more than a half of students do not want to be claimed as the lazy students.

Table IV.5

Students read the English reading text because of the intention by themselves.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	0	0%
2	Disagree	1	2.5%
3	Undecided	14	35%
4	Agree	10	25%
5	Strongly Agree	15	37.5%
Total		40	100%

From the table above, it can be seen that none of the students responded on strongly disagree, one of the students (2.5%) responded on disagree, 14 students (35%) responded on undecided, 10 students (25%) responded on agree, and 15 students (37.5%) responded on strongly disagree. It means that the students have intention from themselves to read English text.

b. Self –confidence

Table IV.6

Students think they are able to read the English reading text well.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	3	7.5%
2	Disagree	9	22.5%
3	Undecided	9	22.5%
4	Agree	10	25%

5	Strongly Agree	9	22.5%
Total		40	100%

Based on the table above, 3 students (7.5%) responded on strongly disagree, about 9 students (22.5%) responded on disagree, undecided, and strongly agree. And about 10 students (25%) responded on agree. It means that students agree that they believe are able to read the English reading text.

Table IV.7

Students always attend the English reading text class.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	14	35%
2	Disagree	2	5%
3	Undecided	0	0%
4	Agree	24	60%
5	Strongly Agree	0	0%
Total		40	100%

From table above, we have known that 14 students (35%) responded on strongly disagree, 2 students (5%) responded on disagree, none of the students responded on undecided and strongly agree, and 24 students (60%) responded on agree. It means that more than a half of the students always attend the English reading text class.

Table IV.8

Students have good performance in reading English text.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	12	30%
2	Disagree	5	12.5%
3	Undecided	7	17.5%
4	Agree	13	32.5%
5	Strongly Agree	3	7.5%
Total		40	100%

From the table above, it can be seen that 12 students (30%) responded on strongly disagree, 5 students (12.5%) responded on disagree, 7 students (17.5%) responded on undecided, 13 students (32.5%) responded on agree, and 3 students (7.5) responded on agree. It means that the students agree that they have good performance in reading English text.

c. Anxiety

Table IV.9

Students are not afraid to read English reading text.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	0	0%
2	Disagree	0	0%
3	Undecided	4	10%
4	Agree	10	25%

5	Strongly Agree	26	65%
Total		40	100%

Table above shows that none of the students responded on strongly disagree and disagree, 4 students (10%) responded on undecided, 10 students (25%) responded on agree, and 26 students (65%) responded on strongly disagree. It can be concluded that students are not afraid to read English reading text.

Table IV.10

Students do not have any difficulty in reading English text.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	0	0%
2	Disagree	0	0%
3	Undecided	11	27.5%
4	Agree	15	37.5%
5	Strongly Agree	14	35%
Total		40	100%

Table above shows that none of the students responded on strongly disagree and disagree, 11 students (27.5%) responded on undecided, 15 students (37.5%) responded on agree, and 14 students (35%) responded on strongly agree. It can be concluded that students do not have any difficulty in reading English text.

Table IV.11

Students do not have any doubt in reading English text.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	7	17.5%
2	Disagree	7	17.5%
3	Undecided	7	17.5%
4	Agree	18	45%
5	Strongly Agree	1	2.5%
Total		40	100%

Based on table above, we have known that 7 students (17,5%) responded on strongly disagree, 7 students (17.5%) responded on disagree, 7 students (17.5%) responded on undecided, 18 students (45%) responded agree, and one of students (2.5%) responded on strongly agree. It means that student do not have any doubt in reading English text.

Table IV.12

Students do not worry to read English text.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	0	0%
2	Disagree	1	2.5%
3	Undecided	10	25%
4	Agree	19	47.5%
5	Strongly Agree	10	25%
Total		40	100%

From table above, it can be seen none of the students responded on strongly disagree, one of students (2.5%) responded on disagree, 10 students (25%) responded on undecided, 19 students (47.5%) responded on agree, and 10 students (25%) responded on strongly agree. It can be concluded that students do not worry to read English text.

Table IV.13

Students read the English text because they want to make an essay.

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	12	30%
2	Disagree	7	17.5%
3	Undecided	13	32.5%
4	Agree	5	12.5%
5	Strongly Agree	3	7.5%
Total		40	100%

Table above shows that 12 students (30%) responded on strongly disagree, 7 students (17.5%) responded on disagree, 13 students (32.5%) responded on undecided, 5 students (12.5%) responded on agree, and 3 students (7.5%) responded on strongly agree. It can be concluded that most of students still undecided to make an essay.

According to Anas Sudijono the students score category

80-100 = **High**

60-79 = **Middle**

30-59 = **Low**

0-29 = **Fail**

Table IV.14

The Recapitulation of students' Affective Filter

Students	Score	Category
1	78.02	Middle
2	81.36	High
3	73.04	Middle
4	76.36	Middle
5	71.38	Middle
6	76.36	Middle
7	78.02	Middle
8	73.04	Middle
9	68.06	Middle
10	83	High
11	74.7	Middle
12	76.36	Middle
13	78.02	Middle
14	76.36	Middle
15	81.34	High
16	79.68	Middle

17	83	High
18	81.36	High
19	63.08	Middle
20	81.36	High
21	83	High
22	86.33	High
23	87.98	High
24	87.98	High
25	84.66	High
26	84.66	High
27	84.66	High
28	86.52	High
29	83	High
30	73.04	Middle
31	86.32	High
32	71.38	Middle
33	89.64	High
34	87.98	High
35	87.98	High
36	89.64	High
37	81.34	High
38	79.68	Middle
39	86.32	High
40	83	High

Table IV.15

The recapitulation of students' affective Filter and their fluency in reading

Students	Affective Filter	Category	Fluency	Category
1	78.02	Middle	64.81	Middle
2	81.36	High	54.1	Low
3	73.04	Middle	46.45	Low
4	76.36	Middle	66.34	Middle
5	71.38	Middle	57.16	Low
6	76.36	Middle	64.81	Middle
7	78.02	Middle	60.22	Middle
8	73.04	Middle	55.63	Low
9	68.06	Middle	52.57	Low
10	83	High	44.92	Low
11	74.7	Middle	41.86	Low
12	76.36	Middle	69.4	Middle
13	78.02	Middle	46.45	Low
14	76.36	Middle	83.17	High
15	81.34	High	47.98	Low
16	79.68	Middle	75.52	Middle
17	83	High	63.28	Middle
18	81.36	High	70.93	Middle
19	63.08	Middle	47.98	Low
20	81.36	High	52.57	Low
21	83	High	63.28	Middle
22	86.33	High	69.4	Middle
23	87.98	High	64.81	Middle
24	87.98	High	46.45	Low

25	84.66	High	66.34	Middle
26	84.66	High	60.22	Middle
27	84.66	High	52.57	Low
28	86.52	High	46.45	Low
29	83	High	57.16	Low
30	73.04	Middle	54.1	Low
31	86.32	High	55.63	Low
32	71.38	Middle	44.92	Low
33	89.64	High	60.22	Middle
34	87.98	High	55.63	Low
35	87.98	High	47.98	Low
36	89.64	High	57.16	Low
37	81.34	High	44.92	Low
38	79.68	Middle	32.68	Fail
39	86.32	High	69.4	Middle
40	83	High	70.93	Middle

B. The Data Analysis

This research is used to know the correlation between two variables namely: the students' Affective Filter as the independent variable (X) and the students; reading Fluency as the dependent variable (Y). The writer uses questionnaire to find out the students affective filter and oral test to find out students fluency in reading. It is necessary to conduct descriptive statistic by using SPSS version 16.0 which explained on the following:

Descriptive Statistics

Table IV. 16

	Affective Filter (X)	Reading Fluency(Y)
N Valid	40	40
Missing	0	0
Mean	80.4752	57.1600
Median	81.3600	56.3950
Mode	83.00	46.45
Std. Deviation	6.26168	1.058881
Variance	39.209	112.123
Range	26.56	50.49
Minimum	63.08	32.68
Maximum	89.64	83.17
Sum	3219.01	2286.40

Based on the table IV.16 we can interpret that Mean in Affective filter is 80.4 Mean in reading fluency is 57.1, Maximum in affective filter is 89.6, Maximum in reading fluency is 83.1, Minimum in affective filter is 63.1, Minimum in reading fluency is 32.7, Standard Deviation in affective filter is 6.26, in reading fluency is 1.05. And Summation in affective filter is 3219, Summation in reading fluency is 2286.

Table IV.17

Correlations

		X	Y
X	Pearson Correlation	1	.138
	Sig. (2-tailed)		.397
	N	40	40
Y	Pearson Correlation	.138	1
	Sig. (2-tailed)	.397	
	N	40	40

From the table IV.17 the strength and direction of correlation shows 0.138 indicates that positive negligible relationship between affective filter and students' reading fluency. Moreover, it is also necessary to test the hypothesis by looking at the significant value which is $0.397 > \alpha 0.05$ that means the null hypothesis (H_0) is accepted. On the other word, there is no significant correlation between affective filter and students reading fluency.

CHAPTER V

1. Conclusion

Based on the research that have been done in the second year of MTs Nurul Falah Sibiruang was found that the students have low affective filter that can be proven with students' high motivation, high self-confidence and low anxiety while the students' reading fluency is still low. It means that the three of components do not influence toward students' reading fluency. The writers conclude that there is no significant correlation between students' affective filter and their reading fluency at the second year of MTs Nurul Falah Sibiruang XIII Koto Kampar Kampar regency.

2. Suggestion

Based on the result of this research the writer will present some suggestion pertaining to teaching and learning process increasing the students' reading fluency. The writer gives suggestion to the teacher.

1. Teacher should give more exercises in reading materials, which fulfill the authenticity. So the students will familiarize them self to the text.

Teacher should create a good technique, which present the materials by "subconscious learning". Where the students have personal impression in learning English.

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APPENDIX 3

QUESTIONNAIRE

Name :

Class :

Instructions:

1. **Intrusion this questionnaire just to research purpose without influence yours score.**
2. **Choose the answer based on your situation honestly and correctly**
3. **Thank you for your participation**

Statements:

1. Students read the English reading text because they need to know the interesting information.
a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree
2. Students read the English reading text because they want to update their knowledge.
a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree
3. Students read the English reading text because they do not want to be claimed as the lazy student.
a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree
4. Students read the English reading text because of the intention by themselves.
a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree.
5. Students think they are able to read the English reading text well.
a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree.
6. Students always attend the English reading text class.
a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree.
7. Students have good performance in reading English text.
a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree.
8. Students are not afraid to read English reading text.
a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree.
9. Students do not have any difficulty in reading English text.

- a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree.
10. Students do not have any doubt in reading English text.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree.
11. Students do not worry to read English text.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree.
12. Students read the English text because they want to make an essay.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree e. Strongly Agree.

APPENDIX 4

ANGKET

Nama:

Kelas:

- 1. Angket ini hanya untuk tujuan penelitian saja tanpa mempengaruhi nilai Bahasa Inggris adik-adik.**
- 2. Pilihlah salah satu jawaban yang ada dengan jujur dan benar-benar sesuai dengan keadaan yang adik rasakan sendiri.**
- 3. Terima kasih atas partisipasi dan keikhlasan adik-adik dalam memberikan jawabannya.**

Pernyataan:

1. Saya membaca teks Bahasa Inggris karena saya ingin mengetahui informasi yang menarik.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu
 - d. Setuju
 - e. Sangat setuju
2. Saya membaca teks Bahasa Inggris agar tidak ketinggalan informasi.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu
 - d. Setuju
 - e. Sangat setuju
3. Saya mempunyai semangat untuk membaca teks Bahasa Inggris agar tidak dikatakan pemalas.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu
 - d. Setuju
 - e. Sangat setuju
4. Saya membaca teks Bahasa Inggris karena keinginan diri sendiri.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu
 - d. Setuju
 - e. Sangat setuju
5. Saya yakin bisa membaca teks Bahasa Inggris dengan baik.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu
 - d. Setuju
 - e. Sangat setuju
6. Saya selalu ikut serta dalam pelajaran membaca teks Bahasa Inggris.
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu
 - d. Setuju
 - e. Sangat setuju
7. Saya mempunyai penampilan yang bagus dalam membaca teks Bahasa Inggris.

- a. Sangat tidak setuju b. Tidak setuju c. Ragu-ragu d. Setuju e. Sangat setuju
- 8. Saya tidak merasa takut dalam membaca teks Bahasa Inggris.
 - a. Sangat tidak setuju b. Tidak setuju c. Ragu-ragu d. Setuju e. Sangat setuju
- 9. Saya tidak mempunyai halangan dalam membaca teks Bahasa Inggris.
 - a. Sangat tidak setuju b. Tidak setuju c. Ragu-ragu d. Setuju e. Sangat setuju
- 10. Saya tidak ragu-ragu dalam membaca teks Bahasa Inggris.
 - a. Sangat tidak setuju b. Tidak setuju c. Ragu-ragu d. Setuju e. Sangat setuju
- 11. Saya tidak khawatir membaca teks Bahasa Inggris.
 - a. Sangat tidak setuju b. Tidak setuju c. Ragu-ragu d. Setuju e. Sangat setuju
- 12. Saya membaca teks Bahasa Inggris karena ingin membuat karya tulis.
 - a. Sangat tidak setuju b. Tidak setuju c. Ragu-ragu d. Setuju e. Sangat setuju

APPENDIX 5

The test of Reading fluency

Our school is on jalan Sudirman. It has eighteen classrooms, two laboratories, one library, one head master's room, one teacher's room, one staff room, one music room, one computer's room, and one canteen. We always hold a flag ceremony in our school yard. Our school yard is not so big, that's way if we have PE lesson we practice at the field beside our school.

(Forum Tentor: 2010 Bank Soal Super Lengkap Ujian Nasional SMP/MTs. Yogyakarta: Pustaka Widyatama)

APPENDIX 6

The Ways of Pronunciation students in reading fluency

Students 1

Kor skul is on jalan Sudirman. It has eiktin klasrum, tu libration, wan librari, wan hed master rum, wan ticer rum, wan staff rum, wan music rum, wan komputer rum, en wan kantin. Wi always hold e fleg keremony in our skul yard. Our skul yard is not so big, that's wi if we hep PE lisson wi praktik e fil besid our skul.

Students 2

Kul is on jalan Sudirman. It has iftin dliskrum, tu laboratorium, wan libari, wan hed master rum, wan tecer rum, wan stef rum, wan music rum, wan computer rum, en wan kontin. Wi always hold e fleg keremony in yur kul yard. Ol skul yard is not so big, dat is wi if we have PE lesan wi praktis it fil besid our skul.

Students 3

Our school is jalan Sudirman. It his eks-eks kul , tu lab, wan libar, wan hed mas rom, wan tut rom, one staff room, wan nis rom, wan komputer rom, en wan klen. Wat elst hel frem trem in yur skul yer. Or skul yer is not is big,tis hi if way hep pi los wi plen en ti plen is yur skul.

Students 4

Or skul ing on jalan Sudirman. It has ekten klasrom, tu laboratorium, wan library, on hid master rum, one ticer rum, wan staff rum, wan music rum, wan computer rum , and wan kenten. Wi always hold e fleg ceremoy in our skul yerd. Our skul yerd is not so big, ded way is wi hep Pi lisson wi prakti et de fol besid our skul.

Students 5

Our school is wan jalan Sudirman. It hes eiktin klasrum, tu laboratoruim, wan liberi, wan hed master rum, wan ticer rum, wan stef rum, wan music rum, wan computer rum, en wan kentin. Wi always hul e fleg keremony in our school yerd. Our school yerd is not su big, that's way if wi have Pi lesan wi praktic at.

Students 6

Jalan Sudirman. It hes eightin klasrum, tu laboratories, one library, one head master rum, wan ticer rum, on staf rum, wan music rum, wan komputer rum, en wan

kentin. Wi elways hold e fleg keremon in our skul yard. Our skul yard is not su big, tis way if we have Pi lesen we praktic at the field besid our skul.

Students 7

Our skol is on jalan Sudirman. It hes eingten classrom, tu laboratorium, on library, on hed master room, on ticer rom, on staff rom, on music rom, on komputer rom, en on katen. Wi always hold e fleg keremony is our skol yard. Our skol yard is not su big, that's way if we hep Pi lesson wi pikpicer de fed based our skol.

Student 8

Skul in on jalan Sudirman. It has eigten klasrom, tu laboratorium, on libery, on hed master rom, on teacer rum, on staf rum, on music rum. On komputer rum, en on konten. always hold a fleg keremony in our skul yard. Our skul yard is not so bing, dad is wi I hep pi lesion we pikte at de fien basid our skul.

Students 9

Skul is on jalan Sudirman. It hes eigten kkrum, tu laboratorium, on library, on hed master e rum, on ticer rum, on staf rum, on musik rum, on computer rum, en on kanten. We always hold e fleg kemarikrom in or skul yard. Our skul yard is not sik big, ten wi if we hep Pi lisen wiar pratik at the fin beside our skul.

Students 10

Skul is on jalan Sudirman. It has eigten tlasrom, tu laboratorium, wan library, on hed master rom, on stekher rom, wan staf rom, wan music rom, wan computer rum, en wan conton. We alwis hod a fleg sermony in or skul yard. Or skul yard is not so bing teng, wi if wi hep Pi lesiyon,wi partic at ti fil besided or scol.

Students 11

Skul is on jalan Sudirman. It hes eigtin klasrom, tu rom, on library, wan hed ma rom, on teacer rom, on staf rom, on music rom, on komputer rom, en on kenten. I wol hol i fleg kumeromony in our skul yerd. Yuar skul yerd is not ai big. Ded wi if wi hep pi leson wi is influed besid on or skul.

Students 12

Our school is jalan Sudirman. It hes eigtin klasrom, tu labolatrix, en wan library, wan hed master rum, wan teacer rom , wan staf rom, wan music rom, wan komputer rom, en wan kantin. Wi olways hold a fait keremony in our skul yard. Our skul yard is not so big, di ways if wi hep Pi lesson we partic an fil besid our skul.

Students 13

Our school is on jalan Sudirman. It hes eigtin klasrum, tu laboratoris, wan library, wan hed master's rum, wan ticer's rum, wan staf rum, wan music rum, wan komputer's rum, en wan kentin. Wi always hold e fleg seremony in our skul yard. Our skul yard is not big, that's way if wi hep Pi lizen wi prektik et the field bisaid our skul.

Students 14

Our school is on jalan Sudirman. It hes eigtin klasrom, tu laboratius, on library, on head master rum, on te rom, on teic rom, wan music rom, wan komper rom, an an caten. Wil always hol a fleg karemoni in kor skul yar. Our skul yar is not so big. Tais way if we hap pi les wi pretic at tai fil basis our skul.

Students 15

Our school is on jalan Sudirman. It is eigtin klasrum, tu laboratories, wan library, wan hed master rum, wan ticer's rum, wan staf rum, wan music rum, wan komputer's rum, en wan kentin. Wi elweys hold e fleg seremony in our skul yerd. Our

school yard is not so big, that's way if wi hep Pi lisson wi praktek et the fel bisaid our skul.

Students 16

Our skul is en on jalan Sudirman. It is eigtin klasrum, tu laboratorius, on library, wan hed master rum, wan teacer rom, en steff rom, on music rom, on komputer rom,, en on Kenton. Wi always hold e fleg keremony in our skul yard. Our skul yard is not sow bigs, dets way if wi hep pi lezen wi praktek at the fil bes our skul.

Students 17

Our skul is on jalan Sudirman. It hes eigtin klasrom, tu laboratories, on librerly, on hid master rom, on dezir rom, on staf rom, wan music rom, on computer's rom, en wan konten. Wi always hold a fleg keremony in our skul yard. Our skul yard is not su beg, that's way if wi hap Pi lesson wi pratic et the fil besid our skul.

Students 18

Our skul is en on jalan Sudirman. It is eigtin klasrum, tu laboratorius, on library, wan hed master rum, wan teacer rom, en steff rom, on music rom, on komputer rom,, en on Kenton. Wi always hold e fleg keremony in our skul yard. Our skul yard is not sow bigs, dets way if wi hep pi lezen wi praktek at the fil bes our skul.

Students 19

Our school is on jalan Sudirman. It hes eigtin klasrom, tu laboratius, on library, on head master rum, on te rom, on teic rom, wan music rom, wan komper rom, an an caten. Wil always hol a fleg karemoni in kor skul yar. Our skul yar is not so big. Tais way if we hap pi les wi pretic at tai fil basis our skul.

Students 20

Our school is jalan Sudirman. It hes eigtin klasrom, tu labolatrix, en wan library, wan hed master rum, wan teacer rom , wan staf rom, wan music rom, wan

komputer rom, en wan kantin. Wi olways hold a fait keremony in our skul yard. Our skul yard is not so big, di ways if wi hep Pi lesson we partic an fil besid our skul.

Students 21

Skul is on jalan Sudirman. It hes eigtin klasrom, tu rom, on library, wan hed ma rom, on teacer rom, on staf rom, on music rom, on komputer rom, en on kenten. I wol hol i fleg kumeromony in our skul yerd. Yuar skul yerd is not ai big. Ded wi if wi hep pi leson wi is influed besid on or skul.

Students 22

Our skul is en on jalan Sudirman. It is eigtin klasrum, tu laboratorius, on library, wan hed master rum, wan teacer rom, en steff rom, on music rom, on komputer rom,, en on Kenton. Wi always hold e fleg keremony in our skul yard. Our skul yard is not sow bigs, dets way if wi hep pi lezen wi praktek at the fil bes our skul.

Students 23

Our skol is on jalan Sudirman. It hes eingten classrom, tu laboratorium, on library, on hed master room, on ticer rom, on staff rom, on music rom, on komputer rom, en on katen. Wi always hold e fleg keremony is our skol yard. Our skol yard is not su big, that's way if we hep Pi lesson wi pikpicer de fed based our skol.

Students 24

Jalan Sudirman. It hes eigtin klasrum, tu laboratories, one library, one head master rum, wan ticer rum, on staf rum, wan music rum, wan komputer rum, en wan kentin. Wi elways hold e fleg keremon in our skul yard. Our skul yard is not su big, tis way if we have Pi leson we praktic at the field besid our skul.

Students 25

Skul is on jalan Sudirman. It hes eigten kkrum, tu laboratorium, on library, on hed master e rum, on ticer rum, on staf rum, on musik rum, on computer rum, en on kanten. We always hold e fleg kemarikrom in or skul yard. Our skul yard is not sik big, ten wi if we hep Pi lisen wiar pratik at the fin beside our skul.

Students 26

Our skul is en on jalan Sudirman. It is eigtin klasrum, tu laboratorius, on library, wan hed master rum, wan teacer rom, en steff rom, on music rom, on komputer rom,, en on Kenton. Wi always hold e fleg keremony in our skul yard. Our skul yard is not sow bigs, dets way if wi hep pi lezen wi praktek at the fil bes our skul.

Students 27

Our school is wan jalan Sudirman. It hes eiktin klasrum, tu laboratoruim, wan liberi, wan hed master rum, wan ticer rum, wan stef rum, wan music rum, wan computer rum, en wan kentin. Wi always hul e fleg keremony in our school yerd. Our school yerd is not su big, that's way if wi have Pi lesen wi praktik at.

Students 28

Kor skul is on jalan Sudirman. It has eiktin klasrum, tu libration, wan librari, wan hed master rum, wan ticer rum, wan staff rum, wan music rum, wan komputer rum, en wan kantin. Wi always hold e fleg keremony in our skul yard. Our skul yard is not so big, that's wi if we have PE lisson wi praktik e fil besid our skul.

Students 29

Our school is on jalan Sudirman. It hes eigtin klasrom, tu laboratius, on library, on head master rum, on te rom, on teic rom, wan music rom, wan komper rom, an an caten. Wil always hol a fleg karemoni in kor skul yar. Our skul yar is not so big. Tais way if we hap pi les wi pretic at tai fil basis our skul.

Students 30

Our skul is en on jalan Sudirman. It is eigtin klasrum, tu laboratorius, on library, wan hed master rum, wan teacer rom, en steff rom, on music rom, on komputer rom,, en on Kenton. Wi always hold e fleg keremony in our skul yard. Our skul yard is not sow bigs, dets way if wi hep pi lezen wi praktek at the fil bes our skul.

Students 31

Our school is jalan Sudirman. It hes eigtin klasrom, tu labolatrix, en wan library, wan hed master rum, wan teacer rom , wan staf rom, wan music rom, wan komputer rom, en wan kantin. Wi olways hold a fait keremony in our skul yard. Our skul yard is not so big, di ways if wi hep Pi lisinn we partic an fil besid our skul.

Students 32

Our skul is en on jalan Sudirman. It is eigtin klasrum, tu laboratorius, on library, wan hed master rum, wan teacer rom, en steff rom, on music rom, on komputer rom,, en on Kenton. Wi always hold e fleg keremony in our skul yard. Our skul yard is not sow bigs, dets way if wi hep pi lezen wi praktek at the fil bes our skul.

Students 33

Jalan Sudirman. It hes eightin klasrum, tu laboratories, one library, one head master rum, wan ticer rum, on staf rum, wan music rum, wan komputer rum, en wan kentin. Wi elways hold e fleg keremon in our skul yard. Our skul yard is not su big, tis way if we have Pi lesen we praktic at the field besid our skul.

Students 34

Our school is jalan Sudirman. It hes eigtin klasrom, tu labolatrix, en wan library, wan hed master rum, wan teacer rom , wan staf rom, wan music rom, wan

komputer rom, en wan kantin. Wi olways hold a fait keremony in our skul yard. Our skul yard is not so big, di ways if wi hep Pi lesson we partic an fil besid our skul.

Students 35

Our school is wan jalan Sudirman. It hes eiktin klasrum, tu laboratoruim, wan liberi, wan hed master rum, wan ticer rum, wan stef rum, wan music rum, wan computer rum, en wan kentin. Wi always hul e fleg keremony in our school yerd. Our school yerd is not su big, that's way if wi have Pi lesen wi praktik at.

Students 36

Our school is on jalan Sudirman. It hes eigtin klasrom, tu laboratius, on library, on head master rum, on te rom, on teic rom, wan music rom, wan komper rom, an an caten. Wil always hol a fleg karemoni in kor skul yar. Our skul yar is not so big. Tais way if we hap pi les wi pretic at tai fil besis our skul.

Students 37

Our skul is en on jalan Sudirman. It is eigtin klasrum, tu laboratorius, on library, wan hed master rum, wan teacer rom, en steff rom, on music rom, on komputer rom,, en on Kenton. Wi always hold e fleg keremony in our skul yard. Our skul yard is not sow bigs, dets way if wi hep pi lezen wi praktek at the fil bes our skul.

Students 38

Our school is jalan Sudirman. It hes eigtin klasrom, tu labolatrix, en wan library, wan hed master rum, wan teacer rom , wan staf rom, wan music rom, wan komputer rom, en wan kantin. Wi olways hold a fait keremony in our skul yard. Our skul yard is not so big, di ways if wi hep Pi lisinn we partic an fil besid our skul.

Students 39

Kor skul is on jalan Sudirman. It has eiktin klasrum, tu libration, wan librari, wan hed master rum, wan ticer rum, wan staff rum, wan music rum, wan komputer rum, en wan kantin. Wi always hold e fleg keremony in our skul yard. Our skul yard is not so big, that's wi if we have PE lisson wi praktik e fil besid our skul.

Student 40

School is on jalan Sudirman. It hes eigtin klasroms, tu laboratories, wan library, wan hed master rums, wan tecer's rum, wan staf rum, wan muzik rum, wan komputer's rum, en wan kentin. Wi elways hol a fleg ceremony in our skul yard. Our skul yard is not so big. Tet wi is wi hep PE lesion wi praktis et plep besid our skul.

Frequency of Affective Filter

Affective filter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63.08	1	1.6	2.5	2.5
	68.06	1	1.6	2.5	5.0
	71.38	2	3.2	5.0	10.0
	73.04	3	4.8	7.5	17.5
	74.7	1	1.6	2.5	20.0
	76.36	4	6.5	10.0	30.0
	78.02	3	4.8	7.5	37.5
	79.68	2	3.2	5.0	42.5
	81.34	2	3.2	5.0	47.5
	81.36	3	4.8	7.5	55.0
	83	5	8.1	12.5	67.5
	84.66	3	4.8	7.5	75.0
	86.32	2	3.2	5.0	80.0
	86.33	1	1.6	2.5	82.5
	86.52	1	1.6	2.5	85.0
	87.98	4	6.5	10.0	95.0
	89.64	2	3.2	5.0	100.0
	Total	40	64.5	100.0	
Missing	System	22	35.5		

Frequency of Reading Fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.68	1	1.6	2.5	2.5

	41.86	1	1.6	2.5	5.0
	44.92	3	4.8	7.5	12.5
	46.45	4	6.5	10.0	22.5
	47.98	3	4.8	7.5	30.0
	52.57	3	4.8	7.5	37.5
	54.1	2	3.2	5.0	42.5
	55.63	3	4.8	7.5	50.0
	57.16	3	4.8	7.5	57.5
	60.22	3	4.8	7.5	65.0
	63.28	2	3.2	5.0	70.0
	64.81	3	4.8	7.5	77.5
	66.34	2	3.2	5.0	82.5
	69.4	3	4.8	7.5	90.0
	70.93	2	3.2	5.0	95.0
	75.52	1	1.6	2.5	97.5
	83.17	1	1.6	2.5	100.0
	Total	40	64.5	100.0	
Missing	System	22	35.5		
Total		62	100.0		