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**THE INFLUENCE OF STUDENTS' ATTITUDE  
AND SELF-EFFICACY TOWARD THEIR  
READING COMPREHENSION AT  
SMA NEGERI 2 SIAK HULU**

**THESIS**

*Submitted to State Islamic University Sultan Syarif Kasim Riau in  
Partial Fulfillment of the Requirements for the Degree of  
Magister in English Education*



UIN SUSKA RIAU

**RANI AULIA RAYUSDA**

SRN: 21990120716

**THE POSTGRADUATE PROGRAM  
OF STATE ISLAMIC UNIVERSITY  
SULTAN SYARIF KASIM RIAU  
1443 H / 2022 M**



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KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**

كلية الدراسات العليا

THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO BOX. 1004  
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

**Lembaran Pengesahan**

Nama : RANI AULIA RAYUSDA  
Nomor Induk Mahasiswa : 21990120716  
Gelar Akademik : M.Pd. (Magister Pendidikan)  
Judul : THE INFLUENCE OF STUDENTS' ATTITUDE AND SELF-EFFICACY TOWARD THEIR READING COMPREHENSION AT SMA NEGERI 2 SIAK HULU

Tim Penguji: **Drs. H. Promadi, MA., Ph.D.**  
Penguji I/Ketua

**Dr. Khairil Anwar, MA.**  
Penguji II/Sekretaris

**Dr.Drs. Kalayo Hasibuan, M.Ed- TESOL**  
Penguji III

**Dr.Nur Aisyah Zulkifli, M.Pd.**  
Penguji IV

Tanggal Ujian/Pengesahan 22/11/2021

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Name : Rani Aulia Rayusda  
 Students Number : 21990120716  
 Study Program : Islamic Education  
 Field of Study : English Education

Has been examined and revised based on the feedback provided by the Thesis Examiner Team of Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau in the final exam held on November 22<sup>th</sup>, 2021.

Approved by:

**Examiner I**

Dr. Drs. Kalavo Hasibuan, M.Ed, TESOL

NIP. 196510281997031001

.....

Date: January, 2022

**Examiner II**

Dr. Nur Aisyah Zulkifli, M.Pd

NIP. 198506192009122008

.....

Date: January, 2022

Acknowledgement by:

**Head of Islamic Education Study Program**

Dr. Alizhar, M.Ag

NIP. 197004222003121002



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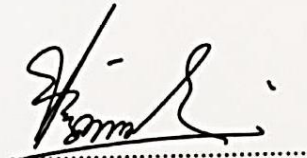
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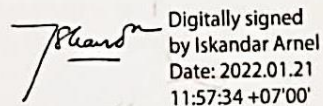
Approved by:  
 Supervisor I

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 NIP. 197301182000031001

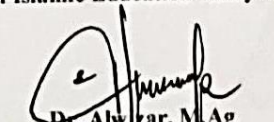
  
 Date: January, 2022

Supervisor II

Drs. Iskandar Arnel, MA, Ph.D  
 NIP. 196911301994031001

  
 Digitally signed  
 by Iskandar Arnel  
 Date: 2022.01.21  
 11:57:34 +07'00'  
 Date: January, 2022

Acknowledgement by:  
 Head of Islamic Education Study Program

  
Dr. Alwizar, M.Ag  
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 Students Number : 21990120716  
 Study Program : Islamic Education  
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It has been accepted and approved to be examined at thesis examination of Postgraduate Program of State Islamic of Sultan Syarif Kasim Riau.

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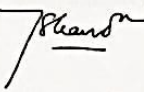
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Abdul Hadi, MA, Ph.D

NIP. 197301182000031001

Date: October 26<sup>th</sup>, 2021

Supervisor II

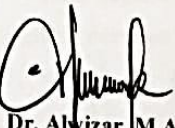
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 Iskandar Arnel  
 Date: 2022.01.21  
 11:47:54 +07'00'

Drs. Iskandar Arnel, MA, Ph.D

NIP. 196911301994031001

Acknowledgement by:

Head of Islamic Education Study Program

  
Dr. Alvizar, M.Ag

NIP. 197004222003121002

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**Abdul Hadi, M.A, Ph.D.**  
The Lecturer of Postgraduate Program  
State Islamic University  
Sultan Syarif Kasim Riau

**OFFICIAL NOTE**

Reference: The Thesis of Rani Aulia Rayusda

To: Director of Postgraduate Program  
State Islamic University  
Sultan Syarif Kasim Riau  
Pekanbaru

**Assalamualaikum Warahmatullahi Wabarakatuh**

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name : Rani Aulia Rayusda  
Student number : 21990120716  
Program of study : Islamic Education  
Field of study : English Education  
Thesis Title : The Influence of Students' Attitude and Self-Efficacy  
toward their Reading Comprehension at SMA Negeri 2  
Siak Hulu

It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau

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October 26<sup>th</sup>, 2021

Supervisor I,



**Abdul Hadi, MA, Ph.D.**

NIP. 197301182000031001



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The Lecturer of Postgraduate Program  
State Islamic University  
Sultan Syarif Kasim Riau

#### OFFICIAL NOTE

Reference: The Thesis of Rani Aulia Rayusda

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State Islamic University  
Sultan Syarif Kasim Riau  
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|                  |                                                                                                                      |
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| Program of study | : Islamic Education                                                                                                  |
| Field of study   | : English Education                                                                                                  |
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Wassalamualaikum Warahmatullahi Wabarakatuh.

October 26<sup>th</sup>, 2021  
Supervisor II,



Digitally signed by Iskandar Arnel  
DN: cn=Iskandar Arnel, o=UIN Sultan  
Syarif Kasim Riau, ou= fakultas  
Ishkududin, email=iskandar.arnel@uin-  
suska.ac.id, c-ID  
Date: 2021.10.26 14:10:30 +0700

**Drs. Iskandar Arnel, MA, Ph.D.**

**NIP. 197301182000031001**

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I, undersigned,  
Name : Rani Aulia Rayusda  
Student Number : 21990120716  
Place of Birth : Pekanbaru  
Date of Birth : June 12<sup>th</sup>, 1996  
Program of Study : Islamic Education  
Field of Study : English Education

state that the thesis I have written entitled "The Influence of Students' Attitude and Self-Efficacy toward their Reading Comprehension at SMA Negeri 2 Siak Hulu" to meet one of requirements for a Magister Degree at the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau, is truly my original work whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In the Name of Allah the Most Gracious and the Most Merciful**

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This thesis intended to fulfill one of the requirements for the degree of Master in English Education at the Postgraduate Program, State Islamic University Sultan Syarif Kasim Riau. This thesis entitled **“THE INFLUENCE OF STUDENTS’ ATTITUDES AND SELF-EFFICACY TOWARD THEIR READING COMPREHENSION AT SMA NEGERI**his last project would not be

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The writer hopes that this thesis would be beneficial to everyone.

Pekanbaru, January 2022

Writer,

**Rani Aulia Rayusda**  
**SRN.21990120716**

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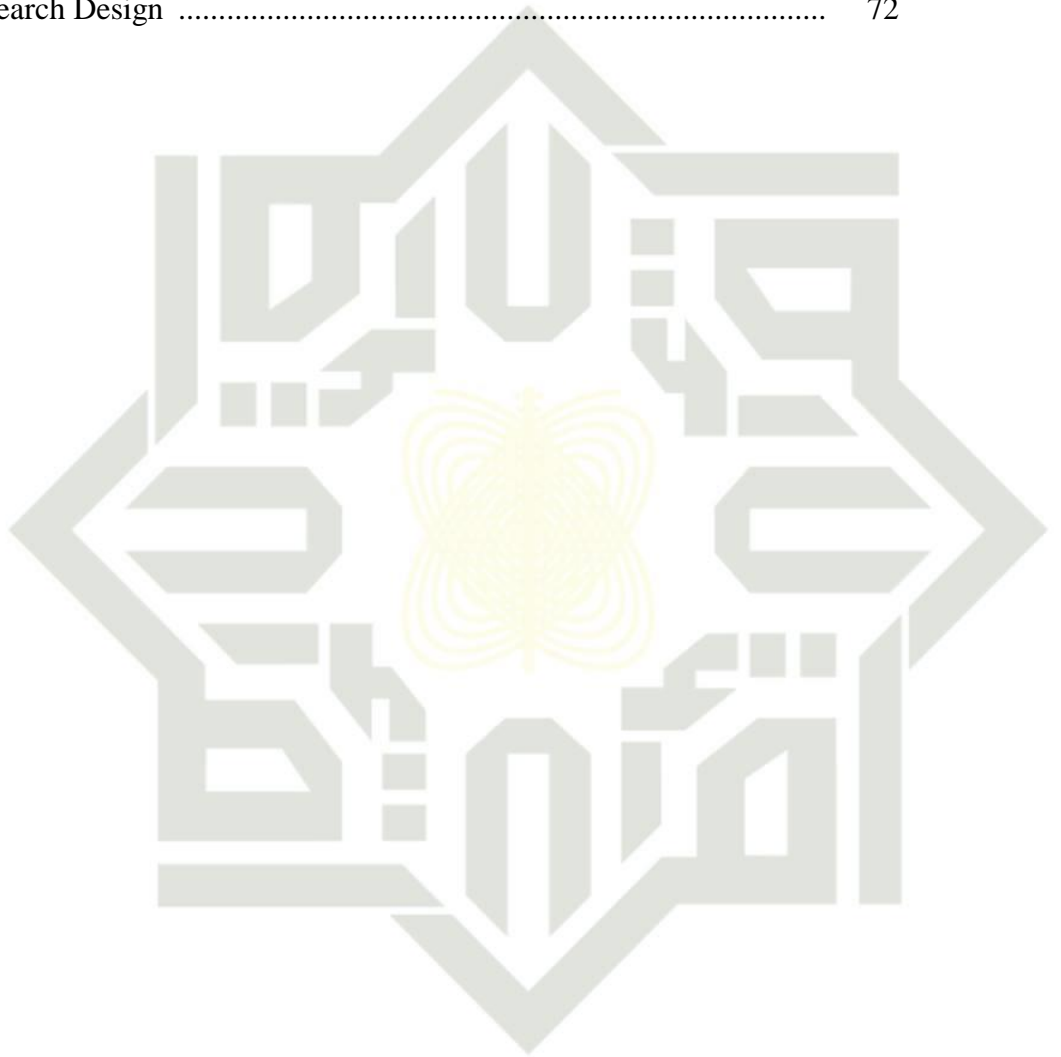
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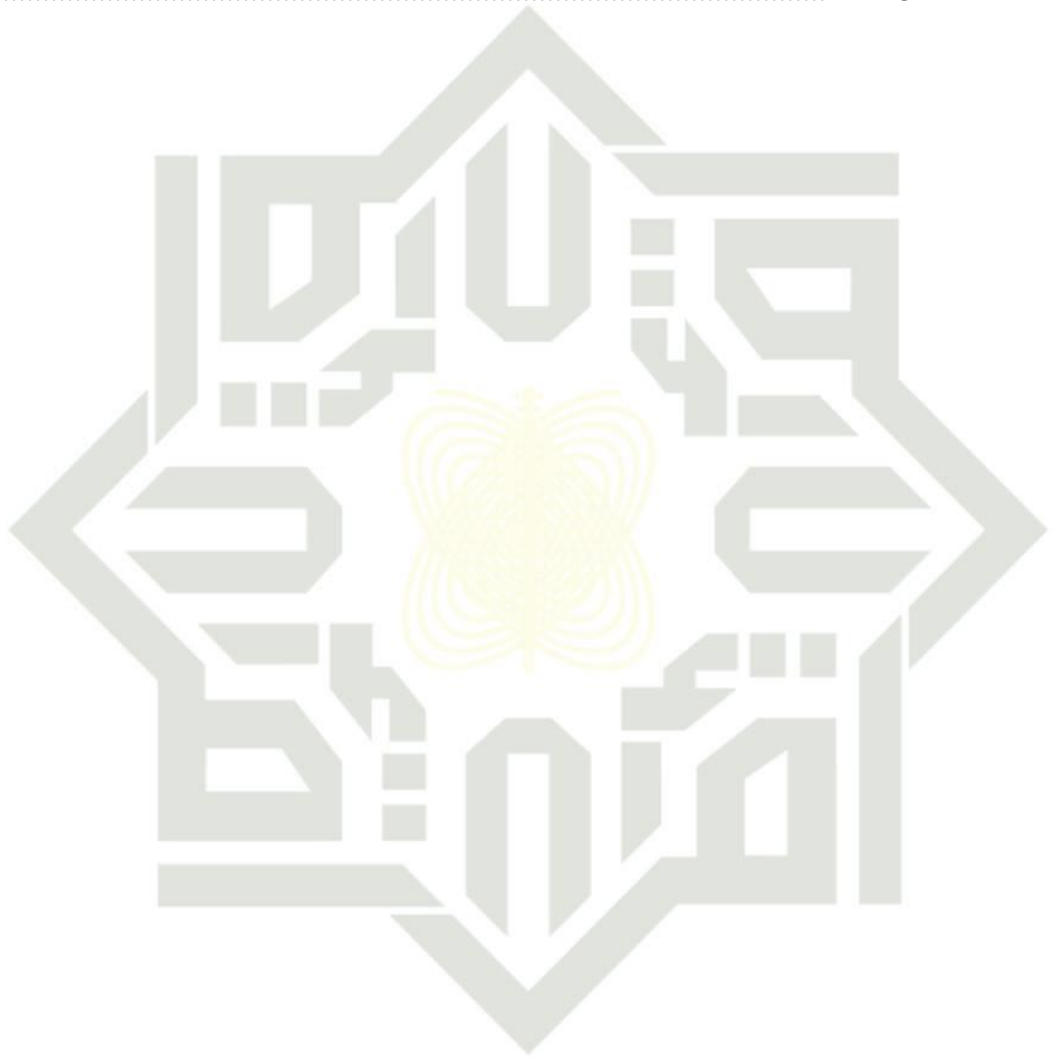
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## ABSTRACT

### **Rani Aulia Rayusda (2022): The Influence of Students' Attitude and Self-Efficacy toward their Reading Comprehension at SMA Negeri 2 Siak Hulu**

Reading is an indispensable tool in the academic world. Despite widespread efforts to prevent reading problems and an abundance of research about best practices in remediating reading skills deficits, reading continues to be exceptionally difficult for many students. Reading is not only influenced by linguistic aspects, but also non-linguistic aspects such as attitude and self-efficacy. Researchers have become interested in investigating the influence of students' attitudes and self-efficacy toward their reading comprehension at SMA Negeri 2 Siak Hulu.

This study was designed in correlational type using a quantitative method with two independent variables and one dependent variable. The subject of this study was the first-year students at SMA Negeri 2 Siak Hulu consisting of 7 classes with different numbers of students. The total population in this study was 227 students, and 57 students of this number were taken as the sample of this study. This study used a simple random sampling technique to determine the sample. In collecting the data, two kinds of adapted questionnaires and a reading comprehension test were used. The data were analyzed using SPSS 25.0 version Program.

The analysis of the data showed that there was a significant correlation between students' attitude and reading comprehension with significance (p-value)  $\alpha$ ,  $0,013 < 0,05$  and  $R_{xy}$  was  $0,283$ . In short, there was a correlation between students' attitude and their reading comprehension. Furthermore, the second finding indicated that there was a significant correlation between students' self-efficacy and reading comprehension with significance (p-value)  $\alpha$ ,  $0,0001 < 0,05$  and  $R_{xy}$  was  $0,278$ . The data means that students' self-efficacy and their reading comprehension correlated. Lastly, the result of the analysis showed there was a significant correlation between students' attitude, self-efficacy, and reading comprehension. It was found that significance (p-value)  $\alpha$ ,  $0,000$  which was smaller than  $0,05$ , and  $R_{xy}$  was  $0,715$  which was in the range  $0.60$  and  $0.799$ . In other words, there was a strong correlation between students' attitude, self-efficacy, and their reading comprehension at SMA Negeri 2 Siak Hulu.

**Keywords:** *Influence, Attitude, Self-Efficacy, Reading Comprehension*

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**ABSTRACT**

**Rani Aulia Rayusda (2022): The Influence of Students' Attitude and Self-Efficacy toward their Reading Comprehension at SMA Negeri 2 Siak Hulu**

Membaca adalah alat yang sangat diperlukan dalam dunia akademik. Meskipun upaya luas untuk mencegah masalah membaca dan banyak penelitian tentang praktik terbaik dalam memulihkan defisit keterampilan membaca, membaca selalu menjadi hal yang sangat sulit bagi banyak siswa. Membaca tak hanya dipengaruhi oleh aspek linguistik, tetapi juga aspek non-linguistik. Peneliti menjadi tertarik untuk meneliti pengaruh sikap siswa dan efikasi diri terhadap pemahaman membaca mereka di SMA Negeri 2 Siak Hulu

Penelitian ini dirancang dalam bentuk korelasi yang menggunakan metode kuantitatif dengan dua variabel bebas dan satu variabel terikat. Subjek dari penelitian ini merupakan siswa kelas 1 di SMA Negeri 2 Saik hulu yang terdiri dari 7 kelas dengan jumlah siswa yang berbeda. Jumlah populasi dalam penelitian ini adalah 227 siswa, dan 57 siswa dari jumlah tersebut diambil sebagai sampel penelitian menggunakan teknik sampling acak sederhana untuk menentukan sampelnya. Dalam mengumpulkan data, 2 jenis angket yang diadaptasi dan sebuah tes pemahaman membaca digunakan. Data dianalisis menggunakan Program SPPSS versi 25.

Analisis data menunjukkan bahwa terdapat hubungan yang signifikan antara sikap siswa dan pemahaman membaca dengan signifikansi (p-value)  $\alpha$ ,  $0,013 < 0,05$  dan  $R_{xy}$  adalah 0,283. Singkatnya, ada hubungan antara sikap siswa dan pemahaman membaca mereka. Selanjutnya, hasil kedua menunjukkan ada hubungan yang signifikan antara efikasi diri siswa dan pemahaman membaca dengan signifikansi (p-value)  $\alpha$ ,  $0,0001 < 0,05$  dan  $R_{xy}$  adalah 0,278. Data ini berarti efikasi diri siswa dan pemahaman membaca mereka memiliki hubungan. Terakhir, hasil analisis menunjukkan ada hubungan yang signifikan antara sikap siswa, efikasi diri dan pemahaman membaca. Diketahui, signifikansi (p-value)  $\alpha$ , 0,000 yang mana lebih kecil dari 0,05 dan  $R_{xy}$  adalah 0,715 yang mana berada di antara 0.60 and 0.799. Dengan kata lain, ada hubungan yang kuat antara sikap siswa, efikasi diri dan pemahaman membaca mereka di SMA Negeri 2 Siak Hulu.

**Kata Kunci:** *Pengaruh, Sikap, Efikasi Diri, Pemahaman Membaca*

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## ملخص

راني اوليا رايسدا ، ( ٢٠٢٢ ) : تأثير مواقف الطلاب وكفاءتهم الذاتية على فهمهم القراني في المدرسة الثانوية العامة ٢ سيك حولو

القراءة هي أداة لا غنى عنها في العالم الأكاديمي. على الرغم من الجهود المكثفة لمنع مشاكل القراءة والكثير من الأبحاث حول أفضل الممارسات في معالجة أوجه القصور في مهارات القراءة ، كانت القراءة دائمًا أمرًا صعبًا للغاية للعديد من الطلاب. لا تتأثر القراءة بالجوانب اللغوية فحسب ، بل تتأثر أيضًا بالجوانب غير اللغوية. أصبح الباحثون مهتمين بفحص تأثير اتجاهات الطلاب والكفاءة الذاتية على فهمهم للقراءة في المدرسة الثانوية العامة ٢ سيك حولو.

وقد صمم هذا البحث في شكل ارتباط باستخدام الأساليب الكمية مع متغيرين مستقلين ومتغير تابع واحد. كانت موضوعات هذه الدراسة طلاب الصف الأول في المدرسة الثانوية العامة ٢ سيك حولو والتي تتكون من ٧ فصول بأعداد مختلفة من الطلاب. بلغ مجموع السكان في هذه الدراسة ٢٢٧ طالبًا ، وتم أخذ ٥٧ طالبًا من هذا العدد كعينات بحث باستخدام تقنية بسيطة لأخذ العينات العشوائية لتحديد العينة. في جمع البيانات ، تم استخدام نوعين من الاستبيانات المعدلة واختبار الفهم القراني. تم تحليل البيانات باستخدام برنامج SPSS الإصدار ٢٥.

أظهر أن هناك علاقة معنوية بين مواقف الطلاب وفهم القراءة مع دلالة  $\alpha$  (p-value) و  $0.13 > 0.05$  و  $R_{xy}$  باختصار ، هناك علاقة بين مواقف الطلاب وفهمهم للقراءة. علاوة على ذلك ، تظهر النتيجة الثانية  $\alpha$  (p-value)  $0.001 > 0.05$  و  $R_{xy}$  هي ٢٧٨.٠. تعني هذه البيانات أن الكفاءة الذاتية للطلاب وفهمهم للقراءة لها علاقة. أخيرًا ، تظهر نتائج  $\alpha$  (p-value)  $0.000 > 0.05$  و  $R_{xy}$  وهي أقل من  $0.05$  و  $R_{xy}$  تساوي ٧١٥.٠ والتي تقع في النطاق ٦٠.٠ و ٧٩٩.٠. بمعنى آخر ، هناك علاقة معنوية بين مواقف الطلاب والكفاءة الذاتية وفهمهم للقراءة في المدرسة الثانوية العامة ٢ سيك حولو.




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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Among four skills in English, reading takes into consideration as the most priority skill than others. In the global era, the ability to read becomes more important. The students will only succeed to get and understand the written information if they have certain skills concerning reading.

According to Harmer (2001), reading is a receptive skill. Receptive skills are how people extract meaning from the discourse they see or hear. Moreover, Johnson (2008) defines that “reading is the practice of textual content to create meaning”. The ability to derive meaning from the text is associated with whether the reader can activate prior knowledge about the topic of the reading text. Besides, the Arabic language has a term for ‘reading’, *‘qirā’ah*, and even one for ‘readability’, *‘inqirā’iyyah*, which relates to the ease with which a text can be deciphered and read.

In the Islamic teaching concept, it is clear that reading is very important. Even Allah’s first commandment to the prophet Muhammad SAW through the Angel Gabriel is written in the Surah Al’alaq verse 1 is “read in the name of your Lord who created”. Although the prophet is an illiterate person who could not read and write but still Allah ordered him to read. In line with the implementation of Curriculum 2013, English teachers must have competencies to be able to exploit reading materials that aimed to build good characters for students according to religious values, Pancasila, and the objectives of National education.

In EFL (English Foreign Language) context in Indonesia, students are more dominant to reading English than to spoken English because the learners are only exposed to English when they study this subject, outside the English class they rarely get exposed to English. It lines with Dubbin & Bycina's statement as cited in Hadi (2006), that: "reading is often the chief of learners in countries where English as taught as a foreign language". Furthermore, reading helps facilitate the build-up of ideas in a wide range of topics, strengthen vocabulary and grammar mastery, and provide models to promote the mastery of productive language skills.

Moreover, Yogurtcu in Habibiani and Roslan (2014) points out the main goals of learning reading skills and comprehending the texts is to recognize the words, understand, enrich the vocabulary, interpret and evaluate the reading, increase a vital perspective, transfer the reading content into a part of life, develop thinking skill, gain the capability to see and solve the social problem. Concerning this, the main concept in reading skills is 'comprehension'. It is substantially valued by using students and teachers alike because it will increase the technique of language acquisition and helps students to read for a distinctive purpose.

According to Gilakjani & Ahmadi (2011), reading comprehension is one of the significant elements in language learning because it provides the foundation for a substantial amount of learning in EFL learners. Moreover, Klingner, Vaughn, and Boardman (2007) define that "reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word, and world knowledge, and fluency". From both statements, it

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It is clear that reading comprehension is an important thing that we have to review more deeply.

The main goal of reading comprehension is to gain an overall understanding of the topic or information from the text rather than to obtain meaning from isolated words or sentences. In understanding information in text, children develop representations meaning of the text during the reading process (Woolley, 2011). For this reason, reading comprehension is a benefit gained from students' reading action and it is put at the forefront of personal development.

Despite the crucial role of reading, reality shows the ability to read from Indonesian people is ranked 6<sup>th</sup> lowest in 2918. This is evidenced by the results of Indonesia's score in The Programme for International Students Assessment (PISA) for Indonesia in 2009, 2012, 2015, and 2018 which was announced by the Organization for Economic Co-operation and Development (OECD). For reading ability, Indonesia's 2009 score was 402, then it decreased to 396 in 2012, then it was 397 in 2015, and the lowest point with a score of 371 in 2018.

The portion to study reading is bigger than other skills, about 50% of learning reading from others. Based on Post UN by National Education Standards Board [BNSP] (2019), English has consisted of 50 items, 15 items for listening, and 35 for reading comprehension. In 2021, the National Examination will replace with a minimum competency assessment. According to the minister of education, Nadiem Makarim (the Jakarta post, 2019), the minimum competency assessment referred to a test that would mainly evaluate students' literacy. Literacy is not only

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about reading capability, but the ability to analyze reading materials and understand the concepts behind the words.

Referring to Curriculum 2013, the purpose of reading comprehension for the tenth-grade students of Senior High School is that students should be able to produce the recount text in written form. Practically, in this school, the passing grade (KKM) of reading for the first-year students at SMA Negeri 2 Siak Hulu is 70 in which students are able to comprehend the recount text sufficiently.

In addition, based on the interview with an English teacher on March 3<sup>rd</sup>, 2020 at SMA Negeri 2 Siak Hulu, it was found various problems faced by students after asking the teacher about her students' reading comprehension and the factors that students might face on teaching and learning process. The teacher also stated that there were some strategies that had been already used to create the students to have positive attitude and high self-efficacy toward reading comprehension by the teacher, such as: using cooperative learning strategies, group discussion, linking lessons to real-world learning, using authentic materials, and so on. But, in fact most of the students still difficulties in comprehending the reading text.

One of the factors that influence their reading comprehension is affective factors. Krashen (1985) describes "the success of second language acquisition can be achieved by considering the affective factors in it". The reading activity requires both cognitive and affective processes. In their reading activity, students are not interested when they find the text does not make sense in their reading activity (Wilso et al., in Lange, 2011). Furthermore, Arnold in Ni (2012)

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elaborated on the importance of affective factors rational, they are language learning becomes effective and each student could have positive growth inside. So, the students will expand the difficulties in learning the second language if they have a high affective filter.

One of the affective factors that influence reading comprehension is the students' attitude. An Attitude is define by Morgan (1961) in Tunde-Awe (2015) as a tendency to respond positively (favorably) or negatively (unfavorably) to certain objects, persons, or situations. Attitude gives a great influence on reading, language learning, and general academic work. The academics argue if learners have a positive attitude about teachers and work, they will work effectively and succeed in learning.

The attitude is related to reading is defined by Alexander and Filler in Akbari et al., (2017) as "a feeling system in reading which causes the learner to approach or avoid a reading scenario". Similarly, McKenna, Kear, and Ellsworth (1995) claim reading attitude is characteristic learning that constructs students' willingness toward reading activities or otherwise. They also add reading attitude involves three factors; they are beliefs on the outcomes of reading, normative belief, and specific experiences on reading. Understanding the role of readers' attitudes could affect the students' level of ability through engagement and practice. Morgan and Fuchs (2007) mention that good readers tend to have a good reading comprehension level and have positive attitudes towards reading. Therefore, success or failure in reading is affected by reading attitudes.

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Another factor that influences reading comprehension is self-efficacy. When the students get difficulties and fail to do their tasks, it makes them hopeless and less challenging. So, it is the reason why the students must have beliefs that they can successfully perform a task. Such beliefs can make them recover more quickly and maintain the commitment to goals. That belief is called self-efficacy. As we know, self-efficacy is a belief in one's capacity in performing tasks, especially in reading.

Pajares and Schunk (2002) argue that self-efficacy refers to perceived capabilities for learning or performing at the designated level. Furthermore, Moskal and Blachowicz (2006) point out that "a reader's sense of oneself and his reading ability contributes to motivating to read". A motivated reader will develop a sense of self-efficacy and high expectations for success. Therefore, it can be inferred that self-efficacy is someone's belief in doing a particular task.

Self-efficacy affects someone's decisions, behaviors, and attempts when facing challenges in language learning. In addition, Bandura (1993) mentioned the higher someone's self-efficacy is, the more they believe capable of accomplishing a task, the lower someone's self-efficacy and the less capable they think they will be. Then, he adds a person with the same knowledge and skills may perform poorly, adequately, or extraordinarily depending on fluctuations in self-efficacy thinking.

Based on the description above, theoretically and practically, it shows that students' attitudes and self-efficacy have the potential to influence the level of students' reading comprehension. However, this is not yet known for teaching



English in SMA Negeri 2 Siak Hulu and it needs to be explored further. This thesis investigates a study about the influence of students' attitude and self-efficacy toward their reading comprehension at SMA Negeri 2 Siak Hulu.

### Statement of the Problem

Considering the background and explanation above, it could be seen that psychology factors become a prediction of students' reading comprehension. The students had some difficulties in reading comprehension, such as they were not confident in being able to deal with various difficulties in English reading, they had a problem in identifying the topic of the texts and also the main idea of the paragraph. So, this study would be focused on students' attitudes and self-efficacy as determinants as psychological factors of students' reading comprehension. Because of those problems that the students had in reading comprehension, it would be an interesting research to see the influence among students' attitude and self-efficacy in their reading comprehension.

Yet, it remains a question as to what factors influenced their reading comprehension, attitude and self-efficacy look like in a language classroom, attitude and self-efficacy develop in students. In addition, this suggests that more studies need to be conducted on students' difficulties in reading comprehension and see how both psychological factors affect to realities of teaching in the classroom.

Furthermore, based on search results in several journals, there were still few studies that combined these two psychological factor variables to see the

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influences toward reading comprehension. So, this research was expected to fill that gap. Trehearne and Doctorow (2005) in their study proved motivation and affect achievement in reading are influenced by attitudes. The students who see themselves as readers are usually motivated to read for a positive purpose such as for enjoyment, to obtain new information, or to gain an understanding of issues. Besides, students who got good attitude tests tended to get good scores in reading comprehension. Meanwhile, Barkley's research (2005) concluded that efficacy beliefs statistically significantly correlated with reading comprehension scores.

### 1.3 Limitation of the Problem

Regarding the time, facilities, and funding needed, the writer needed the limitation of this study to be the guide to conducting the research. This study only examined reading comprehension in the aspect of identifying meaning. Therefore, a reading test was provided in multiple choices form. In addition, scope reading comprehension included a lot of texts; they are Description (descriptive text), Procedure (procedural text), Narration (narration text), Recount text, Report text, News item text, Spoof text, and Explanation text. Besides, this research focused on reading comprehension especially in recount text which text has not been used for this research before especially at SMA Negeri 2 Siak Hulu.

Furthermore, attitude in this study referred to the behavior of the students at SMA Negeri 2 Siak Hulu toward reading comprehension based on 3 components of attitude; cognitive, affective, and behavioral. However, this research examined self-efficacy related to the students' belief in their capabilities

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about reading comprehension at SMA Negeri 2 Siak Hulu based on Bandura's theory about self-efficacy.

#### Research Question

The problem of this research is formulated in the following questions:

1. Is there any significant correlation between students' attitudes and their reading comprehension at SMA Negeri 2 Siak Hulu?
2. Is there any significant correlation between students' self-efficacy toward their reading comprehension at SMA Negeri 2 Siak Hulu?
3. Is there any significant influence of students' attitudes and self-efficacy toward their reading comprehension at SMA Negeri 2 Siak Hulu?

#### 1.5 Purpose and Objectives of the Study

The purpose of the study is to find out the influence of students' attitude and self-efficacy toward their reading comprehension. Thus, the objectives of the study are:

1. To find out a significant correlation between students' attitudes and their reading comprehension at SMA Negeri 2 Siak Hulu.
2. To find out a significant correlation between students' self-efficacy and their reading comprehension at SMA Negeri 2 Siak Hulu.
3. To find out the influence of students' attitude and self-efficacy toward their reading comprehension at SMA Negeri 2 Siak Hulu.

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## 1.6 Significance of the Study

This study was one of attempted to research the influence of students' attitudes and self-efficacy toward their reading comprehension at SMA Negeri 2 Sak Hulu. Therefore, this study provided a beneficial launching pad for further research in this location of interest theoretically and practically.

Theoretically, this research was expected to add empirical evidence to support the learning theory of reading comprehension was influenced by the students' attitude and self-efficacy. This research might be useful for students to know and understand which attitude is good and not when they want to comprehend English text. Furthermore, it was also given information on how students enhance their beliefs about their capabilities to understand the text.

Practically, it is expected to be valuable information and give a meaningful contribution to teachers, learners, and schools. For teachers, this research is expected to help the teachers concerning non-linguistic aspects of both attitude and self-efficacy and help teachers guide their students in enhancing students' comprehension in reading text. In addition, the researcher also expected this research's result can give positive contributions for all teachers in teaching English reading.

Besides, for the students, the researcher expected that all students can read English text and get information. Furthermore, the researcher fully hopes this research result will be a reference to all the English students to know what is better should they do to get comprehension. Last, this research would be brought

positive impacts practically for the school to solve some problems in teaching reading and to achieve the institutional mission as quickly as possible.

### **Rational of the Study**

This study was conducted to assess the effects of students' attitudes and self-efficacy toward reading comprehension. The improvement of students' attitudes and self-efficacy toward reading ability is one of the keys to improving the students' comprehension in reading a text. Unfortunately, negative attitudes and low self-efficacy toward English reading comprehension abound. A positive attitude leads to effective learning (Rachmajanti and Musthofiyah, 2017). According to McKenna et al (1995), reading attitude determines the willingness on reading. Students with a positive reading attitude acquire better reading ability, whereas the students with negative reading attitudes tend to leave reading activity before finishing it. Furthermore, students with high self-efficacy are more eager about reading activities because they believe in their competence (Wigfield and Guthrie, 1997).

Then, the teachers' role as a facilitator in the class should find a way to help the students improve their reading comprehension. In addition, students' reading comprehension is one of the basic factors for being successful in learning English, especially second language learning. It means that when students get high reading comprehension, they will be easier to achieve and gain their goals in learning language, in other words, when the students do not get success in

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achieving their goal, it means that the students have low ability in reading comprehension activities.

The phenomena about achievement above mean that the teacher should give the students a chance to have a positive attitude toward reading activities and improve their self-efficacy in accomplishing the reading text. By knowing some students' factors that influence their reading comprehension, it would be very important not only to the students as the object of education but also for teachers and all stakeholders of the school to improve the students' reading comprehension, especially in English reading text.

### 1.8 Definitions of Key Terms

To avoid misunderstanding in the interpretation of the words used in this study, the researcher gives definitions of the words of terms of this study as follows:

#### 1. Attitude

Attitude is a feeling system related to reading which causes the learner to approach or avoid a reading situation. **(Alexander and Filler, 1976)**. In this study, attitude referred to the behavior of the students at SMA Negeri 2 Siak Hulu toward reading comprehension.

#### 2. Self-efficacy

Self-efficacy is the belief in one's capabilities to organize and execute courses of action required to produce given attainments. **(Bandura,**

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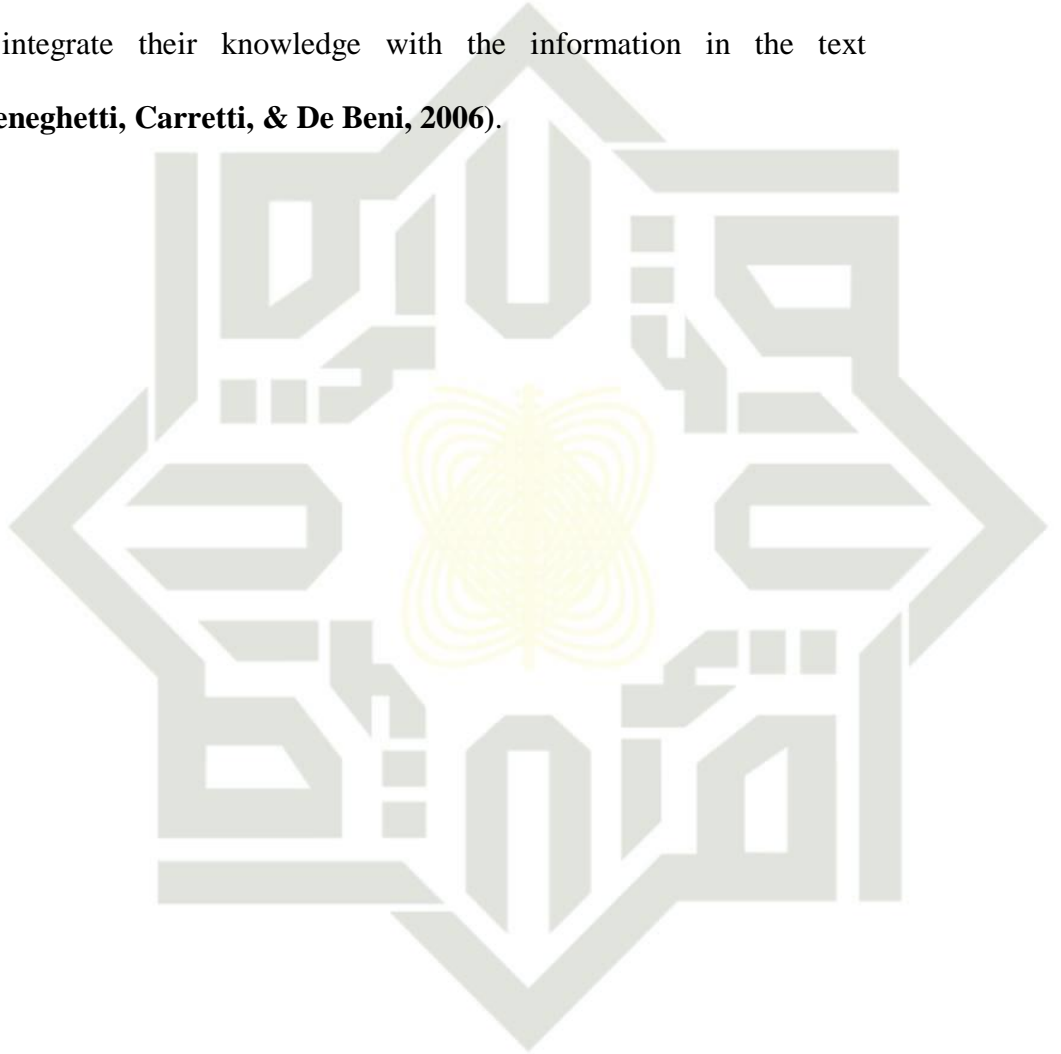
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**1997**). In this research, self-efficacy is the students' belief in their capabilities in reading comprehension at SMA Negeri 2 Siak Hulu

### 3. Reading Comprehension

Reading comprehension is a complicated process that requires readers to integrate their knowledge with the information in the text (**Meneghetti, Carretti, & De Beni, 2006**).



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides theories related to reading comprehension that supported the topic of this study. It reviews six areas related to the focus of this study, mainly; Attitude, Self-Efficacy, Reading Comprehension, Relevant Studies, Operational Concepts and Indicators, and Hypotheses. Each of these areas would be discussed in further detail bellows.

#### 2.1 Attitude

The word “attitude” is from a Latin origin word “animus” which means “ready to act”. Attitude can be explained as the preference of someone to do or not to do something. Viewed primarily from a social psychological perspective, attitude could either be a positive or negative evaluation, feeling, or action of individuals towards people, objects, or things or problems in the environment (Mukherjee, 1979).

Based on Krech and Crutchfield in Ahmadi (1991), “attitude is an arrangement from motivation, emotion, perception, or observation in aspect from individual life”. Moreover, attitude is a relatively stable evaluation of persons, objects, situations, or issues, along a continuum ranging from positive to negative (Wood, Wood, & Boyd, 2007). Lee and Schallert (2014) add that attitude is a psychological tendency that is expressed by evaluating a selected entity with some extent of favor or disfavor.

Allport (1968) defines attitude as emotional and mental readiness or a preliminary tendency based on experience, knowledge, emotion, or motivation on

any subject, social topic, or event. An attitude is attributed to an individual and it is a tendency that arranges in an orderly manner that individual's thoughts, feelings, and behaviors concerning a psychological object (Smith, 1968). From those definitions, it means an individual's behavior or intention is formed by attitude.

Attitude utilizes a significant influence on reading, language learning, and general academic work (Blair, Jones, and Simpson in Tunde-Awe, 2014). The experts maintain that if learners have a positive attitude about teachers and like schoolwork, they will most likely experience some success and through reinforcement, will work more effectively and achieve more nearly to their capacity. Conversely, a negative attitude usually signifies that their interests and energies are aimed elsewhere.

Furthermore, attitude is evaluative reactions to persons, objects, and events. It consists of peoples' beliefs and positive and negative feelings about the attitude object. Schwarz (2014) add that attitude will guide the experiences and select the effects of experiences on our behaviors. Attitude can be defined as lasting, general evaluations of people, objects, or issues. Attitude is lasting because it persists over time. A momentary feeling does not count as an attitude. Some studies indicate that attitudes facilitate the emergence of behavior related to any situation. Attitudes also help the recurrence of personal experiences (Schooten and Gloopper in Kirmizi, 2011). Schooten and Gloopper (2002) also add that Educators have been interested in attitudes because of their possible impact on

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learning, and while attitudes have not been convincingly linked to achievement, they have been long considered an important outcome of education.

### 2.1.1 Characteristic of Attitude

Generally, an attitude has several important characteristics. Based on Perloff (2003), the characteristics of attitude are:

#### 1. Attitudes are learned

Basically, people are not born with attitudes. They obtain attitudes throughout socialization in childhood and adolescence.

#### 2. Attitudes are global, typically emotional, evaluations

Having an attitude means that you have classified something and made a decision of its net value or worth. Attitudes consistently comprise effect and emotions. "Attitudes express passions and hate, attractions and repulsions, likes and dislikes", affect usually plays a significant area in how attitudes are established or experienced because some attitudes may grow more intellectually, through absorbing information, while others are obtained through reward and punishment of prior behavior. Attitudes can be assumed as large summary evaluations of issues and people.

#### 3. Attitudes influence thought and action

Attitudes form personal perceptions and affect judgment. Attitudes also influence behavior. They lead our actions and direct us in the direction of doing what we believe.

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From the discussion above, it can be inferred that there are three characteristics of attitudes. The characteristics are attitudes are learned, attitudes are global, typically emotional, and attitudes influence thought and action.

## 2.1.2 Component of Attitude

Travers, Gagne, and Cronbach in Ahmadi (1991) argue attitude has three components that interact with the object. The explanation is as follow:

### 1. Cognitive component

This attitude aspect involves the language learners' beliefs about the knowledge that they receive and their understanding of the language learning process. The cognitive attitude can be categorized into four steps connecting the prior knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in several situations.

### 2. Affective component

The affective component refers to the emotional dimension of attitudes. Feng R. and Chen H. in Gajalakshmi (2013) state the learning process is an emotional process. Different emotional factors affect this process. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yielded. In other words, learners' perspectives and attitudes are influenced by their inner feelings.

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## 3. Behavioral component

Behavioral component formulated of predispositions concerning actions toward the object. Component behavior is influenced by the cognitive component. This component relates to the tendency to act so that in some literature and called the action tendency component. Action tendency components can be classified into two types. They are:

- a. Positive attitude; the attitude of the show, accept acknowledge, approve, and implement associated with the object.
- b. Negative attitude; Attitudes that show or showed rejection or disagreement on matters relating to the object.

Besides, Wood et al., (2007) argue that three components of attitude are:

1. Cognitive component consisted of thoughts and beliefs about the attitudinal object.
2. Emotional component; made up of feelings toward the attitudinal object
3. Behavioral component, composed of predispositions concerning actions toward the object

Wood et al., (2007) also mention some attitudes are obtained through firsthand experiences with people, objects, situations, and issues. Others are obtained when children hear parents, family, friends, and teachers express positive or negative attitudes toward certain issues or people.



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### 2.1.3 Function of Attitude

A recent study by Katz (1960) concluded that the attitude presented four significant functions from the viewpoint of organizational behavior. They are the adjustment function, ego-defensive function, value-expressive function, the knowledge function. The explanation is as follow:

#### 1. The adjustment function

Attitudes often help people to adapt to their work environment. Well-treated employees tend to promote a positive attitude towards their job, management, and the organization in general, whereas berated and ill-treated organizational members develop a negative attitude. In other words, attitudes help employees adjust to their environment and form a basis for future behavior.

#### 2. The ego-defensive function

Attitudes help people to maintain their dignity and self-image. When a young faculty member who is full of fresh ideas and enthusiasm, joins the organization, the older members might feel somewhat threatened by him. But they tend to disapprove of his creative ideas as “crazy” and “impractical” and dismiss him altogether.

#### 3. The value-expressive function

Attitudes serve individuals with a basis for expressing their values. For example, a manager who values hard and sincere work will be more vocal against an employee who is having a very casual approach to work.

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## 4. The knowledge function

Attitudes provide standards and frames of reference that allow people to understand and perceive the world around them. If an individual has a strong negative attitude towards the management, whatever the management does, even employee welfare programmers can be perceived as something “bad” and as actually against them.

**2.1.4 Factors Influencing Attitude**

Attitude is necessary for learning English to assess the English learning objective. Attitude is considered an important factor that influences learning. Azwar (2009) expresses some factors that influence attitude. The factors are explained as follow:

## 1. Personal experience

It can be the basis for the formation of attitudes personal experiences should leave a powerful impression. Therefore, the attitude will be more easily shaped when personal experience occurs in situations involving emotional factors.

## 2. Influence others that are considered important

In general, people tend to have a conformist attitude or direction of the attitude of people who are considered important. This tends among motivated by the desire for affiliation and the desire to avoid conflict with the people who are considered important.

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3. Influence of culture

Unwittingly steering line culture has instilled our attitude towards various issues. Culture has colored the attitude of members of the community because the pattern is a culture that gives individuals experience public scare.

4. The mass media

In the newspaper and the healthcare radio or other communications media, with supposedly factual news delivered objective likely to be influenced by the attitude of the author, consequently affect the attitudes of the consumer.

5. Institute of Education and Religious Institutions

Moral concepts and teaching of the educational institution and religious institution determine the belief system it is not surprising that in turn affects the attitude concept.

6. Emotional Factors

Sometimes, a form of attitude is a statement that is based on emotion which serves as a sort of channeling frustration or alienation of the ego defense mechanism.

**Self-Efficacy**

Bandura (1997) has determined that “self-efficacy is the belief in one’s capabilities to organize and execute courses of action required to produce given attainments”. In another way, Schunk (2001) defines self-efficacy refers to



capabilities for learning or demonstrating behaviors at designated levels. Based on the definition above, the writer concluded that self-efficacy is the individual's belief in their ability to organize performance and action to achieve a goal where an individual is certain to encounter all of the things and can predict their ability.

Self-efficacy not only affects peoples' behavior but also in the area of academic achievement. According to Pajares and Johnson (1993) argue academic self-efficacy beliefs are connected to and predictive of academic performance. Furthermore, Barkley in Conway (2017) adds that students who have high levels of self-efficacy are more ready to participate; they work harder and longer and have little negative emotional reactions when they struggle in comparison to students with low levels of self-efficacy. Therefore, they organize themselves to challenging goals and retain a strong commitment to them. In this instance, a sense of self-efficacy for learning motivates people to improve their competencies. Hence, it is beneficial for individuals.

In general, self-efficacy can be classified into two categories; high self-efficacy and low self-efficacy. In performing a particular task, students with high self-efficacy prefer to be more involved in the situation, while those who have low self-efficacy tend to avoid and stay away from the task. A study was conducted by Egeen and Kauchak (1997) showed how self-efficacy influences several aspects of individuals' behavior and cognition can be seen in the table. Information in the table shows that an individual high in self-efficacy approaches activities willingly spends greater effort and persists even in the face the difficulties.

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**Table 2.1**  
**The Influence of Self-Efficacy on Behavior and Cognition**

|                  | High Self-Efficacy Individuals                                                   | Low Self-Efficacy Individuals                                                              |
|------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Task orientation | Accept challenging tasks                                                         | Avoid challenging tasks                                                                    |
| Effort           | Expend high effort when faced with challenging tasks                             | Expend low effort when faced with challenging tasks                                        |
| Persistence      | Persist when goals are not initially reached                                     | Give up when goals are not initially reached                                               |
| Beliefs          | Believe they will successfully control stress and anxiety when goals are not met | Focus on feelings of incompetence experience anxiety and depression when goals are not met |
| Strategy use     | Discard unproductive strategies                                                  | Persist unproductive strategies                                                            |
| Performance      | Perform higher than low efficacy individuals of equal ability                    | Perform lower than high efficacy individuals of equal ability                              |

### 2.2.1 Sources of Self-Efficacy

Bandura (1997) in his book states that “self-efficacy can be cultivated by four major influences”. They are mastery experiences, vicarious experiences, social persuasion, and physiological and emotional state. Further explanation is as follow:

#### 1. Mastery Experiences

Mastery experience is the most useful way of establishing a sense of efficacy. Developing a sense of efficacy through mastery experiences

comprises achieving the cognitive, behavioral, and self-regulatory tools for building and executing suitable courses of action to arrange ever-changing life circumstances. People's experience in overcoming difficulties in the process of learning produces a flexible sense of efficacy. It is because some obstacles and setbacks serve a beneficial aim in teaching that success usually requires sustained effort.

On developing a mastery experience, family and school have a great effect. Hoover et al., (1992) describe the parents have a role in creating the similarities home environment to school prime their children to control the challenges served upon in their entry into formal education. The teachers can instill students' self-efficacy by providing kinds of scaffold experiences, designing instruction so the students sense in the enhancing mastery of tasks (Pintrich and Zusho, 2000). In addition, Pajares (2003) noted the strength and effect of the varieties sources as individuals' background factors, such as gender, ethnicity, academic ability, and academic domain also measured as the sources of self-efficacy despite the prior mastery experiences are generally the most necessary source of self-efficacy.

## 2. Vicarious Experiences

The second way to affect self-efficacy is through the vicarious experiences served by social models. In this way, a person does the observation from the successes and failures of other people (models) who are similar to one's self. The competent models transmit knowledge and

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teach observers effective skills and techniques for organizing environmental demands through their behavior and ways of thinking (Bandura, 1997). In the learning process, modeling task attainment can develop a vicarious experience. Students' self-efficacy people in a group can increase through watching someone as a model achieve a given task successfully. Whereas, someone's self-efficacy can decrease through watching a model fails to accomplish the task.

An interesting view expressed by Schunk (2003), the effective way of cultivating new skills and behaviors can be through modeling. An individual's level of attention to a model depends on several factors, such as the perceived similarity between the observer and the model and the practical value of the behavior. The observed response of others to the behavior has a significant impact on the likelihood of the behavior being exhibited by the observer.

Concerning models in a classroom setting, students with peer models can experience higher self-efficacy in accomplishing the tasks rather than the teacher models (Schunk, 1987). Students feel can do the same task by observing their peers with similar ability levels perform a task successfully than observing a teacher whose skills are beyond theirs. Besides the skills of the model, similar attributes such as age, gender, and ethnicity of the models can influence the impact of the model, such that more relevant models can have a greater impact on efficacy. In addition, Schunk and Hanson (1985) suggested that having models, even teacher

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models improves students' self-efficacy beliefs than nothing having one at all.

### 3. Social Persuasion

Social persuasion from parents, teachers, or peers is the third way of strengthening people's beliefs that they have what it takes to succeed. Litt (1988) states the people who are persuaded verbally that they possess the capabilities to master given activities are possible to mobilize bigger effort and sustain it than if they harbor self-doubts and hesitate on personal deficiencies when problems arise. To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, self-affirming beliefs promote the development of skills and a sense of personal efficacy. People who have been persuaded that they lack capabilities tend to avoid challenging activities that can cultivate their potentialities, and they give up quickly in the face of difficulties. Successful efficacy builders encourage individuals to measure their success in terms of self-improvement rather than by triumphs over others.

Social persuasion influences self-efficacy beliefs if within reasonable bounds. If the result fails, overstating another's talent persuasively can have negative consequences. Bandura noted that if a person has little experience with the topic or activity, it is easier to undermine their efficacy rather than enhance it among them. In early, parents and teachers often give positive comments and feedback toward their children's participation and effort only on the quality of their work.

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However, this trend changes when the parent's and the teachers' feedback focused on capabilities and is more critical. Nicholls (1978) and Stipek & MacIver (1989) also add that developmental changes in children's understanding of ability also come into play as capacity limits become more apparent.

#### 4. Physiological and Emotional state

The last source of self-efficacy is a physiological and emotional state. In this case, it can be anxiety, stress, or mood. In Usher and Pajares (2008), people tend to interpret their physiological and emotional state as the component of their capabilities. They interpret their stress reactions and tension as signs of vulnerability to poor performance. People judge their fatigue, aches, and pains as signs of physical debility in activities involving strength (Ewart in Bandura, 1997). Furthermore, the mood also gives an impact on people's judgments of their efficacy which positive mood increases someone's self-efficacy.

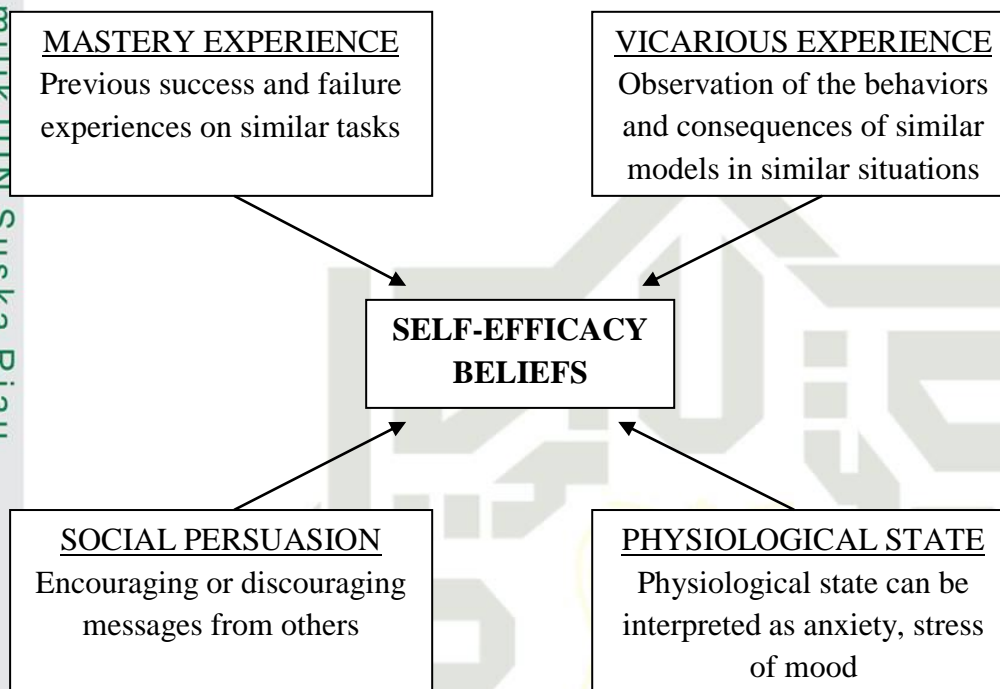
In finishing the task, people usually use their internal feelings of anxiety, stress, or fear as an indication of their confidence. In planning the approach to the tasks, people also used physiological feedback. The performance will be hindered if people have a high level of anxiety and stress. Therefore, they tend to assume this situation as a sign that they are incompetent in performing the task.

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**Figure 2.1**  
**Sources of Self-Efficacy**



### 2.2.2 Dimension of Self-Efficacy

Bandura (1997) expresses the belief of an individual's capability is varied each dimension. The dimensions are level, generality, and strength. Further explanation is as follow:

#### 1. Levels

Levels refer to the varying degrees of difficulty in achieving a task. In completing the task, individual self-efficacy is different in the difficulty levels of tasks. In doing the easy and simple tasks, a student has high self-efficacy rather than do the complicated task one. The individual

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who has high self-efficacy tends to decide the difficult task which fits his or her ability.

#### 2. Generality

This dimension refers to individual fluency in certain studies or jobs. In the other words, generality is the level of people's efficacy when evaluating different tasks. The individual can explain that she or he has self-efficacy whether in the wide or limited activities only in certain domain function. Furthermore, the students can handle some factors simultaneously in completing a task if they have high self-efficacy. Besides, the students who have low self-efficacy are only able to handle fewer factors in working on a task.

#### 3. Strength

The strength of perceived efficacy is measured by degrees of certainty that one can perform given tasks. Self-efficacy shows that the individual action will bring the potential result which is expected by that individual. Self-efficacy becomes the background of their theory effort to struggle, even when the obstructions are found.

### 2.2.3 Self-Efficacy Process

Bandura (1997) states the psychological process of self-efficacy influencing human function. They are cognitive process, motivational process, affective process, and selection process. Further explanation is as follow:

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### 1. Cognitive process

Individuals set goals and objectives of behavior in performing academic tasks. Therefore, individuals can construct appropriate actions to achieve those goals. Personal goal setting is influenced by the individual's assessment of his cognitive abilities.

The cognitive function allows an individual to predict the occurrences of daily events that will result in the future. The more attractive the individual's capability in analyzing and expressing their ideas, it will help the individual act appropriately to achieve the goal. It is the assumption that arises in a cognitive aspect. Individuals will predict the events and try to expand ways to control events that affect their performance. The effective cognitive process of various kinds of information is required in this expertise.

### 2. Motivational process

Self-beliefs of efficacy play a key role in the self-regulation of motivation. Through optimistic thinking from an individual's self to achieve the goal, individual motivation can be arising. Individuals try to motivate themselves by ascertaining confidence in the actions to be taken, planning the actions to be realized. There are several kinds of cognitive motivation constructed from several theories of causal attribution derived from the theory of attribution and the expectation of the results formed from the theory of value-hope.



Self-efficacy affects attribution of causes, where individuals with high academic self-efficacy assess failure in academic tasks due to lack of effort, whereas individuals with low self-efficacy assess failure due to lack of ability. The expectation-value theory considers that motivation is governed by the outcome expectation and the outcome value. Outcome expectation is an estimate that certain behaviors or actions will cause specific consequences for the individual. It contains beliefs about the extent to which certain behaviors will cause certain consequences. Outcome value is the value that has the meaning of the consequences that occur when a behavior is done. Individuals should have a high outcome value to support outcome expectations.

### 3. Affective process

Affection plays a role in establishing the emotional experience intensity and occurs naturally within the individual. Affection is directed by controlling anxiety and depressive feelings that hinder the right mindset to achieve goals. The process of affection is linked to the capability to cope with emotions that arise in themselves. In facing difficulties or obstacles in tasks, individuals trust their ability to affect the stress level and depression experienced. Furthermore, the individuals who trust that they can control a threat will not arouse an intrusive mindset. Besides, individuals who do not believe in their capabilities will experience the anxiety of not being able to manage the threat.

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#### 4. Selection process

The selection process gets involved with the individual's capability to decide appropriate behaviors and environments, to achieve the expected objectives. In facing difficult problems or situations, the individual's incompetence to perform behavioral selection caused the individual unconfident, confused, and they tend to give up. Through activity and environment type selections, self-efficacy can be designed in individuals' lives. In addition, individuals will be able to enforce challenging activities and select the situations that they are believed to be able to handle. Individuals will maintain competence, interest, social relationships over the prescribed choice.

### 2.3 Reading Comprehension

Many experts have provided different definitions for reading. Tarigan (1979) defines "reading as a process that is carried and used by readers to get the message, which was about to be submitted by the author through the medium of words or written language". The discussion of reading skills means the quality of understanding the content of the text. Nunan (2003) adds information that reading is a fluent process of readers combining information from a text and their background knowledge to build the meaning. Moreover, the major goal of reading for senior high school is comprehension. The students are expected not only to read but also to comprehend what they read. In other words, to understand the

text, the readers combine the information from the writer and what they know before.

Furthermore, Mc. Whorter (2005) describes reading is approached as the thinking process of infraction with textual material and sorting, evaluating, and reacting to its organization and context. So, reading is a process of communication between a writer and reader to a reader understand what the writer means in their writing. For example, a writer has a message or ideas in her mind and the writer wants to share the message in word or printed verbal symbols. When the messages enter the reader's mind, it means that communication goes on.

Palmer, et al., (2008) explains the process of reading comprehension is viewed as the reader's ability to restate the text. So the reader tries to comprehend the text being read, he attempts to use his/her knowledge to conclude his reading. Besides, Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In addition, Nunan (2005) points out "reading comprehension refers to reading for meaning, understanding, and entertaining". It involves high-order thinking skills and is much more complex than merely decoding specific words. In conclusion, when a person reads with higher-order thinking skills he will get the purpose of his reading.

To comprehend the text they read they must have some important aspects, such as filtering, interpreting, organizing, and reflecting that incoming information. Interpreting the text there are some points readers should have, generally skills of word combination, prior knowledge of new information, the

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strategies used such as how to locate main ideas, make the connection, question, infer and predict.

Based on Mc. Ardle et al., in Reynold & Turek (2012), comprehension processes draw on many cognitive and linguistic abilities; most notably, vocabulary, recalling background knowledge, sentence processing, verbal reasoning, knowledge of print conventions, and working memories. It means the writer assumed that the process of comprehending texts involved two main points, specific cognitive skill and linguistic abilities such as vocabulary, how to recall prior knowledge, sentence processing, and more.

The incapability of reading comprehension might cause the students to disengage from the task of interpreting the texts. Effective readers can put information together, make the connection, remember and retell the fact, evaluate what they read, and substantiate their opinion, conclusion, and prediction. A recent study by Ricketts, et al. in Westwood (2008) found weak readers are unable to connect ideas as they read, and they remember very little of the details after they have read a passage. Weak readers also do not think deeply about what they are reading, do not interact cognitively with the information, and do not monitor their level of understanding.

Based on the definition of reading comprehension, in short, it can say that comprehension is thinking deeply about passages that relate to the experience and background knowledge of the reader. Reading without understanding cannot be called reading comprehension.

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### 2.3.1 Reading Comprehension at Senior High School

Reading English is an important skill that students need to learn. In reality, students reading a text at school often have difficulties understanding and comprehending its meaning. So, teachers of reading must have good techniques to teach reading to students to help them get good results. In teaching reading, the teachers not only have to get the students to read the text but also, have to think about how the students can comprehend all the aspects of English in it. According to Chaudron (2004), studying English is not easy for Indonesian students because the English language and the Indonesian language are very different in terms of spelling, sounds, pronunciation, vocabulary, and culture.

The demand of the 2013 curriculum insists on the creativity and the ability of the teachers to implement the theory of curriculum into the classroom particularly in the teaching and learning process. The reading comprehension activity in Curriculum 2013 is expected to make reading the students' habit and make the students able to understand the text meaning and represent what they have read in their language. In the other words, the teaching of reading comprehension must enable the students to be independent readers as the purpose of teaching reading itself.

Furthermore, the Ministry of Education and Culture (2013) emphasizes that Curriculum 2013 requires the students to have the competency to comprehend various texts in the form of a short text. These short texts are descriptive, recount, and narrative texts. Therefore, through the curriculum, the tenth-grade students of senior high school should be able to produce the language in oral and written

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form. Besides, this research focused on the use of recount text in reading comprehension at SMA Negeri 2 Siak Hulu.

The passing grade (KKM) of the score for English subject is 70 points on the first-year students at SMA Negeri 2 Siak Hulu. Based on Curriculum 2013, there are three standard competencies in the syllabus of recount text at SMA Negeri 2 Siak Hulu as follows:

- 3.7 To comprehend social function, text structures, and linguistic elements of several oral and written recount texts by giving asking for information related to historical events appropriate with the context use.
- 4.7.1 To arrest the contextual meaning related to a social function, text structures, and linguistic elements of spoken and written recount texts related to historical events.
- 4.7.2 To arrange oral and written recount text, shortest and simple, related to historical events, give pay attention to a social function, text structures, and linguistic elements, appropriate with the context use.

### 2.3.2 Principles of Teaching Reading

To make the process of teaching successful and becomes a great challenging act for teacher teaches reading, the teacher must decide what kinds of method they will use and what kinds of reading text they give. Neil Anderson

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(2003) expresses some key principles of teaching reading. The principles are described as follow:

#### 1. Exploiting the reader's background knowledge

A reader's background knowledge has an important role in reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experience, educational experience, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be active by setting goals, asking a question, making a prediction, teaching text structure, and so on. If students are reading on a familiar topic, you may need to begin the reading process by building up background knowledge.

#### 2. Building a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. Basic vocabularies should be explicitly taught and L2 readers should be taught to use the context to effectively guess the meanings of less frequent vocabulary. Special terminology is easier for the reader of academic texts to cope with than general vocabulary. They stress the great need for a teaching program that builds general, basic vocabulary.

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## 3. Teaching for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is an essential part of a successful reading. Part of the monitoring process includes verifying that the predictions being made are correct and checking the reader is making the necessary adjustments when the meaning is not obtained. Cognition can be defined as thinking. While metacognitive can be defined as thinking about our thinking. To teach for comprehension, the reader must monitor their comprehension process and be able to discuss with the teacher and /or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.

## 4. Work in increasing reading rate

One great difficulty in second language reading classrooms is that even when language learners can read, much of their reading is not fluent. Often, in our effort to assist students in increasing their reading rate, the teacher overemphasizes accuracy which inhibits fluency. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not to develop a speed reader as one who reads at a rate of 200 words per minute with at least 70% comprehension. One focus here is to teach readers to reduce their dependence on a dictionary.

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## 5. Teaching reading strategies

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use. This definition underscores the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching how to use the strategy should be a prime consideration in the reading classroom. Strategic reading means not only knowing what strategy to use but also knowing how to use and integrate a range of strategies.

## 6. Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to the unconscious; from strategy to skill.

## 7. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative



information can include reading journal responses, reading interest surveys, and responses to the reading strategy checklist.

#### 8. Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to the success of the second or foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom. A good reading teacher actively teaches students what to do. To succeed, you need more than classroom tips and techniques: you need to understand the nature of the reading process. The development of reading skills mostly occurs in this stage (Grellet, 1999). To be effective readers, the pupils should be able to (1) scan; (2) skim; (3) read between the lines; (4) read intensively; and (5) reduce meaning from the context.

### 2.3.3 Level of Reading Comprehension

Barrett (as cited in Brassell & Rasinski, 2008) suggests three-level taxonomy of reading comprehension. They are literal reading, inferential reading, and critical reading.

#### 1. Literal reading

This level of comprehension is related to the text; it means that it is dependent on the presence of the text itself. It involves acquiring

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information that is directly stated in a selection and is also a prerequisite for higher levels of understanding. The literal reading requires the ability to locate specific facts, identify happening that are described directly, find answers to questions based on given facts, and summarize the details expressed in a selection

## 2. Inferential reading

At this level, the reader's understanding is related to the text, depending on his/her prior knowledge to infer the meaning. It is the process of deriving ideas that are implied rather than directly stated. Skills for inferential reading include finding implied meanings, anticipating outcomes, making a generalization, detecting the author's purpose, and drawing the conclusion

## 3. Critical reading

Critical reading is evaluating written material, comparing the ideas discovered with known standards, and drawing conclusions about their accuracy and appropriateness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material.

Besides, Richard, John, and Heidi (1990) also express reading comprehension have several types. They are:

1. Literal Comprehension; Reading to understand and remember the explicit information in the passage.

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2. Inferential Comprehension; Reading to find implicit information in the passage used readers' experience and intuition.
3. Critical/Evaluative Comprehension; Reading is to compare information in the passage with readers' own knowledge and value.
4. Appreciative Comprehension; Reading is to gain emotional or other value responses from the passage.

### 2.3.4 The Process in Reading Comprehension

Reading comprehension involves more than readers' responses to the text.

Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to read related to their interest and prior knowledge. According to Irwin in Janette Klingner (2007), five basic comprehension processes that work together with one another are; micro-processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. Further explanation is as follow:

#### 1. Micro processes

Micro-processing refers to grouping words into phrases or clusters of words that carry meaning and requires an understanding of syntax as well as vocabulary. It means that the reader's first task is to drive meaning from the individual's idea units in each sentence and to decide on these ideas to remember. This field needs individual ability to group words into meaningful phrases and abilities to select what idea units to remember.

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## 2. Integrative Process

The integrative process is individuals understanding and inferring the relationships among clauses. Sub-skills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence. In their own words, readers can recall what they read-only if the individual's ideas are connected into a coherent whole. It means that the relationship between clauses and between sentences must also be comprehended. The process of understanding and inferring the relationship between an individual clause or sentence is called integrative processing.

## 3. Macro Processes

Ideas are better understood and more easily remembered when the reader is able to organize them coherently. The reader does this by summarizing the key ideas read. They select the most important information to remember and delete relatively less important details. In short, the process of synthesizing and organizing an individual's idea unit into a summary or organized series of related general ideas can be called macro processing.

## 4. Elaborative Process

When people read, they tap into our prior knowledge and make inferences beyond points described explicitly in the text. This elaborative process is related to making inferences not necessarily intended by the author. For instance, people may take a prediction about what might

happen, or they may think about how the information related to something similar they have experienced.

#### 5. Metacognitive Process

Metacognition is the reader's conscious awareness of the control cognitive process. The metacognitive of the reader involves monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing, reviewing, understanding, underlining, note-taking, and checking to understand. It means that the metacognitive process is defined as conscious awareness and control of one's cognitive process. This involves knowing when to understand or not about something, and knowing how to go about achieving a goal for successful comprehension.

Those processes occur while readers are reading a text. Some readers do not notice that those processes happen while they are reading, but some of them do. Readers who know the theory of this reading process will realize that some processes happen while they are reading.

### 2.3.5 The Technique of Reading Comprehension

Nuttal (1982) describes there are four techniques of reading comprehension. They are scanning, skimming, intensive, and extensive reading.

The techniques will be described as follows:

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## 1. Scanning

Scanning means glancing rapidly through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose. It means that scanning is fast reading to get the information without reading another sentence.

## 2. Skimming

Skimming involves allowing the eyes to move quickly across and to do the page, not reading every group of words or even every line. It means skimming is a technique of reading with high speed to look for the important things in the text.

## 3. Intensive reading

Intensive reading involves approaching the text under the close guidance of the teacher. It means that in intensive reading, the reader should be given the text following the wishes. The text will be able to increase their motivation for reading. It is also intended that they show a deeper curiosity in finding information in the text because the text is read, and the topic is things that they like and know.

## 4. Extensive reading

It means must be developed by the use of longer texts, including complete books stated. It means that the reader should be given the appropriate text with their language skills. This text is too hard for the reader will make them struggle with the meaning, so the information becomes not incomprehensible. Therefore, in extensive reading, the



reading material should be chosen for the stratified according to their language skills.

### 3.6 Components of Reading Comprehension

Some scholars described some techniques to measure students' reading comprehension. According to Burns et al., (1984), there are some questioning techniques to measure the comprehension skill namely: Main idea, Detail, Vocabulary, Sequence, and Inference.

1. Main idea; the students are asked to identify the central theme of the selection.
2. Detail; the students are asked for bits of information conveyed by the material.
3. Vocabulary; the students are asked for the meaning of words used in the selection.
4. Sequence; the students are asked for required knowledge of events of the order of occurrence.
5. Inference; the students are asked for information that is implied but not directly stated in the materials.

Moreover, based on King and Stanley (1989), reading has five components contained in reading texts. They are:

1. Finding Factual Information

Factual information requires readers to scan the specific details from the text. The factual information questions are generally prepared

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for students and those which appear with the WH question word. There are several types of questions, reason, purpose, result, time, comparison, and so on in which the answer can be found in the text.

#### 2. Finding Main Ideas

Recognition of the main idea of a paragraph is very important because it helps you not only to understand the paragraph on the first reading, and can also help to remember the content. The main idea of a paragraph is information that helps the paragraph develop. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as superordinate while the others subordinate.

#### 3. Finding the Meaning of Vocabulary in Context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly him the same meaning as another word.

#### 4. Identifying References

In English, as in other languages, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it then repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify

the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronouns such as; she, he, it, they, this, etc.

### 2.3.7 Factors Affecting Comprehension Skill

Some factors influence the students in their reading as the result of the reading process. Several factors affecting comprehension skills have been identified by experts. It may impact second language reading because Spratt., et al (2011) states if learners know how to read in their language, they can transfer their reading skills to reading in English. According to Dawson and Bamman (1967), there are five factors affected students' comprehension, they are:

Firstly, Intelligence; the number of ideas that students understand the depth of their understanding will be largely dependent upon their capacity to learn because students have different bits of intelligence.

Secondly, Experience; students may have difficulty in comprehending many of the ideas and activities if they have limited experience. It is different from other students who are familiar with it. Thirdly, is the Mechanics of reading; if the students mastered the skill of word meaning, and they have learned to handle material books properly, the comprehension will be easier for them. Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and comprehension skills.

Next, Interest and interest span; It is I truism that students all respond quickly to what the readers read if the readers are interested in the topic or at least





familiar with it. The interest span is related to personality factors, a disturbed student who has encountered many unfortunate experiences at home or in the school may be unable to preserve when required for comprehending reading passages.

Lastly, Skills of comprehending: Another obvious factor, which influences the depth and amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what the readers read develops gradually from a simple to complex skills.

#### 2.4 Reading Attitude

Attitude toward reading is an important educational outcome and evaluative criteria due to its relationship to reading behavior and the refinement of reading skills. Attitude, as it relates to reading, is a feeling system related to reading which causes the learner to approach or avoid a reading situation (Alexander and Filler, 1976). Moreover, Smith (2001) defines reading attitude as a state of mind, accompanied by feelings and emotions that influence reading more or less probable. In addition, many researchers have tried hard to find a way to enhance students' reading attitudes appropriately. They are highly related to interests but, tend to be thought of as broader more generalized feelings, and most certainly affecting individual behavior. Besides, reading is a necessary attitude that students need to have. It facilitates teachers in helping students to learn better.

Attitudes are emphasized heavily in studies of reading. Sainsbury (2004) stresses reading education has two fundamental objectives: developing reading

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skills and positive attitudes toward reading. Studies of reading should emphasize attitude since attitude towards reading is a variable that predicts academic achievement (Hood, Creed, & Neumann, 2012; House & Prion, 1998). Reading attitude is an important factor that affects students' reading achievement and in-class reading activities, and determines whether they will become independent readers or not (Logan & Johnston, 2009).

Most of the researches presented that the attitude toward reading correlated to the students' success in reading skills (Guthrie and Wigfield, 2000; Wigfield and Asher, 2002; Morgan and Fuchs, 2007). In this case, it can be concluded that students' attitudes towards reading are the most powerful factor that affects reading performances directly. While Kush and Watkins in Gokhan BAS (2012) said that someone's positive attitude toward reading improves their academic success. Furthermore, Pramuji (2015) in his research showed students' attitudes toward English give a positive necessary correlation to their reading comprehension achievement and the correlation was medium or sufficient. It means that the students who got good in attitude tests tended to get good scores in reading comprehension. Meanwhile, the students who got low scores in attitude tests tended to get low scores in reading comprehension.

Bastug (2014) expresses that those who read a lot will be more faithful in reading, which means they have a positive reading attitude. Rather Lawal in Unde (2014) said that they must have a positive and balanced attitude. However, most learners, specifically those at junior and senior high school levels, have negative attitudes towards reading behaviors. The majority of them focus on

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intensive reading, which is carried out mainly for examination purposes. Hence, the generality of learners is read-only for the achievement of the desired objects, such as the success in examination or job procurement. In short, the learner who has a good reading attitude also has good comprehension because logically they may be familiar with English text even though it is their second language.

McKenna Model of Reading Attitude Acquisition (1995) claims an individual's reading attitude develops due to three factors. They are:

1. Normative belief (how one's friends view reading).
2. Beliefs about outcomes of reading (whether reading is likely to be pleasurable, useful, frustrating, or boring) and beliefs about outcomes of competing activities.
3. Specific reading experiences. Then, he added that kinds of reading to be performed and the purposes of reading determine the degree of attitudes, positive or negative (Annamalai, 2013).

A study by Walberg and Tsai in Partin & Gillespie (2002) concluded that a positive attitude toward reading is one of the strongest correlates of reading achievement. Furthermore, Martinez, Aricak, and Jewell (2008) investigated the relationship between reading attitude, reading ability, and reading achievement. It was among 76 American elementary children. The findings showed that both reading ability and reading attitudes significantly predicted reading achievement. Moreover, Kush, Watkins, and Brookhart (2005) found that poor readers with positive attitudes kept their positive attitudes despite experiencing challenges with

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reading. Interestingly, reading attitudes generally decline as individuals advance in school.

### **Reading Self-Efficacy**

Freedman in Achour (2015) asserts the readers' beliefs about themselves as readers often impact their literacy development. In other words, reading self-efficacy shows what learners believe about their capabilities to understand a text, their choices in strategy use, their interest and stance toward a text, and the purpose for their reading. It means that reading self-efficacy is learners' perception of their reading abilities to perform various reading tasks, such as understanding the main idea, guessing the meaning of an unknown word, and inferring the authors' attitudes toward their own written text as well as the use of reading comprehension strategies.

Concerning the definition, reading self-efficacy is regarded as the students' beliefs in their capability to read successfully. Several studies conducted on reading self-efficacy have documented positive correlations between self-efficacy and reading achievement. Waleff (2010), using intermediate (Grades 4–6) learners in America, found a positive correlation between students' self-efficacy for reading and reading achievement. He found that students' self-efficacy corresponded with their grade-level reading. In addition, Schunk and Rice (1991) found the using self-efficacy strategies such as providing students with clear goals for reading tasks and giving feedback on students' progress in reading increased reading self-efficacy. Mills, Pajares, and Herron (2007) also found the University

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students' self-efficacy in French was positively related to their reading proficiency.

From those facts, students with high self-efficacy know how to enhance their reading comprehension because their teacher is self-efficacious and guides them on how to use reading comprehension strategies effectively.

## 2.6 Recount Text

Ministry of Education and Culture (2013) emphasizes the school-based curriculum requires the students to be able to implement various texts in the form of a short text. These short texts are descriptive, recount, procedure, analytical exposition, and narrative texts. Therefore, based on the syllabus on the curriculum, this research will be focused on recount text.

There are some experts tried to define the meaning of recount text. Mark and Kathy Anderson (1997) express the recount text is a text that retells events that happened in the past. In other words, recount text tells a series of events based on someone's experiences in the past.

Then, a recount text recreates past events at the time in which they occurred (Mark and Kathy Anderson, 1997). It means, in detail, there are some aspects included in the recount text. Recount text can include what happened, who was involved, where it took place when it happened, and why it happened. We have already known that recount text has a sequence of events that should be a concern. Therefore, we are supposed to see common action verbs and temporal connectives in the recount text.

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From various definitions above, we can conclude that the recount text tells something that has already happened. Something that has already happened in it can be an experience or events in chronological order.

Blake (2011) adds the purpose of recount text is to remind and recreate events, experiences, and achievements from the past chronologically. The other purpose of recount text is to tell or amuse the reader or audience. In short, the purpose of the recount text is to inform and entertain the readers.

#### 2.6.1 Types of Recount Text

Based on the purpose of recount text, there are five types of recount text based on the Department for Education and Child Development of South Australia (2012). They are personal recount, factual recount, imaginative recount, procedural recount, literacy recount. Further explanation is as follows:

##### 1. Personal Recount

The personal recount is retelling the writers' activity personally due to build a good relationship among the writers and readers or audience. Examples of personal recounts are personal letters, a diary, journal, biography, or autobiography.

##### 2. Factual Recount

A Factual recount has recorded the details of an event by reconstructing some factual events or information. The purpose of a factual recount is to tell factual information from the event. Examples of



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these types are a historical recount, a science experiment, a terrific report, a sports report, eyewitness, and speech.

### 3. Imaginative Recount

The Imaginative recount is a kind of recount that tells an imaginative story related to real life. It creates imaginary details by applying factual knowledge or situation to interpret the recount event or educate the reader. So, the mindset plays a significant role here.

### 4. Procedural Recount

A Procedural recount is the findings of an investigation or experiment that is recorded as the basis of its information.

### 5. Literacy Recount

This kind of recount is existed due to entertainment based on the sequences of events in a story.

## 2.6.2 Schematic Structure of Recount Text

According to Mark and Kathy Anderson in Autila (2017), the generic structure of recount text consists of three parts, namely orientation, events, and re-orientation.

### 1. Orientation

The Orientation of recount text delivers the information about participants and the setting of the story through the use of the 5W question (who, what, when, where, why). The writer or speaker needs to give information about what happened, who or what was involved, when

and where the events happen, and why. An awareness of the audience and purpose will assist the author in selecting the amount of detail needed.

## 2. Series of events

It delivers the occasions of the story chronologically, which contain the evaluation or comments from the writer itself. This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) using conjunction or connective such as: first, next, then, finally, and so on. The audience is given the narrators' point of view.

## 3. Re-orientation

This final selection concludes the recount by summarizing outcomes or results, evaluating the topic's importance, or offering personal comments or opinions. In other words, it is the end of the story that involves the writers' comments. Then, re-orientation refers back to some information in the orientation paragraph.

In sum up, the recount text consists of orientation that explains the time and place of the story, the sequence of event that explains the chronological of the event of the story, and re-orientation that conclude the story.

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**2.6.3 Language Features of Recount Text**

Mark and Anderson (2003) described the language features of recount text.

They are as follows:

1. Use the proper noun and pronouns to identify those involved in the text.
2. Descriptive words to give details about who, what, what, when, where, and how.
3. The use of the past tense to retell the events.
4. Words that show the order of the events.

In addition, Pardiyono (2007) added the explanation more detail about the language features are used in recount text. The detail of language features of recount text is as follows:

1. Active and Passive

The decision of whether to use active or passive is much influenced by the writer's orientation in expressing the idea. Example: Yogyakarta is well known as "The city of students". Using passive verbs is more appropriate to be used than using "The city of the student is Yogyakarta".

2. Past Tense

Past form is very appropriate to tell past activities or what happened like in recount text. The events in the recount text are reported in sequence with the use of several conjunction and sequence maker.



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|          |                             |                          |
|----------|-----------------------------|--------------------------|
| Example: | <b><u>Present Tense</u></b> | <b><u>Past Tense</u></b> |
|          | Teach                       | Taught                   |
|          | Play                        | Played                   |
|          | Drink                       | Drank                    |

### 3. Past Continuous Tense

This tense is to show the activity is in the progress in the past time.

Example: I went to the class where the teacher **was waiting** for me.

### 4. The use of Adverb

The use of adverbs is to give and enhance clarity in the sentence.

The students can use the adverb in phrase form or clause.

Example:

- a. Adverbial phrase of time: last year, yesterday, early morning, etc.
  - b. Adverbial clause of time: soon after the exam was over before finally, we decided to back to Solo, etc.
  - c. Adverbial clause of reason: before we thought that place was nice, and the people were friendly.
- ### 5. Verbs of “being” and “having”

Verb being is always followed by a noun, adjective, or adverb, and they are usually in the form of a phrase.

Example of a verb being: - **It was** a very nice view.

- **It was** a terrible day.

Example of verb having: She **had** no money at all.

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#### 6. Verb Patterns

There are several verb patterns to recognize that will help us write better:

##### a. Verb + to verb

If a verb is followed by another verb, the latter should be with “to-infinitive”. Example: John **decided to go** with her mom yesterday.

##### b. Adjective + to a verb

If an adjective is followed by a verb, the verb takes the form of “to-infinitive”. Example: He **was very nice to help**.

##### c. Intransitive verb + adjective

An Intransitive verb is very common to be followed by an adjective, besides an adverb. Example: She **felt very sad**.

#### 7. Connecting Words and Conjunction

The connecting words are used to sequence the event that happened. Then, the conjunction in recount text is used for combine’s clauses.

Example of connecting words: first, second, then, last, finally, etc.

Example of conjunction: when, then, and, but.

#### 8. The use of Reported Speech

Example: Mr. Thomson said that the accident was causing traffic.

This is the example of recount text:

**Table 2.2**  
**Example of Recount Text**

| <b>Visiting Uncle's House</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Orientation</b>            | During the last semester vacation, my father gave me a surprise. I was very happy and excited to visit my uncle who had not met for two years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Events</b>                 | I had prepared everything needed to go on vacation. After that, we went to the terminal because we did leave at 05.00 pm. The trip that must be taken to Berastagi was around 16 hours. Along the way, I saw such an amazing view from the bus window. The next day, we arrived at 08.00 am. On the day, I take a rest to freshen my body. On the second day there, I did take by my uncle to go to the garden to harvest oranges. The location was not far from Uncle's house, arriving there, I was happy to be able to pick oranges directly from the tree. The oranges that had been picked were sold and some were for souvenirs. On the third day, I and uncle went to the river to take a bath. I did amaze to see the water was so clear and cold. I enjoyed. |
| <b>Re-orientation</b>         | Finally, the holiday was over and I had to go back to Pekanbaru. Although it was a short vacation, it was a memorable holiday for me, I got a lot of experience there                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### Review of Related Studies

This section provides several related studies already carried out. Those studies are taken from some researches to ensure the relationship and influence being existed in students' attitudes, self-efficacy, and reading comprehension.

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Firstly, Sri Rachmajanti & Uning Musthofiyah (2017) examined the relationship among reading attitude, reading self-efficacy, and reading comprehension of EFL tertiary students based on gender difference. It was a correlational study employing a multi-group path analysis. Convenient sampling was used to draw data from 208 respondents ranging from the age of 19 to 24 years old using questionnaires and a reading comprehension test. The result of the study showed it has significant impacts on EFL reading comprehension by showing prediction of EFL reading comprehension achievement from reading self-efficacy and reading attitude based on gender difference.

The next is the research by Yung Soo Lee and Melissa Jonson-Reid (2016) published in *Child Adolescent's Social Work Journal*, 33:79–89. This research examined the role of self-efficacy in the reading achievement of young children in urban schools. A sample of 881 first through third-grade students at risk for reading failure from a large randomized field trial study of the Experience Corps tutoring program was utilized in this study. A total of 23 schools that utilized the EC program in Boston, Massachusetts, New York City, and Port Arthur, Texas participated in the study during the 2006–2007 school year (for Boston and New York Schools), and the 2007–2008 school year (for Port Arthur Schools). Findings from random effect multi-level modeling showed that children in primary grades can differentiate between self-efficacy and self-concept, and it was task-specific self-efficacy that significantly influenced reading achievement.

The third is a study conducted by Naomi A.N.Y. Boakye (2015) from the University of Pretoria that investigates the relationship between self-efficacy and

reading proficiency among first-year students. Two groups of first-year students consisting of 1816 students in a South African tertiary institution participated in the study. This study used a questionnaire to measure students' self-efficacy level, and a Test of Academic Literacy Levels (TALL) to assess their reading proficiency. An analysis of variance showed a robust relationship between reading self-efficacy and reading proficiency for this cohort of students. Regression analysis conducted with other affective factors showed self-efficacy as the best predictor of students' reading proficiency.

A study by Bola Margaret Tunde-Awe (2014) published in American Research Institute for Policy Development, Vol. 3, No. 2, pp. 203-215 examined the relationship between reading attitudes and reading comprehension performance of secondary school students in Kwara State, Nigeria. It was a correlational type and used 800 Senior Secondary School II students sampled from 28 co-educational public secondary schools located in the three Senatorial Districts of the state as the participants. Two researcher-designed instruments were used: Reading Attitudes Questionnaire (RATQ), which measured learners' attitudes to three types of reading behavior; and Reading Comprehension Performance Tests (RCPT), made up of two comprehension passages with 10 multiple-choice tests, each. This research found that negative attitudes to extensive reading could lead to students' poor performance in reading comprehension, which could, in turn, lead to poor performance in the English language.

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The next is research by Muhammet Bastug (2014) published in International Journal Social, Science & Education, Vol.4, and Issue 4. This research was to determine the extent to which academic achievement was influenced by attitudes toward reading and reading comprehension. The study was conducted using the survey method and tested with structural equation modeling and the population consisted of 1028 fourth and fifth-grade students were schools in the city of Nigde, Turkey. Their attitudes toward reading were determined using the “Reading Attitude Scale for Secondary Level Students”, while the comprehension skill tested with open-ended questions, multiple-choice questions, and cloze tests based on narrative and expository texts. Furthermore, grade point averages for Turkish, Mathematics, Science and Social Sciences for the 2012-2013 academic years were used to assess their academic achievement. The result confirmed reading attitude and reading comprehension significantly predicted academic achievement, and reading attitude was found to be a significant predictor of reading comprehension.

The sixth is Gokhan BAS (2012) conducted research published International by International Journal on New Trends in Education and Their Implications, Vol.3, Issue 2, Article 04. This research was to determine the reading attitudes of high school ninth and twelfth-grade students based on some variables. The researcher used a general survey method in the study. Totally, 426 students from six public high schools as the participant were chosen by random sampling. The findings showed that high school students had a moderate level of reading attitudes. It was also understood in the study that high school students’



Reading attitudes differed significantly according to gender, grade level, school type, father's and mother's educational level, and the financial income of the family variables.

The next is Michael C. McKenna, Kristin Conradi, Camille Lawrence, Bong Gee Jang, and J. Patrick Meyer (2012) examined the current state of reading attitudes among middle school students in the United States. It was a survey that was administered to 4,491 students in 23 states plus the District of Columbia. The instrument comprised four subscales measuring attitudes toward recreational reading in print settings, recreational reading in digital settings, academic reading in print settings, and academic reading in digital settings. Analyses of variance subsequently confirmed a pattern for the recreational digital subscale that differed from that of the others. For academic digital, recreational print, and academic print, the attitudes of females were more positive than those of males; however, for attitudes toward recreational reading in digital settings, the pattern was reversed.

Mahdieh Naseri and Elaheh Zaferanieh (2012) conducted a correlational study that explored the relationship between reading self-efficacy beliefs, reading strategies use, and reading comprehension level of Iranian EFL learners. Totally 80 students were drawn from the pool of college Senior & Junior English-major students participating in classes during the second semester of the 2011 academic year at Sistan & Balouchestan University for Literature and Translation as participants in this study. The result of the study found: a) there was a significant strong positive correlation between reading self-efficacy beliefs and reading

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comprehension and also between reading self-efficacy beliefs and reading strategies use, b) the most frequent use of reading strategy was found to be the cognitive strategy, followed by testing strategy, meta-cognitive strategy, and finally compensatory strategy, c) regarding the gender, the relationship between Reading Self-efficacy and Reading Strategies used by Iranian EFL senior and junior students made no difference.

The next is a study by Kadir Yogurtcu (2012) published in *Procedia - Social and Behavioral Sciences* 70 (2012) 375 – 386. This study investigated the contribution of reading comprehension efficacy belief to the Foreign Language Academic Achievement and brought up suggestions for increasing academic achievement. The participants were 556 preparatory class students of High School of Foreign Languages of Kyrgyzstan-Turkey Manas University registered in the 2011-2012 academic year. The findings showed that the readiness of a students' self-efficacy is an important factor that affects his academic success.

Lastly, research conducted by Oddny Judith Solheim (2011) was published in *Reading Psychology*, 32:1–27, 2011. His study was to examine whether perceived reading self-efficacy and reading task value uniquely predicted reading comprehension scores in two different item formats in a sample of fifth-grade students. The participants were 217 fifth graders aged 10–11 (51.2% girls and 48.8% boys) from 12 classes at five Norwegian primary schools. This study used a questionnaire adapted from the Motivation for Reading Questionnaire by Wigfield & Guthrie and seven were adapted from the motivation inventory based on the expectancy-value theory presented in Anmarkrud and Braten. Results

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showed that after controlling for variance associated with word reading ability, listening comprehension, and nonverbal ability through hierarchical multiple regression analysis, reading self-efficacy was a significant positive predictor of reading comprehension scores.

Various studies had demonstrated that reading attitude had significantly influenced students' reading comprehension and their reading achievement (Sri Rachmajanti and Uning Muthofiyah, 2017; Bola Margaret Tunde-Awe, 2014; Muhammaet Bastug, 2014; Gokhan BAS, 2012; Michael C. McKenna, Kristin Conradi, Camille Lawrence, Bong Gee Jang, and J. Patrick Meyer, 2012). Other studies had indicated that students' self-efficacy is an important factor that affects their comprehension in reading activities (Yung Soo Lee and Melissa Jonson-Reid, 2016; Naomi A.N.Y. Boakye, 2015; Mahdieh Naseri and Elaheh Zaferanieh, 2012; Kadir Yogurtcu, 2012; Oddny Judith Solheim, 2011). However, none of those studies had investigated the influence of these effective factors in the tenth grade of senior high school level. In addition, explanatory and descriptive were commonly used in several studies; meanwhile, this study will be used recount text to examine their reading comprehension. Besides, there is no correlational research related to students' attitude and self-efficacy at the senior high school level. That is why this research fills in the gaps of the studies. This study aims to find out the influence of students' attitudes and self-efficacy on their reading comprehension.

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## 2.8 Operational Concept and Indicators

### 2.8.1 Operational Concept

The operational concept is a concept as the guidance used to avoid misunderstanding. It should be interpreted into a particular word to make it easy to be measured. Generally, the operational concept is used to clarify the theorist used in the research. Importantly, this research is correlational research to investigate the influence of students' attitudes and self-efficacy toward their reading comprehension. Therefore, in analyzing the problem of this research, three variables are used. They are:

1. Students' attitude as the independent variable ( $X_1$ )
2. Students' self-efficacy as the independent variable ( $X_2$ )
3. Reading comprehension as the dependent variable ( $Y$ )

The operational concept in this research can be seen in the figure below:

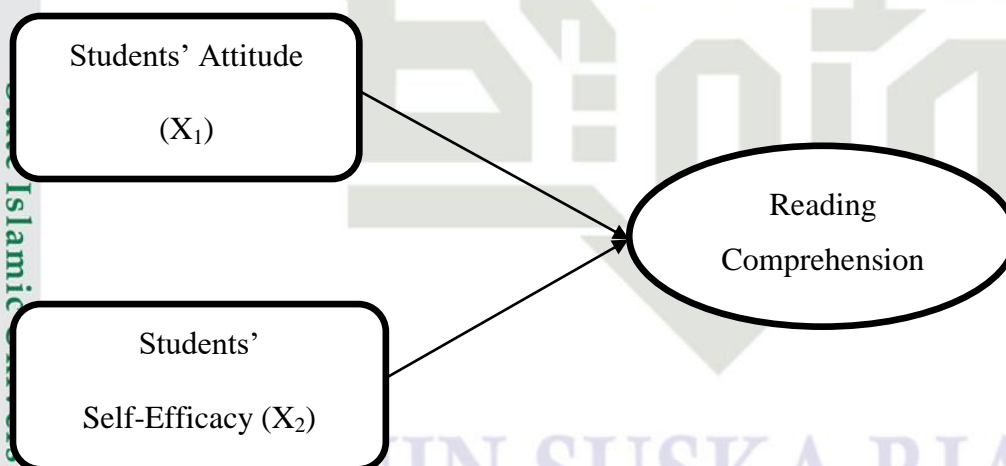


Figure 2.2 Conceptual Framework

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### 2.8.2 Indicators of Students' Attitude (Variable $X_1$ )

Variable  $X_1$  is also called an independent variable. In this research, variable  $X_1$  is the students' attitude. The indicators of attitude according to Travers, Gagne, and Cronbach in Ahmadi (1991) are:

1. Cognitive Component
  - a. The students' perception or concept about reading.
  - b. The students' beliefs to receive knowledge and understanding in the learning process.
2. Affective Component
  - a. The students' express like or dislike about reading.
  - b. The students' feelings for reading.
3. Behavioral Component
  - a. The students respond to the object in a particular situation.
  - b. The students' activity to do something.

### 2.8.3 Indicators of Self-Efficacy (Variable $X_2$ )

Variable  $X_2$  is also called an independent variable. In this research, variable  $X_2$  is self-efficacy. Based on Bandura (1997), the indicators of self-efficacy are:

1. Progress: Students' fluency in reading comprehension.
2. Observational Comparison: Students' comparison with environment situation.
3. Social Feedback: Students' environment perception.

4. Physiological State: Students' feelings toward their reading activities.

#### 2.8.4 Indicators of Reading Comprehension (Variable Y)

Variable Y is a dependent variable. In this research, variable Y is the students' reading comprehension. The indicators of reading comprehension based on King and Stanley (1989) are:

1. Ability to find the main idea.
2. Ability to find factual information
3. Ability to find the meaning of vocabulary in context.
4. Ability to identify the references
5. Ability to make the inference.

### 2.9 Assumption and Hypotheses

#### 2.9.1 Assumption

In general, the assumptions of this study can be exposed as follows:

1. Students' comprehension in reading is various.
2. The response of students' reading attitudes is various.
3. Students' self-efficacy in reading comprehension is different from each other.
4. Students' attitudes and self-efficacy are related to their reading comprehension.

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## 2.9.2 Hypotheses

Hypothesis states researchers' anticipation which concerns the relationship between two variables in the research problem. There are two kinds of hypotheses; Alternative hypothesis and Null hypothesis. The Hypothesis of this research is as follows:

- $H_01$  = There is no significant correlation between students' attitudes and their reading comprehension at SMA Negeri 2 Siak Hulu.
- $H_{a1}$  = There is a significant correlation between students' attitudes and their reading comprehension at SMA Negeri 2 Siak Hulu.
- $H_02$  = There is no significant correlation between students' self-efficacy and their reading comprehension at SMA Negeri 2 Siak Hulu.
- $H_{a2}$  = There is a significant correlation between students' self-efficacy and their reading comprehension at SMA Negeri 2 Siak Hulu.
- $H_03$  = There is no significant influence on students' attitudes and self-efficacy toward their reading comprehension at SMA Negeri 2 Siak Hulu.
- $H_{a3}$  = There is a significant influence on students' attitudes and self-efficacy toward their reading comprehension at SMA Negeri 2 Siak Hulu.

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## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses the research design, including how the sample was taken and how data were gathered. Each of the areas is discussed in further detail belows.

#### 3.1 Research Design

Research design is the backbone of the entire research process. Creswell (2012) defines “correlation is a statistical test to establish the orientation or design among variables or two sets of data to vary constantly”. This research was quantitative research using a correlational research design. In this term of quantitative data, statistical analysis was used to calculate the numeral data gathered and to analyze them by using correlation analysis. Furthermore, this study was an explanatory research design in which the researcher was interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other.

The research aimed to find out the influence of students’ attitudes and self-efficacy toward their reading comprehension. In this research, there were two kinds of variables: independent and dependent. The Independent variables were those the investigators choose to study (and often manipulate) to assess their possible effects on one or more variables. An independent variable was presumed to have an effect on, to influence somehow, another variable. In this research, students’ attitude and self-efficacy were independent variables ( $X_1$  and  $X_2$ ), whereas reading comprehension was a dependent variable (Y).

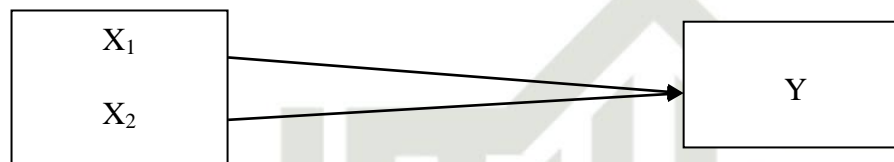
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Hatch and Farhady (1982) illustrated the relationship among the variables.

This is illustrated in the following figure:

**Figure 3.1 Research Design**



Where:

- $X_1$  : Students' Attitude  
 $X_2$  : Students' Self-efficacy  
 $Y$  : Reading Comprehension

### 3.2 Time and Location of the Research

This research was conducted at SMA Negeri 2 Siak Hulu which was located at Kubang Raya Street No. 2, Kubang Jaya, Siak Hulu Sub-district, Kampar Regency, Riau. Many achievements had been obtained by this school and the students. The students in this school often got trophies of various types; from sports, arts, martial art, and education. Furthermore, the research was conducted from April 2021-July 2021.



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## Population and Sample of the Research

### 3.3.1 Population

The population of this study was the first-year students of SMAN 2 Siak Hulu in the academic year 2020/2021. There were seven classes which consisted of Mathematics and Natural Science (MIPA) and Social (IPS). The population of the first-year students of SMAN 2 Siak Hulu could be shown in Table 3.1 as in the followings:

**Table 3.1**  
**Population of the Research**

| No           | Class    | Number of Students |
|--------------|----------|--------------------|
| 1            | X MIPA 1 | 32                 |
| 2            | X MIPA 2 | 33                 |
| 3            | X MIPA 3 | 34                 |
| 4            | X MIPA 4 | 32                 |
| 5            | X IPS 1  | 33                 |
| 6            | X IPS 2  | 31                 |
| 7            | X IPS 3  | 32                 |
| <b>Total</b> |          | <b>227</b>         |

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### 3.3.2 Sample

**Table 3.2**  
**Total Sample of the Research**

| No.          | Classes  | Number of Students or |                 |
|--------------|----------|-----------------------|-----------------|
|              |          | Population (N)        | Sample size (S) |
|              | X MIPA 1 | 32                    | 8               |
|              | X MIPA 2 | 33                    | 8               |
|              | X MIPA 3 | 34                    | 9               |
|              | X MIPA 4 | 32                    | 8               |
|              | X IPS 1  | 33                    | 8               |
| 6            | X IPS 2  | 31                    | 8               |
| 7            | X IPS 3  | 32                    | 8               |
| <b>TOTAL</b> |          | <b>227</b>            | <b>57</b>       |

The total population was 227 students. The population was large to be taken as the sample of the research. Siregar (2013) describes the sample is the part of the representative of the researcher population to be used to find the characters from the population. To select the sample, the writer used the simple random sampling technique. According to Singh (2006), a simple random sampling technique is a technique of taking a sample by random due to all the populations having the same objective and independent chance to be selected. The organization in doing the random sampling technique was to choose individuals to be sampled who were representative of the population.

Creswell (2012) describes any individual has the same probability to be a participant. So, the writer selected the students from each class in this research. Then, Gay (2000) stated that the minimum percentage of selecting a sample in





questionnaires, the writer prepared for a reading comprehension test at the next meeting. The writer asked the students to do a reading test in the classroom based on the material given by the writer. Next, the writer collected the result of the reading test.

The last, the writer collected the students' scores by calculating the scores from the questionnaires and reading comprehension tests and analyzed them using SPSS 25.0 program.

### 3.6 Data Collection Technique

The technique in collecting the data in this study were given the set questionnaires and a reading test to the tenth-grade students of SMA Negeri 2 Siak Hulu.

#### 3.6.1 Questionnaires

Johnson and Christensen (2012) define "a questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study". In the questionnaire, the subjects responded to the question by writing or marking an answer sheet commonly. According to Fraenkel, Wallen, and Hyun (2012), through the questionnaire, they can be mailed or given to large numbers of people at the same time. The statement of how much they agreed or disagreed will be rated by Likert scale with five-point (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree).

Students' attitude was measured by a questionnaire adapted from Lee and Schallert (2014). It consisted of 20 items focused on English reading attitude.

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Meanwhile, Self-efficacy was measured by a questionnaire adapted from Reader Self-Perception Scale 2 (RSPS) for adolescents by Henk, Marinak, and Melnick (2012). The self-efficacy questionnaire consisted of 30 items. The indicators of this questionnaire were embedded in Bandura's theory about self-efficacy. In addition, this research used a closed questionnaire, which means the students had to fill a list with questions that have been provided by the writer.

According to Muri (2005), there are two types of questionnaires. They are closed, open, and closed-open questionnaires. In short, this research used the closed questionnaire to take the data of students' attitude and self-efficacy. Here are the blueprints for each questionnaire:

**a. Questionnaire of Attitude**

**Table 3.3**

**Blueprint of Students' Attitude Questionnaire**

| No | Indicators | Number of Items          | Activities                                                                                                                                                                                              |
|----|------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Cognitive  | 1, 2, 3, 4, 5, 6, 7      | <ul style="list-style-type: none"> <li>- The students' perception or concept about reading.</li> <li>- The students' beliefs to receive knowledge and understanding in the learning process.</li> </ul> |
| 2  | Affective  | 8, 9, 10, 11, 12, 13, 14 | <ul style="list-style-type: none"> <li>- The students' express like or dislike about reading.</li> <li>- The students' feelings for reading.</li> </ul>                                                 |
| 3  | Behavioral | 15, 16, 17, 18, 19, 20   | <ul style="list-style-type: none"> <li>- The students respond to the object in a particular situation.</li> </ul>                                                                                       |

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|  |  |                                           |
|--|--|-------------------------------------------|
|  |  | - The students' activity to do something. |
|--|--|-------------------------------------------|

(Adapted from Juhee Lee and Schallert, 2014)

Meanwhile, the results of the students' attitude categories are presented in the following table:

**Table 3.4**  
**Classification of Students' Attitude**

| Classification | Score       |
|----------------|-------------|
| Low            | 0-49        |
| Average        | 50-69       |
| High           | 70-80 above |

**b. Questionnaire of Self-Efficacy**

**Table 3.5**  
**Blueprint of Self-Efficacy Questionnaire**

| No | Indicators               | Number of Items                      | Activities                                      |
|----|--------------------------|--------------------------------------|-------------------------------------------------|
| 1  | Progress                 | 2, 6, 13, 14, 16, 20, 24, 26, 28, 30 | Students' fluency in reading comprehension      |
| 2  | Observational Comparison | 4, 7, 8, 10, 11, 15, 21, 29          | Students' comparison with environment situation |
| 3  | Social Feedback          | 3, 9, 19, 22, 27                     | Students' environment perception                |



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|   |                     |                          |                                         |
|---|---------------------|--------------------------|-----------------------------------------|
| 4 | Physiological State | 1, 5, 12, 17, 18, 23, 25 | Students' feelings toward their reading |
|---|---------------------|--------------------------|-----------------------------------------|

(Adapted from Henk, Marinak, and Melnick, 2012)

Meanwhile, the results of the students' self-efficacy categories are presented in the following table:

**Table 3.6**  
**Category of Self-Efficacy**

| The Score Level | Category    |
|-----------------|-------------|
| 81-100          | Very strong |
| 61-80           | Strong      |
| 41-60           | Medium      |
| 21-40           | Weak        |

The data obtained from the questionnaire was analyzed by using percentage analysis. The formula is shown in the following:

$$P = \frac{F}{N} \times 100$$

Where:

- P: Percentage student's choice
- F: total student's choice
- N: total maximal score

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**3.6.2 Reading Comprehension Test**

A reading comprehension test was used in this research to know the students' reading comprehension. Before the test was given to students, a try-out was distributed to know the reliability and validity of the test.

**Table 3.7**  
**Classification of Reliability of the Test**

| Reliability | Classification |
|-------------|----------------|
| 0.71-1.00   | Very High      |
| 0.41-0.70   | High           |
| 0.21-0.40   | Sufficient     |
| 0-0.20      | Low            |

(Tinambunan, 1988)

Thus, the blueprint of these tests could be seen as follow:

**Table 3.8**  
**Blueprint of Reading Comprehension Tests**

| The Classification of Items                  | Items' Number              |
|----------------------------------------------|----------------------------|
| Finding the main idea                        | 2, 4, 7, 17, 19, 24        |
| Finding the factual information              | 1, 5, 6, 8, 13, 18, 22, 23 |
| Finding the meaning of vocabulary in context | 9, 14, 20, 21, 25          |
| Identifying references                       | 10, 11, 16                 |
| Making inferences                            | 3, 12, 15                  |

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Meanwhile, to know the students' real score, the writer has used the formula as follow:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of the item}} \times 100$$

In addition, the classification of the students' scores for reading comprehension tests is shown below:

**Table 3.9**  
**Classification of Students' Score**

| No | The score of Reading Comprehension | Categories |
|----|------------------------------------|------------|
| 1  | 90-100                             | Excellent  |
| 2  | 80-89                              | Good       |
| 3  | 70-79                              | Adequate   |
| 4  | 60-69                              | Inadequate |
| 5  | Bellow 60                          | Fail       |

### 3.7 Reliability and Validity of Questionnaires and Test

To obtain the data from the respondents, the writer made the try-out questionnaires and reading test to determine the validity and reliability of the instruments. Those questionnaires and a reading comprehension test were tried out to 20 students in March 2021. Then, the analysis of reliability and validity was used SPSS 25.0 program.



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### 3.7.1 Reliability

Brown (2004) has stated that reliability has to do with the accuracy of the measurement. This kind of accuracy is reflected in obtaining similar results when the measurement is repeated on different occasions or with different instruments or by different persons. Furthermore, Brown has added additional information that the characteristic of reliability is sometimes termed consistency.

To find out whether the questionnaires of students' attitudes that were distributed to the students were reliable or not, the SPSS 25.0 program was used to calculate the result to obtain the degree of reliability. The result is presented in the following table:

**Table 3.10**  
**Reliability Analysis of Students' Attitudes Questionnaire**

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| 0,882                         | 22         |

Table 3.10 shows the value of Cronbach alpha is 0,882 which indicates the reliability of students' attitudes questionnaires that distributed to the students are highly reliable because the value is in the range of  $> 0.80$  which means the questionnaire is reliable and acceptable to be used as the instrument of data collection.

Meanwhile, to find out whether the questionnaires of students' self-efficacy that were distributed to the students were reliable or not, the SPSS 25.0

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SPSS program was used to calculate the result to obtain the degree of reliability. The result is presented in the following table:

**Table 3.11**  
**Reliability Analysis of Students' Self-Efficacy Questionnaire**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| ,939                   | 31         |

Table 3.11 shows the value of Cronbach alpha is 0,939 which indicates the reliability of students' self-efficacy questionnaires that were distributed to the students are highly reliable because the value is in the range of  $< 0.80$  which mean the questionnaire is reliable and acceptable to be used as the instrument of data collection.

Besides, to find out whether the test of students' reading comprehension that was distributed to the students was reliable or not, the SPSS program was used to calculate the result to obtain the degree of reliability. The result is presented in the following table:

**Table 3.12**  
**Reliability Analysis of Students' Reading Comprehension Test**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| ,883                   | 30         |

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Table 3.12 shows the value of Cronbach alpha is 0.883 which indicates the reliability of students' reading comprehension test distributed to the students are highly reliable because the value is in the range of  $> 0.80$  which means the test is reliable and acceptable to be used as the instrument of data collection.

### 3.7.2 Validity

Creswell (2012) defines validity as the individual's scores from an instrument that makes sense, meaningful, enables you, as the researcher, to draw good conclusions from the sample you are studying to the population. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

To analyze the validity of data, the writer was analyzed by using inter-item validity used SPSS 25.0 program. To find out whether the questionnaires of students' attitudes that were distributed to the students were valid or not, the SPSS program was used to calculate the result to obtain the degree of validity. The result of validity from the students' attitude questionnaire is presented in the following table:

**Table 3.13**  
**Validity of Students' Attitude Questionnaire**

| No Item | Pearson correlation ( r count ) | Sig (2 failed) | R table | Interpretation |
|---------|---------------------------------|----------------|---------|----------------|
| Item 1  | 0,486*                          | 0,030          | 0,444   | Valid          |
| Item 2  | 0,693**                         | 0,001          | 0,444   | Valid          |



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|         |         |       |       |         |
|---------|---------|-------|-------|---------|
| Item 3  | 0,594** | 0,006 | 0,444 | Valid   |
| Item 4  | 0,691** | 0,001 | 0,444 | Valid   |
| Item 5  | 0,586** | 0,007 | 0,444 | Valid   |
| Item 6  | 0,625** | 0,003 | 0,444 | Valid   |
| Item 7  | 0,614** | 0,004 | 0,444 | Valid   |
| Item 8  | 0,590** | 0,006 | 0,444 | Valid   |
| Item 9  | 0,457*  | 0,043 | 0,444 | Valid   |
| Item 10 | 0,634** | 0,003 | 0,444 | Valid   |
| Item 11 | 0,552*  | 0,012 | 0,444 | Valid   |
| Item 12 | 0,506*  | 0,023 | 0,444 | Valid   |
| Item 13 | 0,460*  | 0,042 | 0,444 | Valid   |
| Item 14 | 0,577** | 0,008 | 0,444 | Valid   |
| Item 15 | 0,573** | 0,008 | 0,444 | Valid   |
| Item 16 | 0,687** | 0,001 | 0,444 | Valid   |
| Item 17 | 0,507*  | 0,023 | 0,444 | Valid   |
| Item 18 | 0,569** | 0,009 | 0,444 | Valid   |
| Item 19 | 00,33   | 0,156 | 0,444 | Invalid |
| Item 20 | 0,601** | 0,005 | 0,444 | Valid   |
| Item 21 | 0,506*  | 0,023 | 0,444 | Valid   |
| Item 22 | 00,048  | 0,842 | 0,444 | Invalid |

Based on the table above, it shows that the students' attitude questionnaire consisted of 22 items that were tried out to 20 students. The validity of the questionnaire was analyzed by using SPSS 25.0 program version. The items are valid if r-obtained is smaller than  $\alpha$  ( $r\text{-obtained} < 0.05$ ). Table 3.13 shows that r-obtained some items of the questionnaire is smaller than  $\alpha=0.05$  but for the items

19 and 22 are invalid. Thus, the invalid items (19 and 22) were not used and were deleted.

Furthermore, the result of validity from students' self-efficacy questionnaire is presented in the following table:

**Table 3.14**  
**Validity of Students' Self-Efficacy Questionnaire**

| No Item | Pearson correlation ( r count ) | Sig (2 failed) | R table | Interpretation |
|---------|---------------------------------|----------------|---------|----------------|
| Item 1  | 0,583**                         | 0,007          | 0,444   | Valid          |
| Item 2  | 0,672**                         | 0,001          | 0,444   | Valid          |
| Item 3  | 0,685**                         | 0,001          | 0,444   | Valid          |
| Item 4  | 0,637**                         | 0,003          | 0,444   | Valid          |
| Item 5  | 0,703**                         | 0,001          | 0,444   | Valid          |
| Item 6  | 0,592**                         | 0,006          | 0,444   | Valid          |
| Item 7  | 0,611**                         | 0,004          | 0,444   | Valid          |
| Item 8  | 0,709**                         | 0,000          | 0,444   | Valid          |
| Item 9  | 0,549*                          | 0,012          | 0,444   | Valid          |
| Item 10 | 0,531*                          | 0,016          | 0,444   | Valid          |
| Item 11 | 0,511*                          | 0,021          | 0,444   | Valid          |
| Item 12 | 0,478*                          | 0,033          | 0,444   | Valid          |
| Item 13 | 0,562**                         | 0,010          | 0,444   | Valid          |
| Item 14 | 0,656**                         | 0,002          | 0,444   | Valid          |
| Item 15 | 0,445*                          | 0,049          | 0,444   | Valid          |
| Item 16 | 0,648**                         | 0,002          | 0,444   | Valid          |
| Item 17 | 0,596**                         | 0,006          | 0,444   | Valid          |
| Item 18 | 0,520*                          | 0,019          | 0,444   | Valid          |
| Item 19 | 0,636**                         | 0,003          | 0,444   | Valid          |

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|         |                     |       |       |         |
|---------|---------------------|-------|-------|---------|
| Item 20 | 0,483 <sup>*</sup>  | 0,031 | 0,444 | Valid   |
| Item 21 | 0,832 <sup>**</sup> | 0,000 | 0,444 | Valid   |
| Item 22 | 0,773 <sup>**</sup> | 0,000 | 0,444 | Valid   |
| Item 23 | 0,585 <sup>**</sup> | 0,007 | 0,444 | Valid   |
| Item 24 | 0,627 <sup>**</sup> | 0,003 | 0,444 | Valid   |
| Item 25 | 0,091               | 0,702 | 0,444 | Invalid |
| Item 26 | 0,611 <sup>**</sup> | 0,004 | 0,444 | Valid   |
| Item 27 | 0,709 <sup>**</sup> | 0,000 | 0,444 | Valid   |
| Item 28 | 0,549 <sup>*</sup>  | 0,012 | 0,444 | Valid   |
| Item 29 | 0,531 <sup>*</sup>  | 0,016 | 0,444 | Valid   |
| Item 30 | 0,511 <sup>*</sup>  | 0,021 | 0,444 | Valid   |
| Item 31 | 0,478 <sup>*</sup>  | 0,033 | 0,444 | Valid   |

Based on the table above, it shows the students' self-efficacy questionnaire consisting of 31 items was tried out to 20 students. The validity of the questionnaire was analyzed by using SPSS 25.0 program version. The items are valid if  $r$ -obtained is smaller than  $\alpha$  ( $r$ -obtained  $<$  0.05). Table 3.11 showed that  $r$ -obtained some items of the questionnaire are smaller than  $\alpha=0.05$  but for item 25 are invalid. Thus, the invalid items were not used and were deleted.

In addition, the SPSS program was also used to calculate the result to obtain the degree of validity from the students' reading comprehension tests that were distributed to students. The result of validity of students' reading comprehension test is presented in the following table:



**Table 3.15**  
**Validity of Students' Reading Comprehension Test**

| No Item | Pearson correlation ( r count ) | Sig (2 failed) | R table | Interpretation |
|---------|---------------------------------|----------------|---------|----------------|
| Item 1  | 0,548 <sup>*</sup>              | 0,012          | 0,444   | Valid          |
| Item 2  | 0,482 <sup>*</sup>              | 0,031          | 0,444   | Valid          |
| Item 3  | 0,582 <sup>**</sup>             | 0,007          | 0,444   | Valid          |
| Item 4  | 0,647 <sup>**</sup>             | 0,002          | 0,444   | Valid          |
| Item 5  | 0,451 <sup>*</sup>              | 0,046          | 0,444   | Valid          |
| Item 6  | 0,567 <sup>**</sup>             | 0,009          | 0,444   | Valid          |
| Item 7  | 0,507 <sup>*</sup>              | 0,023          | 0,444   | Valid          |
| Item 8  | 0,689 <sup>**</sup>             | 0,001          | 0,444   | Valid          |
| Item 9  | 0,474 <sup>*</sup>              | 0,035          | 0,444   | Valid          |
| Item 10 | 0,503 <sup>*</sup>              | 0,024          | 0,444   | Valid          |
| Item 11 | 0,449 <sup>*</sup>              | 0,047          | 0,444   | Valid          |
| Item 12 | 0,510 <sup>*</sup>              | 0,021          | 0,444   | Valid          |
| Item 13 | 0,531 <sup>*</sup>              | 0,016          | 0,444   | Valid          |
| Item 14 | 0,506 <sup>*</sup>              | 0,023          | 0,444   | Valid          |
| Item 15 | 0,426                           | 0,061          | 0,444   | Invalid        |
| Item 16 | 0,272                           | 0,247          | 0,444   | Invalid        |
| Item 17 | 0,366                           | 0,112          | 0,444   | Invalid        |
| Item 18 | 0,515 <sup>*</sup>              | 0,020          | 0,444   | Valid          |
| Item 19 | 0,515 <sup>*</sup>              | 0,020          | 0,444   | Valid          |
| Item 20 | 0,503 <sup>*</sup>              | 0,024          | 0,444   | Valid          |
| Item 21 | 0,071                           | 0,766          | 0,444   | Invalid        |
| Item 22 | 0,121                           | 0,611          | 0,444   | Invalid        |
| Item 23 | 0,498 <sup>*</sup>              | 0,025          | 0,444   | Valid          |
| Item 24 | 0,696 <sup>**</sup>             | 0,001          | 0,444   | Valid          |
| Item 25 | 0,474 <sup>*</sup>              | 0,035          | 0,444   | Valid          |

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|         |         |       |       |       |
|---------|---------|-------|-------|-------|
| Item 26 | 0,507*  | 0,023 | 0,444 | Valid |
| Item 27 | 0,458*  | 0,042 | 0,444 | Valid |
| Item 28 | 0,526*  | 0,017 | 0,444 | Valid |
| Item 29 | 0,474*  | 0,035 | 0,444 | Valid |
| Item 30 | 0,565** | 0,009 | 0,444 | Valid |

Based on the table above, it shows the students' reading comprehension test consisted of 30 items was tried out to 20 students. The validity of the test was analyzed by using SPSS 25.0 program version. The items are valid if  $r$ -obtained is smaller than  $\alpha$  ( $r$ -obtained  $< 0.05$ ). Table 3.15 show that  $r$ -obtained some items of the test is smaller than  $\alpha = 0.05$  but for item 15, 16, 17, 21, and 22 are invalid. Thus, the invalid items (15, 16, 17, 21, 22) were not used and were deleted.

### 3.8 Data Analysis Technique

Data analysis is a device to determine the result of collected data. Creswell (2012) has determined the standard deviations and range score for the independent variable and for the dependent variable, where the independent variables are students' attitude and self-efficacy, whereas the dependent variable is students' reading comprehension. The data were analyzed by employing descriptive and inferential statistics, which is Regression Analysis, and all data were analyzed by using SPSS 25.0 program.

#### 1. Descriptive Statistics

Descriptive statistics were used to analyze percentage (%), mean scores ( $M$ ), and standard deviation (SD).

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**2. Inferential Statistics**

Inferential statistics were used to test the hypothesis of this study. Simple and multiple regressions can be used in this study.

**a. Simple Regression**

Simple regression was used to answer the first and the second research questions:

1. To investigate the significant correlation between students' attitude and their reading comprehension at SMA Negeri 2 Siak Hulu.
2. To investigate the significant correlation between students' self-efficacy and their reading comprehension at SMA Negeri 2 Siak Hulu.

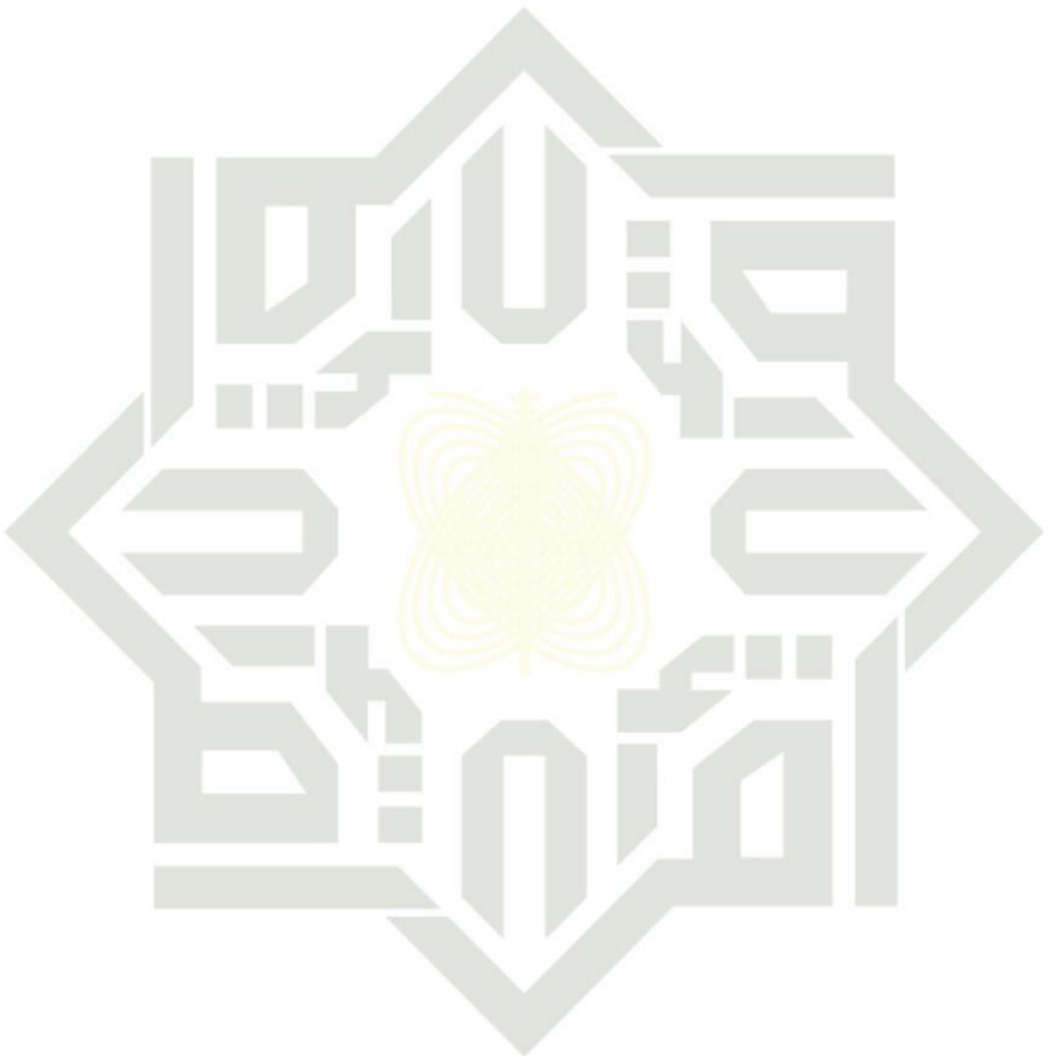
If the result shows  $p < 0.05$ , it means there is a significant influence of students' attitude toward reading comprehension, and also there is a significant influence of self-efficacy toward reading comprehension. If the result shows  $p > 0.05$ , it means there is no significant influence of students' attitude toward reading comprehension, and also there is no significant influence of self-efficacy toward reading comprehension.

**b. Multiple Regression**

According to Creswell (2012), multiple regressions are statistical procedures for examining the combined relationship of multiple independent variables on a single dependent variable. Multiple regressions will be used to analyze the last research question, namely; to



investigate the significant influence of students' attitudes and self-efficacy toward their reading comprehension at SMA Negeri 2 Siak Hulu.



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## CHAPTER V

### CONCLUSION, IMPLICATION, AND RECOMMENDATION

The final chapter provides the conclusion based on the data presentation and analysis in the previous chapter. The implication of the findings of the study is also given followed by recommendations based on the conclusion.

#### 5.1 Conclusion

This study investigated the influence of students' attitude and self-efficacy toward their reading comprehension at SMA Negeri 2 Siak Hulu Based on the data analysis from data collection using two kinds of questionnaires and reading comprehension test that represented in chapter IV, it was shown that there was a significant influence of students' attitude and self-efficacy toward reading comprehension at the tenth-grade students at SMA Negeri 2 Siak Hulu. From the findings, some conclusions can be drawn:

Firstly, reading comprehension was influenced by students' reading attitude. The better students' attitude toward reading, they would get the higher score in reading comprehension. Meanwhile, the worse students' reading attitude, they would get a lower score in reading comprehension. In short, the increase of students' attitude would increase their reading comprehension.

Secondly, the students' reading comprehension was also influenced by self-efficacy. The strongest students' self-efficacy would be the higher students' reading comprehension. Besides, the worse students' self-efficacy, they would get the lower score in reading comprehension. In the other words, the increase of students' self-efficacy would increase their reading comprehension.

So, we can conclude that when students have good attitudes as well as

strong self-efficacy, they were positively affected in students' reading comprehension.

### **The Implication of the Research**

The implications of the findings are one of the necessary things the students and teachers should recognize themselves; know their strengths and weaknesses in the teaching and learning process. The findings of this study found that there was a significant influence of students' attitude and self-efficacy positively affected toward students' reading comprehension. It means that those factors cannot be ignored and tend to need noticeable attention. Regarding many theories mentioned in chapter two, and it is proved that students' attitude and self-efficacy have assisted toward reading comprehension that we could see from the reading test.

This finding was similar to Gardney's theory (in Dörnyei, 2003) that stated the students' attitude toward the target language group would influence the students' success in language learning. Thus, the role of attitude is proven able to change the students' behavior. Positive attitudes would reflect the positive performance of students in foreign language learning. On the other hand, negative attitudes will give an impact on negative performance in the learning process. In short, students' achievement is depending on their performance. So, the student's attitude can influence their reading comprehension.

In addition, the influence of self-efficacy toward students' reading comprehension findings is supported by Habibian and Roslan (2014). They stated

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that there is a positive significance between self-efficacy and reading comprehension. The self-efficacious students can perform the task better than those who are not. Hence, the teachers must take more attention to the students who have weak self-efficacy levels, and then they must be able to maintain and improve self-efficacy levels by applying a suitable teaching strategy in the learning process.

As a facilitator in learning, teachers are required to be concerned with students' attitude and self-efficacy that contributed affected in the English learning process. As we know, every student has their own characters' ability in language learning. Some students are fast and easy to understand learning material and also some students are quite slow to understand the material. Consequently, the teachers are required to establish a learning conducive atmosphere that students are comfortable expressing their ideas or asking question in the learning process. With an enjoyable learning process, students feel motivated in learning, and it can encourage them to be confident in learning.

Furthermore, the students are also expected to more practice reading material to enhance their comprehension of reading. The teachers are required to prepare good reading material for students' levels. Moreover, the teacher should have good knowledge about reading as one of the skills in English language learning. Attitude and self-efficacy can be obtained when students always think positively about themselves.

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## Recommendation

Dealing with the conclusion of the research, it would like to give some recommendations that are presented as follows:

### 1. The English Teachers

The English Foreign Language teachers are recommended to establish an enjoyable atmosphere in learning to promote students' positive attitude toward English. Teachers should focus on students' attitude before teaching English. The teachers are required to change the way students' opinions about English lessons. Therefore, it is recommended that they keep developing to improve their professionalism as a teacher. The teachers can also give more students more assignments dealing with reading comprehension.

### 2. The Students

Based on the result of the research, the students should maintain the way of learning English. They can improve their reading attitude and self-efficacy as an important factor in increasing students' reading comprehension. The students also should increase their ability in English by trying to enrich knowledge related to English, practice their English, and enlarge reading an English book.

### 3. The School Policy-Marker

The school policymaker is one of the people who are involved to improve students' reading comprehension. They need to establish a good way to support students' reading comprehension skills, such as

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collaboratively designing the school program with English teachers. This way can stimulate students to practice their skills in English. In addition, the facilities that can help to teach and learn also should be provided.

#### 4. Further Researchers

Hopefully, this thesis provided a meaningful reference for further researchers and those who are reading this thesis and interested in conducting the same research. It suggested to the next researcher to investigate whether attitude and self-efficacy can also influence other subjects.

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**Appendix 1**

**QUESTIONNAIRE OF READING ATTITUDE**  
Adapted from Juhee Lee and Schallert (2014)

This questionnaire is for the purpose of research only that is to investigate the students' attitude toward reading and nothing to do with your grade. The questionnaire consists of 21 questions and statements in the form of close-ended items. Choose the alternative which you think based on Likert-scale:

- (SD) Strongly Disagree,
- (D) Disagree,
- (U) Undecided,
- (A) Agree
- (SA) Strongly Agree

Name: .....  
Class: .....  
Gender: .....

| No | Reading Attitude Items                                                  | SD<br>(Strongly Disagree) | D<br>(Disagree) | U<br>(Undecided) | A<br>(Agree) | SA<br>(Strongly Agree) |
|----|-------------------------------------------------------------------------|---------------------------|-----------------|------------------|--------------|------------------------|
| 1. | I can develop my English reading ability if I read English.             |                           |                 |                  |              |                        |
| 2. | I can improve my sensitivity to the English language if I read English. |                           |                 |                  |              |                        |
| 3. | I can acquire broad knowledge if I read English.                        |                           |                 |                  |              |                        |
| 4. | Reading English is useful to get a good grade in class.                 |                           |                 |                  |              |                        |

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|     |                                                                   |  |  |  |  |  |
|-----|-------------------------------------------------------------------|--|--|--|--|--|
| 5.  | I can become more knowledgeable if I read English.                |  |  |  |  |  |
| 6.  | I can acquire English vocabulary if I read English.               |  |  |  |  |  |
| 7.  | I get to know different values if I read English.                 |  |  |  |  |  |
| 8.  | I want to avoid reading in English as much as possible.           |  |  |  |  |  |
| 9.  | Reading is enjoyable                                              |  |  |  |  |  |
| 10. | I feel anxious if I don't know all the words in reading passages. |  |  |  |  |  |
| 11. | Reading is my hobby.                                              |  |  |  |  |  |
| 12. | If I do not understand content in reading, I skip the part.       |  |  |  |  |  |
| 13. | When I read in English, I find it difficult to concentrate.       |  |  |  |  |  |
| 14. | Even if I cannot understand what I read completely, I don't care  |  |  |  |  |  |



|     |                                                                   |  |  |  |  |
|-----|-------------------------------------------------------------------|--|--|--|--|
| 5.  | I go to a library to borrow or read books.                        |  |  |  |  |
| 6.  | I like to read books in my spare time.                            |  |  |  |  |
| 7.  | I sometimes visit English websites and read them on the Internet. |  |  |  |  |
| 8.  | I try to find time for reading.                                   |  |  |  |  |
| 9.  | During my vocation, I want to read at least one book.             |  |  |  |  |
| 20. | I want to read many English books in the future.                  |  |  |  |  |

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**Appendix 2**

**QUESTIONNAIRE OF READING SELF-EFFICACY**  
Adapted from Henk, Marinak, and Melnick (2012)

This questionnaire is for the purpose of research only that is to investigate the students' self-efficacy toward reading and nothing to do with your grade. The questionnaire consists of 30 questions and statements in the form of close-ended items. Choose the alternative which you think based on Likert-scale:

- (SD) Strongly Disagree,  
(D) Disagree,  
(U) Undecided,  
(A) Agree  
(SA) Strongly Agree

Name: .....

Class: .....

Gender: .....

| No | Reading Self-Efficacy Items                                             | SD<br>(Strongly Disagree) | D<br>(Disagree) | U<br>(Undecided) | A<br>(Agree) | SA<br>(Strongly Agree) |
|----|-------------------------------------------------------------------------|---------------------------|-----------------|------------------|--------------|------------------------|
| 1. | Reading is a pleasant activity for me.                                  |                           |                 |                  |              |                        |
| 2. | I can handle more challenging reading materials than I could before.    |                           |                 |                  |              |                        |
| 3. | I need less help than other students when I read.                       |                           |                 |                  |              |                        |
| 4. | I feel comfortable when I read.                                         |                           |                 |                  |              |                        |
| 5. | When I read, I don't have to try as hard to understand as I used to do. |                           |                 |                  |              |                        |
| 6. | I am getting better at reading.                                         |                           |                 |                  |              |                        |

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|     |                                                                      |  |  |  |  |  |
|-----|----------------------------------------------------------------------|--|--|--|--|--|
| 7.  | When I read, I can figure out words better than other students.      |  |  |  |  |  |
| 8.  | My teachers think I am a good reader.                                |  |  |  |  |  |
| 9.  | I read better than other students in my class.                       |  |  |  |  |  |
| 10. | My reading comprehension level is higher than other students.        |  |  |  |  |  |
| 11. | I feel calm when I read.                                             |  |  |  |  |  |
| 12. | My teacher think that I try my best when I read.                     |  |  |  |  |  |
| 13. | Reading tends to make me feel calm.                                  |  |  |  |  |  |
| 14. | I understand what I read better than I could before.                 |  |  |  |  |  |
| 15. | I can understand difficult reading materials better than before.     |  |  |  |  |  |
| 16. | When I read, I can handle difficult ideas better than my classmates. |  |  |  |  |  |
| 17. | When I read, I recognize more words than before.                     |  |  |  |  |  |
| 18. | I enjoy how I feel when I read.                                      |  |  |  |  |  |
| 19. | I feel proud inside when I think about how well I read.              |  |  |  |  |  |
| 20. | I have improved on assignments and tests that involve reading.       |  |  |  |  |  |



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|     |                                                                                            |  |  |  |  |  |
|-----|--------------------------------------------------------------------------------------------|--|--|--|--|--|
| 21. | When I read, my understanding of important vocabulary words is better than other students. |  |  |  |  |  |
| 22. | My classmates think my reading comprehension is fine.                                      |  |  |  |  |  |
| 23. | Reading makes me feel good.                                                                |  |  |  |  |  |
| 24. | I can figure out hard words better than I could before.                                    |  |  |  |  |  |
| 25. | I think reading can be relaxing.                                                           |  |  |  |  |  |
| 26. | When I read, I need less help than I used to.                                              |  |  |  |  |  |
| 27. | My teacher thinks that I do a good job of interpreting what I read.                        |  |  |  |  |  |
| 28. | My understanding of difficult reading materials has improve.                               |  |  |  |  |  |
| 29. | I am more confident in my reading than other students.                                     |  |  |  |  |  |
| 30. | Vocabulary words are easier for me to understand.                                          |  |  |  |  |  |

### Appendix 3 READING COMPREHENSION TEST

Select the best response to each question and mark the letter (A), (B), (C), (D), or (E).

The following text is for question 1 to 3.

Picasso was one of the most outstanding and important artists of the 1900's. He was best known for his paintings. Almost every style in modern art is represented in Picasso's works. Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting from his father and his college level course of study at the academy of arts in Madrid.

From about 1895 to 1901, he painted realistic works in a traditional style. He, then, entered what was called the Blue Period. During this time, he only used shades of blue in his paintings to show the poverty he saw in Barvelona. After 1908, he entered into the style of cubism. Among his well-known cubist paintings are "Three Musicians" and "Man with a Guitar".

Picasso died in Moughins, France in 1973. He was really great artist.

Source: *englishadmin.com*

1. Based on the text, why did Picasso become so popular? Because .....

  - A. He was the most outstanding artist of the 1990's.
  - B. He was known for his great paintings.
  - C. He painted in traditional style.
  - D. He was son of an art teacher.
  - E. He studied in art school.

2. What is the topic of the passage?

  - A. Picasso died in Spain 1973.
  - B. Picasso was born in Malaga, Italy.
  - C. Picasso was famous for his painting style.
  - D. Picasso had a father who worked as an art teacher.
  - E. Picasso finished his study at the academy of Arts in Madrid.

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3. What can be inferred from the text?
  - A. Picasso's father was not good at art.
  - B. Picasso passed away at the age of 92.
  - C. Picasso was unpopular artist of 1990's.
  - D. Blue period shows the prosperity in Barcelona.
  - E. For 8 years, Picasso painted realistic works in a traditional style.

**The following text is for question 4 to 6.**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmna, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmna and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning, we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. at 5 p.m, we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by bus.

Source: *sekolahbahasainggris.co.id*

4. The text above mainly discusses about .....
  - A. The writer's trip to Yogyakarta.
  - B. The writer's first visit to Prambanan.
  - C. The writer's impression about the guide.
  - D. The writer's experience at Yogya Kraton.
  - E. The writer's impression about Borobudur.
5. What are the big temples in Prambanan?
  - A. Angkor wat, Syiwa, and Sudra Temples
  - B. Paria, Brahmna, and Temples.
  - C. Brahmna, Syiwa, and Wisnu Temples.
  - D. Wisnu, Syiwa, and Borobudur Temples.
  - E. Borobudur, Syiwa, and Brahmna Temples.



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6. Why did they just visit Brahmans and Syiwa temples?
  - A. Because there was no Wisnu Temple.
  - B. Because Wisnu Temple was amazing.
  - C. Because Wisnu Temple was too small.
  - D. Because Wisnu Temple was being repaired.
  - E. Because Wisnu Temple was being destroyed.

The following text is for question 7 to 11.

**A brief history of Singapore**

According to Legend, Singapore was a founded country ago when a prince from Sumatra landed on the island and saw a lion. He took it as a good omen and founded a city called Singapura, which means Lion City. The legend may or may not be true. In fact the name of Singapura was not recorded until the 16<sup>th</sup> century and Singapore was really only a trading post with a small population, not a city.

Modern Singapore was founded in 1819 by Sir Stamford Raffles (1781-1826). Raffles became a clerk for the British East India Company in 1795. He rose rapidly in the company. In 1805 he was sent to Penang and in 1811 he was made Lieutenant Governor of Java.

In 1818, Raffles was made governor of Bencoolen on the island of Sumatra. Raffles believed the British should establish a base on the Straits of Malacca and in 1819 he landed on the island of Singapore. The island consisted of swamps and jungle with a small population but Raffles realized it could be made into a useful port.

At the time, two men were vying to become Sultan of the Empire of Johor, which controlled Singapore. In 1812 the Sultan died and his two sons quarreled over the succession. Raffles supported the older brother Hussein and recognized him as Sultan. Raffles made a deal with him. The British East India Company was given Singapore in return for an annual payment. In 1824, the Company was given the island in return for a lump sum of money.

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The British established a new trading post at Singapore and it grew very rapidly. As well as Europeans, Malays, Chinese, Indians, and Arabs came to live and work there. By 1824 the population had risen to 10.000.

In 1826, Singapore was joined with Melaka and Penang to form the Straits Settlements. In 1867, Singapore became a Crown Colony ruled directly by the British government rather than the East India Company. By 1870 the population of Singapore had risen to 100.000. Many grand buildings were erected in Singapore in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Among them was the Victoria Theatre & Concert Hall, which was built in 1862.

Several temples were built at the time, including Thian hock Keng Temple, which was built in 1842. The Sri Marimman Temple was first built in 1823, but it was rebuilt in 1843. The Sri Srinivasa Perumal Temple was built in 1855. The Leong San See Temple was built in 1917. The Sakya Muni Buddha Gaya Temple was built in 1927.

When Suez Canal was built in 1869, Singapore became even more important as a 'gateway' between Europe and Eastern Asia – By *Tim Lambert*

Source: <http://www.localhistories.org/Singapore.html>

7. What is the main idea of the first paragraph?
  - A. Singapore was a trading post.
  - B. Singapore was founded by Sir Stamford Raffles.
  - C. Singapore was named after the prince's name.
  - D. Singapore was founded by a prince from Sumatra.
  - E. Singapore was founded in 1819.
8. What is TRUE about Sir Stamford Raffles?
  - A. He was born in Bencoolen.
  - B. He founded the Straits of Malacca.
  - C. He was the founder of Modern Singapore.
  - D. He founded the British East India Company.
  - E. He invited people from Europe, Arabia, India, to Singapore.

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9. At the time two men were vying to become Sultan of the Empire of Johor ..... (Paragraph 4). The underlined word is closest in meaning to .....
 

|                  |              |
|------------------|--------------|
| A. Collaborating | D. Competing |
| B. Cooperating   | E. Joining   |
| C. Contributing  |              |
10. “Many grand buildings were erected in Singapore in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Among them was the Victoria Theatre and Concert Hall, which was built in 1862.” (Paragraph 6).  
The word “them” refers to .....
 

|                  |                      |
|------------------|----------------------|
| A. Temples       | D. Grand buildings   |
| B. Centuries     | E. Victoria theatres |
| C. Concert halls |                      |
11. “Raffles supported the older brother Hussein and recognized him as Sultan”. (Paragraph 4)  
The word “him” refers to .....
 

|                   |            |
|-------------------|------------|
| A. Sultan         | D. Raffles |
| B. Prince Sumatra | E. Hussein |
| C. Governor       |            |

**The following text is for question 12-16.**

Word War II in the Pacific ended after the Hiroshima and Nagasaki bombings. The Empire of Japan surrendered to the Allies aboard USS Missouri in the 194. It inspired the East Indies (Indonesia) nationalist to proclaim independence, which the Japanese had promised. Soon, the leaders of the Indonesian nationalist movement insisted that Soekarno, a son of a school-teacher and theosophist, and Hatta, a Sumatra economist, proclaim Indonesian independence on the August 17<sup>th</sup>, 1945. They were also appointed president and vice-president of the new nation.

After Japanese fled from the East Indies, the Dutch came back to recover the territory. They realized that the East Indies was very important for the Dutch economy. Armed with Japanese weapons, the Dutch were able to make significant headway in Sumatra and Java.



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The Dutch aggression came under much criticism from the United Nations. They proposed a negotiation between the Dutch and the Indonesian nationalist movement and both sides agreed to negotiate. Eventually, a conference of 120 delegates was held in The Hague (Dutch: Den Haag) in 1949. The Indonesian nationalist delegates were led by Mohammad Hatta. After ten weeks of meetings, both sides reached an agreement by which the Dutch recognized the sovereignty of the United States of Indonesia, with Queen Juliana as the titular head of an Indonesian-Dutch union.

Adapted from: <http://www.historytoday.com/Richard-cavendish/independenceindonesia>

12. From the passage, we can infer that .....
  - A. Indonesian nationalists were inspired to proclaim independence when the Empire of Japan surrendered to the Allies.
  - B. The Indonesian nationalist insisted on proclaiming independence as the Japanese had promised.
  - C. Queen Juliana was the one who proclaimed independence.
  - D. Independence was proclaimed as the Dutch had promised.
  - E. Independence was proclaimed by Mohammad Hatta.
13. Why were the Dutch able to make good headway in Java and Sumatra?
  - A. They were helped by the Japanese.
  - B. They had more skillful soldiers.
  - C. They had better strategies.
  - D. They used better weapons.
  - E. They negotiated better.
14. “Eventually, a conference of 120 delegates as held in The Hague in 1949”.  
(Paragraph 3)  
The underlined word is closest in meaning to .....
  - A. Conducted
  - B. Eliminated
  - C. Abolished
  - D. Reduced
  - E. Deleted

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15. In paragraph 2, we can infer that .....
  - A. The return of the Dutch was rejected by the nationalist.
  - B. The United Nations supported the Dutch aggression.
  - C. The Dutch were armed with Japanese weapons.
  - D. The Japanese had promised independence.
  - E. The Dutch declared war on the Japanese.
16. “They proposed a negotiation between the Dutch and the Indonesian nationalist movement.” (Paragraph 3)  
The underlined word refers to .....
  - A. The Allies
  - B. The Dutch
  - C. The Japanese
  - D. The Nationalist
  - E. The United Nations

**The following text is for question 17 to 20.**

**Marion Barber**

Marion Barber was born on June 9, 1983, and growing up in Minnesota. He attended Wayzata High School in Minnesota, and excelled in football, baseball, and track. Then, he attended the University of Minnesota, where he majored in Business Marketing. In his college football career, Marion Barber would earn myriad honors and broke numerous records to boot. Marion Barber’s 3.276 yards and 14.100-yard rushing games ranked third in Minnesota Golden Gophers history.

Marion Barber hit the big time when the Dallas Cowboys selected him as the fourth round of the 2005 NFL Draft. Fans with Dallas Cowboys ticket watched Marion Barber emerge as a starter, rushing for 95 yards against the Seattle Seahawks and 127 yards against the Arizona Cardinals, which was the first 100-yards rushing the game of the season for the Dallas Cowboys.

He and the Dallas Cowboys agreed to a six-year contract extension worth \$45 million. His stats would continue to improve and impress his teammates, coaches, and fans with Dallas Cowboys tickets.

Source: *carakerjapro.blogspot.com*

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17. What is the topic of the text?
    - A. A famous hockey player
    - B. A famous football player
    - C. A famous handball player
    - D. Rounders player
    - E. Softball player
  18. What kind of program majored by Barber during in Minnesota?
    - A. Literature
    - B. Business Marketing
    - C. Neurology
    - D. Medic
    - E. Accountancy
  19. What is the main idea of paragraph 2?
    - A. Marion Barber growing up in Minnesota
    - B. Marion Barber being famous when the Dallas Cowboys selected him.
    - C. Marion Barber had a lot of fans.
    - D. Marion Barber extended six-year contract with Dallas Cowboys.
    - E. Marion Barber studied in University of Minnesota.
  20. Marion Barber hit the big time when the Dallas Cowboys selected him.  
(Paragraph 2)  
The synonym of the underlined words above is .....
- A. Famous
  - B. Pity
  - C. Rich
  - D. Poor
  - E. Happy

**The following text is for question 21 to 25.**

**The Cultivation System in Java**

To overcome bankruptcy, the Dutch colonial government implemented The Cultivation System or *cultuurstelsel* (Duth) in Java in the mid of the 19<sup>th</sup> century. By the system, the Dutch government planned to monopolize the cultivation of export crops on Java. As a result, much of Java became Dutch plantations.



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The system obliged the villagers to devote 20% of their cultivation fields to export crops that were decided by the Dutch. Among the crops were tobacco, sugar-cane, rubber, and cocoa. Villagers had to work on the Dutch plantation for 60 days each a year. To make sure, people did not run away from the Dutch Government restricted human mobility. People were not allowed to travel freely without permission. Those who broke the rule were arrested and imprisoned.

To handle and control the process, the Dutch set up a network of local middlemen who profited greatly from the system. The Dutch gave a lot of bonuses when their residency gave more crops than before. This led the local people to suffer severe oppression.

The Cultivation System was very successful. The Dutch earned a lot of money to run their colonial government. Between 1832 and 1852, 19% of total Dutch income was from their Javanese colony. The figure increased to 33% between 1860 and 1866.

For the local people, the system was horrible. They suffered a lot because of their worsened living standards. They worked hard to plant the crops but they got little money, because the Dutch Government applied fixed prices.

Source: *Mandiri: English on Target for SMA/MA Grade X book*

21. “To overcome bankruptcy, the Dutch colonial government implemented The Cultivation System or *cultuurstelsel* (Dutch) in Java in the mid of the 19<sup>th</sup> century.”

The underlined word is closest in meaning to .....

- A. Reach
  - B. Perform
  - C. Achieve
  - D. Conduct
  - E. Cope with
22. How was the Cultivation System implemented?
- A. By giving a lot of bonuses to the villagers
  - B. By obliging people to plant export crops.
  - C. By increasing living standards.

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- D. By applying fixed prices.  
E. By arresting people.
23. What is NOT true about the cultivation system in Java?
- A. The villagers had to work on the Dutch plantation for 60 days each year.
  - B. The villagers had to devote 20% of their field to grow export plants.
  - C. People who broke the rules were arrested and imprisoned.
  - D. People were allowed to travel freely.
  - E. Human mobility was restricted.
24. What is the main idea of paragraph 4?
- A. The Dutch income form Javanese colony was 33%.
  - B. The local people got a lot of money.
  - C. The local people suffered severe oppression.
  - D. The Dutch arrested and imprisoned many people.
  - E. The cultivation system was successful by the Dutch
25. ...., the Dutch government restricted human mobility. (Paragraph 2)  
The underlined word is closest in meaning to .....
- A. Limited
  - B. Relieved
  - C. Delivered
  - D. Released
  - E. Removed

**Key Answer**

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

Appendix 4 Fryout of Reading Attitude Questionnaire

| No. | Students   | Reading Attitude Item |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | RA |
|-----|------------|-----------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|     |            | 1                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |    |
| 1   | Student 1  | 4                     | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 2  | 5  | 4  | 4  | 3  | 4  | 5  | 4  | 1  | 5  | 5  | 1  | 87 |    |
| 2   | Student 2  | 5                     | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4  | 2  | 2  | 4  | 4  | 4  | 5  | 4  | 1  | 4  | 2  | 2  | 79 |    |
| 3   | Student 3  | 4                     | 5 | 5 | 3 | 4 | 3 | 4 | 5 | 4 | 5  | 5  | 5  | 5  | 5  | 4  | 5  | 5  | 1  | 3  | 5  | 3  | 92 |    |
| 4   | Student 4  | 3                     | 3 | 4 | 4 | 2 | 1 | 3 | 3 | 4 | 2  | 2  | 4  | 2  | 2  | 2  | 2  | 4  | 2  | 3  | 2  | 2  | 61 |    |
| 5   | Student 5  | 3                     | 5 | 5 | 3 | 2 | 4 | 1 | 4 | 2 | 4  | 2  | 3  | 3  | 3  | 2  | 2  | 2  | 2  | 2  | 4  | 2  | 63 |    |
| 6   | Student 6  | 4                     | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 4 | 2  | 3  | 4  | 4  | 4  | 3  | 2  | 4  | 2  | 3  | 3  | 2  | 76 |    |
| 7   | Student 7  | 5                     | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 2  | 5  | 3  | 4  | 5  | 5  | 5  | 3  | 2  | 2  | 1  | 76 |    |    |
| 8   | Student 8  | 3                     | 2 | 2 | 3 | 2 | 1 | 5 | 2 | 1 | 3  | 5  | 3  | 1  | 3  | 5  | 2  | 2  | 2  | 3  | 3  | 1  | 58 |    |
| 9   | Student 9  | 4                     | 5 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 5  | 4  | 4  | 4  | 2  | 4  | 4  | 4  | 2  | 3  | 4  | 1  | 83 |    |
| 10  | Student 10 | 3                     | 3 | 5 | 4 | 4 | 4 | 5 | 2 | 5 | 4  | 4  | 3  | 3  | 4  | 4  | 3  | 5  | 2  | 3  | 4  | 2  | 79 |    |
| 11  | Student 11 | 4                     | 3 | 3 | 4 | 3 | 4 | 1 | 1 | 2 | 3  | 5  | 3  | 5  | 4  | 4  | 5  | 5  | 1  | 3  | 5  | 2  | 72 |    |
| 12  | Student 12 | 3                     | 4 | 4 | 3 | 4 | 4 | 1 | 4 | 3 | 3  | 3  | 4  | 3  | 4  | 4  | 4  | 5  | 2  | 3  | 3  | 1  | 73 |    |
| 13  | Student 13 | 5                     | 3 | 5 | 4 | 5 | 5 | 3 | 4 | 4 | 5  | 4  | 5  | 4  | 4  | 5  | 4  | 5  | 2  | 3  | 4  | 1  | 88 |    |
| 14  | Student 14 | 3                     | 3 | 4 | 4 | 2 | 4 | 2 | 2 | 3 | 2  | 4  | 2  | 3  | 5  | 5  | 4  | 5  | 1  | 3  | 4  | 2  | 69 |    |
| 15  | Student 15 | 5                     | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 3 | 3  | 5  | 5  | 4  | 4  | 5  | 5  | 5  | 3  | 3  | 5  | 2  | 94 |    |
| 16  | Student 16 | 3                     | 4 | 4 | 4 | 5 | 4 | 2 | 2 | 3 | 4  | 4  | 3  | 5  | 5  | 5  | 4  | 5  | 2  | 3  | 4  | 2  | 80 |    |
| 17  | Student 17 | 3                     | 4 | 3 | 3 | 4 | 4 | 3 | 1 | 4 | 4  | 5  | 5  | 3  | 4  | 3  | 3  | 3  | 5  | 1  | 3  | 5  | 1  | 74 |
| 18  | Student 18 | 4                     | 3 | 3 | 4 | 5 | 5 | 5 | 2 | 4 | 2  | 4  | 4  | 5  | 5  | 4  | 4  | 5  | 1  | 3  | 4  | 1  | 78 |    |



|                                                        |            | Reading Attitude Item |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |
|--------------------------------------------------------|------------|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| No                                                     | Students   | 1                     | 2            | 3            | 4            | 5            | 6            | 7            | 8            | 9            | 10           | 11           | 12           | 13           | 14           | 15           | 16           | 17           | 18           | 19           | 20           | 21           | 22           | RA           |
| 19                                                     | Student 19 | 5                     | 5            | 5            | 5            | 5            | 4            | 4            | 5            | 5            | 5            | 4            | 4            | 5            | 5            | 5            | 5            | 5            | 5            | 3            | 4            | 4            | 2            | 98           |
| 20                                                     | Student 20 | 5                     | 5            | 5            | 5            | 5            | 4            | 5            | 5            | 5            | 5            | 5            | 5            | 4            | 5            | 5            | 5            | 5            | 5            | 3            | 4            | 5            | 1            | 101          |
| <b>CA</b>                                              |            | <b>82</b>             | <b>67</b>    | <b>76</b>    | <b>84</b>    | <b>83</b>    | <b>82</b>    | <b>76</b>    | <b>59</b>    | <b>66</b>    | <b>74</b>    | <b>68</b>    | <b>77</b>    | <b>73</b>    | <b>80</b>    | <b>76</b>    | <b>80</b>    | <b>81</b>    | <b>89</b>    | <b>37</b>    | <b>62</b>    | <b>77</b>    | <b>32</b>    | <b>1581</b>  |
| <b>Validity</b>                                        |            | <b>0.486</b>          | <b>0.693</b> | <b>0.594</b> | <b>0.691</b> | <b>0.586</b> | <b>0.625</b> | <b>0.614</b> | <b>0.590</b> | <b>0.457</b> | <b>0.634</b> | <b>0.552</b> | <b>0.506</b> | <b>0.460</b> | <b>0.577</b> | <b>0.573</b> | <b>0.687</b> | <b>0.507</b> | <b>0.569</b> | <b>0.330</b> | <b>0.601</b> | <b>0.506</b> | <b>0.048</b> |              |
| <b>Ket</b>                                             |            | <b>V</b>              | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>D</b>     | <b>V</b>     | <b>V</b>     | <b>D</b>     |              |
| <b>Variance of each item (<math>\sigma_b^2</math>)</b> |            | <b>0.69</b>           | <b>1.03</b>  | <b>0.66</b>  | <b>0.76</b>  | <b>0.63</b>  | <b>0.79</b>  | <b>0.76</b>  | <b>2.35</b>  | <b>1.71</b>  | <b>0.81</b>  | <b>1.54</b>  | <b>1.03</b>  | <b>1.13</b>  | <b>0.60</b>  | <b>1.26</b>  | <b>0.90</b>  | <b>1.15</b>  | <b>0.85</b>  | <b>0.53</b>  | <b>0.49</b>  | <b>1.03</b>  | <b>0.34</b>  | <b>21.02</b> |
| <b>Total varians (<math>\sigma_t^2</math>)</b>         |            | <b>132.5475</b>       |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |
| <b>Reliability (<math>r_{11}</math>)</b>               |            | <b>0.88</b>           |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |              |

Unggah Undang-Undang  
 ngutip sebagian atau seluruh  
 n hanya untuk kepentingan p  
 n tidak merugikan kepenting  
 ngumumkan dan memperba

anp  
 high  
 reliable)

in, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjau  
 seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



| Reading Self-Efficacy Item             |            |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|----------------------------------------|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| No                                     | Students   | 16    | 17    | 18    | 19    | 20    | 21    | 22    | 23    | 24    | 25    | 26    | 27    | 28    | 29    | 30    | 31    | RSE   |
| 1                                      | Student 1  | 5     | 5     | 3     | 5     | 3     | 5     | 5     | 4     | 4     | 1     | 5     | 5     | 5     | 5     | 5     | 3     | 135   |
| 2                                      | Student 2  | 4     | 4     | 5     | 5     | 2     | 5     | 5     | 5     | 4     | 2     | 4     | 5     | 3     | 3     | 5     | 3     | 123   |
| 3                                      | Student 3  | 5     | 4     | 3     | 4     | 2     | 4     | 5     | 5     | 4     | 2     | 5     | 5     | 5     | 5     | 5     | 2     | 133   |
| 4                                      | Student 4  | 5     | 5     | 4     | 5     | 4     | 5     | 5     | 5     | 5     | 1     | 5     | 5     | 4     | 5     | 5     | 5     | 143   |
| 5                                      | Student 5  | 5     | 4     | 3     | 3     | 5     | 5     | 5     | 3     | 5     | 1     | 5     | 5     | 4     | 3     | 5     | 5     | 134   |
| 6                                      | Student 6  | 5     | 3     | 3     | 5     | 5     | 4     | 5     | 3     | 5     | 3     | 4     | 5     | 5     | 4     | 4     | 5     | 132   |
| 7                                      | Student 7  | 5     | 4     | 4     | 5     | 2     | 4     | 4     | 3     | 5     | 1     | 5     | 4     | 3     | 5     | 5     | 2     | 123   |
| 8                                      | Student 8  | 3     | 3     | 2     | 2     | 2     | 2     | 3     | 2     | 3     | 2     | 4     | 2     | 2     | 3     | 3     | 3     | 84    |
| 9                                      | Student 9  | 5     | 4     | 4     | 5     | 1     | 5     | 5     | 4     | 5     | 2     | 5     | 5     | 4     | 4     | 5     | 4     | 137   |
| 10                                     | Student 10 | 5     | 4     | 3     | 4     | 3     | 3     | 5     | 4     | 4     | 2     | 5     | 5     | 5     | 5     | 1     | 2     | 123   |
| 11                                     | Student 11 | 4     | 4     | 3     | 5     | 3     | 3     | 5     | 4     | 4     | 3     | 4     | 5     | 3     | 3     | 3     | 2     | 108   |
| 12                                     | Student 12 | 3     | 2     | 2     | 3     | 2     | 5     | 3     | 4     | 3     | 2     | 4     | 4     | 5     | 5     | 5     | 5     | 122   |
| 13                                     | Student 13 | 5     | 4     | 4     | 5     | 3     | 4     | 5     | 5     | 5     | 3     | 5     | 5     | 2     | 5     | 5     | 3     | 135   |
| 14                                     | Student 14 | 2     | 4     | 2     | 4     | 2     | 4     | 5     | 5     | 5     | 2     | 5     | 5     | 3     | 5     | 1     | 2     | 116   |
| 15                                     | Student 15 | 3     | 1     | 1     | 2     | 2     | 2     | 2     | 2     | 3     | 1     | 3     | 4     | 3     | 3     | 3     | 3     | 81    |
| 16                                     | Student 16 | 4     | 3     | 2     | 4     | 3     | 4     | 4     | 5     | 3     | 2     | 3     | 5     | 5     | 5     | 5     | 4     | 127   |
| 17                                     | Student 17 | 2     | 5     | 5     | 5     | 3     | 4     | 4     | 5     | 3     | 2     | 5     | 5     | 4     | 5     | 3     | 3     | 117   |
| 18                                     | Student 18 | 4     | 4     | 5     | 4     | 5     | 5     | 5     | 4     | 5     | 3     | 5     | 5     | 4     | 4     | 5     | 5     | 140   |
| 19                                     | Student 19 | 5     | 4     | 3     | 5     | 4     | 4     | 5     | 5     | 5     | 1     | 5     | 5     | 5     | 5     | 4     | 5     | 141   |
| 20                                     | Student 20 | 5     | 4     | 3     | 4     | 5     | 5     | 5     | 4     | 4     | 3     | 5     | 5     | 5     | 5     | 4     | 5     | 140   |
| CA                                     |            | 84    | 75    | 64    | 84    | 61    | 82    | 90    | 81    | 84    | 39    | 91    | 94    | 79    | 87    | 81    | 71    | 2494  |
| Validity                               |            | 0.648 | 0.596 | 0.520 | 0.636 | 0.483 | 0.832 | 0.773 | 0.585 | 0.627 | 0.091 | 0.611 | 0.709 | 0.549 | 0.531 | 0.511 | 0.478 |       |
| Ket                                    |            | V     | V     | V     | V     | V     | V     | V     | V     | V     | D     | V     | V     | V     | V     | V     | V     |       |
| Variance of each item ( $\sigma_p^2$ ) |            | 1.06  | 0.89  | 1.16  | 0.96  | 1.45  | 0.89  | 0.75  | 0.95  | 0.66  | 0.55  | 0.45  | 0.51  | 1.05  | 0.73  | 1.65  | 1.45  | 28.16 |

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Appendix 6 Fry Out of Reading Comprehension Test

| No                                                     | Students   | Number of Item |                          |              |              |              |              |              |              |              |              |              |              |              |              |              |
|--------------------------------------------------------|------------|----------------|--------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                                                        |            | 1              | 2                        | 3            | 4            | 5            | 6            | 7            | 8            | 9            | 10           | 11           | 12           | 13           | 14           | 15           |
| 1                                                      | Student 1  | 1              | 1                        | 1            | 1            | 0            | 1            | 1            | 1            | 1            | 0            | 1            | 1            | 1            | 1            | 0            |
| 2                                                      | Student 2  | 1              | 1                        | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 0            |
| 3                                                      | Student 3  | 0              | 1                        | 0            | 0            | 0            | 0            | 1            | 0            | 1            | 1            | 0            | 1            | 1            | 0            | 0            |
| 4                                                      | Student 4  | 1              | 1                        | 1            | 1            | 0            | 1            | 1            | 1            | 0            | 1            | 1            | 1            | 0            | 1            | 0            |
| 5                                                      | Student 5  | 0              | 1                        | 0            | 0            | 0            | 0            | 0            | 0            | 0            | 1            | 0            | 1            | 0            | 0            | 0            |
| 6                                                      | Student 6  | 0              | 1                        | 0            | 1            | 0            | 0            | 1            | 0            | 1            | 0            | 1            | 1            | 0            | 0            | 0            |
| 7                                                      | Student 7  | 0              | 0                        | 1            | 0            | 1            | 0            | 1            | 0            | 1            | 0            | 1            | 1            | 1            | 1            | 0            |
| 8                                                      | Student 8  | 1              | 1                        | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            |
| 9                                                      | Student 9  | 1              | 1                        | 1            | 1            | 1            | 0            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 0            |
| 10                                                     | Student 10 | 1              | 1                        | 0            | 0            | 1            | 0            | 1            | 0            | 0            | 0            | 1            | 1            | 0            | 1            | 0            |
| 11                                                     | Student 11 | 0              | 1                        | 1            | 1            | 0            | 1            | 1            | 0            | 1            | 0            | 1            | 1            | 0            | 1            | 0            |
| 12                                                     | Student 12 | 1              | 0                        | 1            | 1            | 0            | 1            | 0            | 1            | 0            | 0            | 0            | 0            | 1            | 0            | 1            |
| 13                                                     | Student 13 | 1              | 1                        | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            |
| 14                                                     | Student 14 | 1              | 0                        | 1            | 1            | 0            | 1            | 1            | 0            | 1            | 0            | 1            | 1            | 1            | 1            | 0            |
| 15                                                     | Student 15 | 1              | 0                        | 1            | 1            | 0            | 0            | 1            | 1            | 0            | 1            | 0            | 1            | 1            | 0            | 1            |
| 16                                                     | Student 16 | 1              | 1                        | 1            | 1            | 0            | 1            | 0            | 1            | 0            | 1            | 0            | 1            | 1            | 1            | 0            |
| 17                                                     | Student 17 | 0              | 0                        | 0            | 1            | 0            | 0            | 0            | 0            | 0            | 0            | 1            | 0            | 0            | 0            | 0            |
| 18                                                     | Student 18 | 1              | 1                        | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            |
| 19                                                     | Student 19 | 1              | 1                        | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 1            | 0            | 1            |
| 20                                                     | Student 20 | 1              | 1                        | 1            | 0            | 0            | 0            | 1            | 1            | 1            | 1            | 0            | 0            | 1            | 1            | 0            |
| <b>CA</b>                                              |            | <b>14</b>      | <b>14</b>                | <b>16</b>    | <b>14</b>    | <b>9</b>     | <b>11</b>    | <b>16</b>    | <b>12</b>    | <b>13</b>    | <b>12</b>    | <b>14</b>    | <b>17</b>    | <b>14</b>    | <b>13</b>    | <b>6</b>     |
| <b>Validity</b>                                        |            | <b>0.548</b>   | <b>0.482</b>             | <b>0.582</b> | <b>0.647</b> | <b>0.451</b> | <b>0.567</b> | <b>0.507</b> | <b>0.689</b> | <b>0.474</b> | <b>0.503</b> | <b>0.449</b> | <b>0.510</b> | <b>0.531</b> | <b>0.506</b> | <b>0.426</b> |
| <b>Ket</b>                                             |            | <b>V</b>       | <b>V</b>                 | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>V</b>     | <b>D</b>     |
| <b>Variance of each item (<math>\sigma_b^2</math>)</b> |            | <b>0.21</b>    | <b>0.21</b>              | <b>0.16</b>  | <b>0.21</b>  | <b>0.25</b>  | <b>0.25</b>  | <b>0.16</b>  | <b>0.24</b>  | <b>0.23</b>  | <b>0.24</b>  | <b>0.21</b>  | <b>0.13</b>  | <b>0.21</b>  | <b>0.23</b>  | <b>0.21</b>  |
| <b>Total varians (<math>\sigma_t^2</math>)</b>         |            | <b>43.71</b>   |                          |              |              |              |              |              |              |              |              |              |              |              |              |              |
| <b>Reliability (<math>r_{11}</math>)</b>               |            | <b>0.88</b>    | <b>(highly reliable)</b> |              |              |              |              |              |              |              |              |              |              |              |              |              |

| Number of Item |                                        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
|----------------|----------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| No             | Students                               | 16    | 17    | 18    | 19    | 20    | 21    | 22    | 23    | 24    | 25    | 26    | 27    | 28    | 29    | 30    | RC   |
| 1              | Student 1                              | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 1     | 1     | 26   |
| 2              | Student 2                              | 1     | 1     | 1     | 0     | 1     | 0     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 27   |
| 3              | Student 3                              | 0     | 1     | 0     | 1     | 1     | 0     | 1     | 0     | 1     | 0     | 0     | 0     | 1     | 0     | 0     | 13   |
| 4              | Student 4                              | 1     | 1     | 0     | 1     | 0     | 1     | 0     | 1     | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 21   |
| 5              | Student 5                              | 1     | 1     | 1     | 0     | 1     | 1     | 0     | 1     | 0     | 1     | 0     | 0     | 1     | 0     | 0     | 11   |
| 6              | Student 6                              | 0     | 1     | 0     | 1     | 0     | 1     | 0     | 1     | 0     | 1     | 0     | 0     | 1     | 1     | 0     | 13   |
| 7              | Student 7                              | 1     | 0     | 1     | 0     | 1     | 0     | 1     | 1     | 1     | 0     | 0     | 1     | 0     | 0     | 1     | 16   |
| 8              | Student 8                              | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 0     | 28   |
| 9              | Student 9                              | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 27   |
| 10             | Student 10                             | 0     | 0     | 0     | 1     | 0     | 1     | 0     | 1     | 0     | 0     | 1     | 1     | 0     | 1     | 1     | 14   |
| 11             | Student 11                             | 1     | 0     | 0     | 0     | 1     | 0     | 1     | 1     | 1     | 0     | 1     | 0     | 1     | 0     | 1     | 17   |
| 12             | Student 12                             | 0     | 1     | 0     | 0     | 0     | 0     | 0     | 0     | 0     | 1     | 0     | 0     | 1     | 0     | 0     | 10   |
| 13             | Student 13                             | 1     | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 29   |
| 14             | Student 14                             | 1     | 1     | 1     | 1     | 0     | 0     | 0     | 1     | 0     | 0     | 1     | 0     | 1     | 1     | 1     | 19   |
| 15             | Student 15                             | 1     | 0     | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 21   |
| 16             | Student 16                             | 1     | 1     | 1     | 1     | 0     | 1     | 0     | 1     | 1     | 0     | 1     | 1     | 1     | 1     | 0     | 21   |
| 17             | Student 17                             | 1     | 1     | 1     | 0     | 0     | 1     | 1     | 0     | 0     | 0     | 1     | 1     | 0     | 0     | 0     | 10   |
| 18             | Student 18                             | 1     | 1     | 1     | 1     | 1     | 1     | 0     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 28   |
| 19             | Student 19                             | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 28   |
| 20             | Student 20                             | 0     | 0     | 1     | 1     | 0     | 0     | 0     | 0     | 0     | 1     | 1     | 1     | 1     | 1     | 0     | 15   |
|                | CA                                     | 12    | 14    | 15    | 14    | 12    | 12    | 10    | 14    | 13    | 13    | 16    | 13    | 16    | 13    | 12    | 394  |
|                | Validity                               | 0.272 | 0.366 | 0.515 | 0.515 | 0.503 | 0.071 | 0.121 | 0.498 | 0.696 | 0.474 | 0.507 | 0.458 | 0.526 | 0.474 | 0.565 |      |
|                | Ket                                    | D     | D     | V     | V     | V     | D     | D     | V     | V     | V     | V     | V     | V     | V     | V     |      |
|                | Variance of each item ( $\sigma_b^2$ ) | 0.24  | 0.21  | 0.19  | 0.21  | 0.24  | 0.24  | 0.25  | 0.21  | 0.23  | 0.23  | 0.16  | 0.23  | 0.16  | 0.23  | 0.24  | 6.40 |

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## Appendix 7 Validity and Reliability Test Results

### 1. Students Attitude Questionnaire

|        |                     | Correlations |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         | Total   |         |       |
|--------|---------------------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
|        |                     | Aitem1       | Aitem2 | Aitem3 | Aitem4 | Aitem5 | Aitem6 | Aitem7 | Aitem8 | Aitem9 | Aitem10 | Aitem11 | Aitem12 | Aitem13 | Aitem14 | Aitem15 | Aitem16 | Aitem17 | Aitem18 | Aitem19 | Aitem20 | Aitem21 | Aitem22 |       |
| Aitem1 | Pearson Correlation | 1            | ,26    | 0,252  | ,456   | ,509   | 0,257  | 0,097  | ,475   | 0,341  | 0,375   | 0,107   | 0,255   | 0,210   | 0,389   | 0,021   | 0,000   | 0,275   | -0,255  | 0,108   | 0,413   | 0,255   | 0,186   | ,486  |
|        | Sig. (2-tailed)     |              | 0,488  | 0,284  | 0,043  | 0,022  | 0,273  | 0,685  | 0,034  | 0,142  | 0,104   | 0,654   | 0,277   | 0,375   | 0,090   | 0,928   | 1,000   | 0,240   | 0,278   | 0,651   | 0,071   | 0,277   | 0,433   | 0,030 |
|        | N                   | 20           | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem2 | Pearson Correlation | 0,26         | 1      | 0,389  | 0,317  | 0,184  | ,627   | 0,249  | 0,301  | ,637   | 0,334   | 0,405   | 0,343   | ,671    | 0,318   | 0,105   | 0,364   | 0,260   | 0,421   | 0,411   | 0,373   | 0,343   | -0,271  | ,693  |
|        | Sig. (2-tailed)     | 0,488        |        | 0,090  | 0,173  | 0,438  | 0,003  | 0,290  | 0,197  | 0,002  | 0,150   | 0,076   | 0,139   | 0,001   | 0,171   | 0,658   | 0,115   | 0,268   | 0,065   | 0,072   | 0,105   | 0,139   | 0,248   | 0,001 |
|        | N                   | 20           | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem3 | Pearson Correlation | 0,252        | 0,317  | 1      | 0,339  | 0,202  | 0,443  | 0,367  | ,514   | ,480   | 0,328   | 0,377   | -0,158  | 0,267   | 0,238   | 0,230   | ,454    | ,471    | 0,187   | ,458    | 0,278   | -0,158  | -0,063  | ,594  |
|        | Sig. (2-tailed)     | 0,488        | 0,488  |        | 0,000  | 0,144  | 0,393  | 0,050  | 0,111  | 0,020  | 0,032   | 0,158   | 0,101   | 0,506   | 0,256   | 0,312   | 0,329   | 0,044   | 0,036   | 0,429   | 0,042   | 0,092   | 0,506   | 0,791 |
|        | N                   | 20           | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem4 | Pearson Correlation | 0,475        | 0,301  | 0,339  | 1      | ,608   | 0,361  | ,447   | ,794   | 0,035  | ,714    | 0,203   | 0,317   | 0,184   | 0,148   | ,552    | 0,363   | -0,011  | 0,262   | 0,284   | 0,377   | 0,317   | 0,256   | ,691  |
|        | Sig. (2-tailed)     | 0,043        | 0,163  | 0,144  |        | 0,004  | 0,117  | 0,048  | 0,000  | 0,883  | 0,000   | 0,390   | 0,173   | 0,438   | 0,533   | 0,012   | 0,116   | 0,964   | 0,265   | 0,224   | 0,101   | 0,173   | 0,276   | 0,001 |
|        | N                   | 20           | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem5 | Pearson Correlation | 0,509        | 0,184  | 0,202  | ,608   | 1      | 0,334  | 0,261  | ,459   | -0,188 | ,624    | 0,397   | ,526    | -0,116  | ,570    | 0,427   | 0,133   | -0,068  | 0,250   | 0,039   | 0,334   | ,526    | 0,346   | ,586  |
|        | Sig. (2-tailed)     | 0,022        | 0,488  | 0,393  | 0,004  |        | 0,150  | 0,267  | 0,042  | 0,427  | 0,003   | 0,083   | 0,017   | 0,627   | 0,009   | 0,060   | 0,576   | 0,777   | 0,287   | 0,870   | 0,151   | 0,017   | 0,135   | 0,007 |
|        | N                   | 20           | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem6 | Pearson Correlation | 0,257        | 0,443  | 0,361  | 0,334  | 1      | 0,413  | 0,334  | 0,361  | 0,350  | ,462    | 0,128   | 0,355   | 0,436   | 0,120   | 0,356   | 0,152   | 0,312   | 0,411   | ,466    | 0,128   | -0,405  | ,625    |       |
|        | Sig. (2-tailed)     | 0,273        | 0,003  | 0,050  | 0,117  | 0,150  |        | 0,070  | 0,150  | 0,117  | 0,130   | 0,040   | 0,592   | 0,125   | 0,055   | 0,613   | 0,124   | 0,522   | 0,181   | 0,072   | 0,038   | 0,592   | 0,076   | 0,003 |
|        | N                   | 20           | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem7 | Pearson Correlation | 0,097        | 0,249  | 0,367  | ,447   | 0,261  | 0,413  | 1      | 0,255  | 0,053  | 0,306   | 0,259   | 0,136   | 0,248   | 0,370   | ,674    | ,725    | 0,439   | ,673    | -0,126  | 0,442   | 0,136   | -0,059  | ,614  |
|        | Sig. (2-tailed)     | 0,685        | 0,290  | 0,111  | 0,048  | 0,267  | 0,070  |        | 0,279  | 0,826  | 0,190   | 0,271   | 0,568   | 0,291   | 0,108   | 0,001   | 0,000   | 0,053   | 0,001   | 0,596   | 0,051   | 0,568   | 0,805   | 0,004 |
|        | N                   | 20           | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem8 | Pearson Correlation | 0,475        | 0,301  | ,514   | ,494   | ,459   | 0,334  | 0,255  | 1      | 0,132  | ,606    | 0,195   | 0,156   | 0,143   | 0,000   | 0,198   | 0,241   | 0,032   | -0,019  | 0,443   | 0,331   | 0,156   | 0,201   | ,590  |
|        | Sig. (2-tailed)     | 0,034        | 0,197  | 0,020  | 0,000  | 0,042  | 0,150  | 0,279  |        | 0,578  | 0,005   | 0,411   | 0,511   | 0,548   | 1,000   | 0,403   | 0,306   | 0,894   | 0,935   | 0,051   | 0,154   | 0,511   | 0,394   | 0,006 |





Correlations

|         |                     | Aitem0 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem1 | Aitem2 | Aitem2 | Aitem2 | Total  |        |
|---------|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|         | N                   | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     |        |
| Aitem18 | Pearson Correlation | 0,411  | 0,187  | 0,262  | 0,250  | 0,312  | ,673*  | -0,019 | 0,054  | 0,223  | ,499   | 0,287  | 0,161  | 0,421  | ,716*  | ,687*  | 0,281  | 1      | 0,026  | 0,318  | 0,287  | 0,056  | ,569** |        |
|         | Sig. (2-tailed)     | 0,065  | 0,055  | 0,429  | 0,265  | 0,287  | 0,001  | 0,935  | 0,821  | 0,344  | 0,025  | 0,220  | 0,497  | 0,065  | 0,000  | 0,001  | 0,229  |        | 0,913  | 0,172  | 0,220  | 0,815  | 0,009  |        |
|         | N                   | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     |        |
| Aitem19 | Pearson Correlation | 0,411  | ,458*  | ,284   | 0,039  | 0,411  | -0,126 | 0,443  | 0,311  | 0,084  | 0,233  | -0,166 | 0,386  | -0,089 | 0,025  | 0,290  | 0,074  | 0,026  | 1      | -0,167 | -0,166 | -0,142 | 0,330  |        |
|         | Sig. (2-tailed)     | 0,065  | 0,072  | 0,042  | 0,224  | 0,870  | 0,072  | 0,596  | 0,051  | 0,183  | 0,724  | 0,323  | 0,483  | 0,093  | 0,709  | 0,918  | 0,214  | 0,757  | 0,913  |        | 0,481  | 0,483  | 0,551  | 0,156  |
|         | N                   | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     |        |
| Aitem20 | Pearson Correlation | 0,411  | 0,333  | 0,278  | 0,377  | 0,334  | ,466*  | 0,442  | 0,331  | 0,404  | ,444   | 0,299  | 0,303  | -0,087 | ,461   | 0,280  | 0,301  | 0,327  | 0,318  | -0,167 | 1      | 0,303  | -0,024 | ,601** |
|         | Sig. (2-tailed)     | 0,065  | 0,115  | 0,092  | 0,101  | 0,151  | 0,038  | 0,051  | 0,154  | 0,077  | 0,050  | 0,200  | 0,194  | 0,714  | 0,041  | 0,232  | 0,197  | 0,160  | 0,172  | 0,481  |        | 0,194  | 0,918  | 0,005  |
|         | N                   | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     |
| Aitem21 | Pearson Correlation | 0,411  | 0,333  | -0,158 | 0,317  | ,526*  | 0,128  | 0,136  | 0,156  | -0,004 | 0,280  | 0,167  | 1,000  | 0,183  | ,446   | 0,281  | 0,260  | 0,237  | 0,287  | -0,166 | 0,303  | 1      | 0,068  | ,506*  |
|         | Sig. (2-tailed)     | 0,065  | 0,115  | 0,506  | 0,173  | 0,017  | 0,592  | 0,568  | 0,511  | 0,987  | 0,233  | 0,482  | 0,000  | 0,439  | 0,049  | 0,230  | 0,268  | 0,314  | 0,220  | 0,483  | 0,194  |        | 0,777  | 0,023  |
|         | N                   | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     |
| Aitem22 | Pearson Correlation | 0,411  | 0,271  | -0,063 | 0,256  | 0,346  | -0,405 | -0,059 | 0,201  | -0,367 | 0,152  | 0,014  | 0,068  | -0,307 | 0,221  | 0,336  | -0,090 | -0,128 | 0,056  | -0,142 | -0,024 | 0,068  | 1      | 0,048  |
|         | Sig. (2-tailed)     | 0,065  | 0,228  | 0,791  | 0,276  | 0,135  | 0,076  | 0,805  | 0,394  | 0,111  | 0,521  | 0,954  | 0,777  | 0,188  | 0,348  | 0,147  | 0,705  | 0,590  | 0,815  | 0,551  | 0,918  | 0,777  |        | 0,842  |
|         | N                   | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     |
| Total   | Pearson Correlation | 0,486  | 0,691  | ,594*  | ,691*  | ,586*  | ,625*  | ,614*  | ,590*  | ,457*  | ,634*  | ,552*  | ,506*  | ,460*  | ,577*  | ,573*  | ,687*  | ,507*  | ,569*  | 0,330  | ,601*  | ,506*  | 0,048  | 1      |
|         | Sig. (2-tailed)     | 0,030  | 0,011  | 0,006  | 0,001  | 0,007  | 0,003  | 0,004  | 0,006  | 0,043  | 0,003  | 0,012  | 0,023  | 0,042  | 0,008  | 0,008  | 0,001  | 0,023  | 0,009  | 0,156  | 0,005  | 0,023  | 0,842  |        |
|         | N                   | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     |

\*. Correlation is significant at the 0.05 level (2-tailed).

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

## Reliability

Scale: ALL VARIABLES

### Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 20 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 20 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

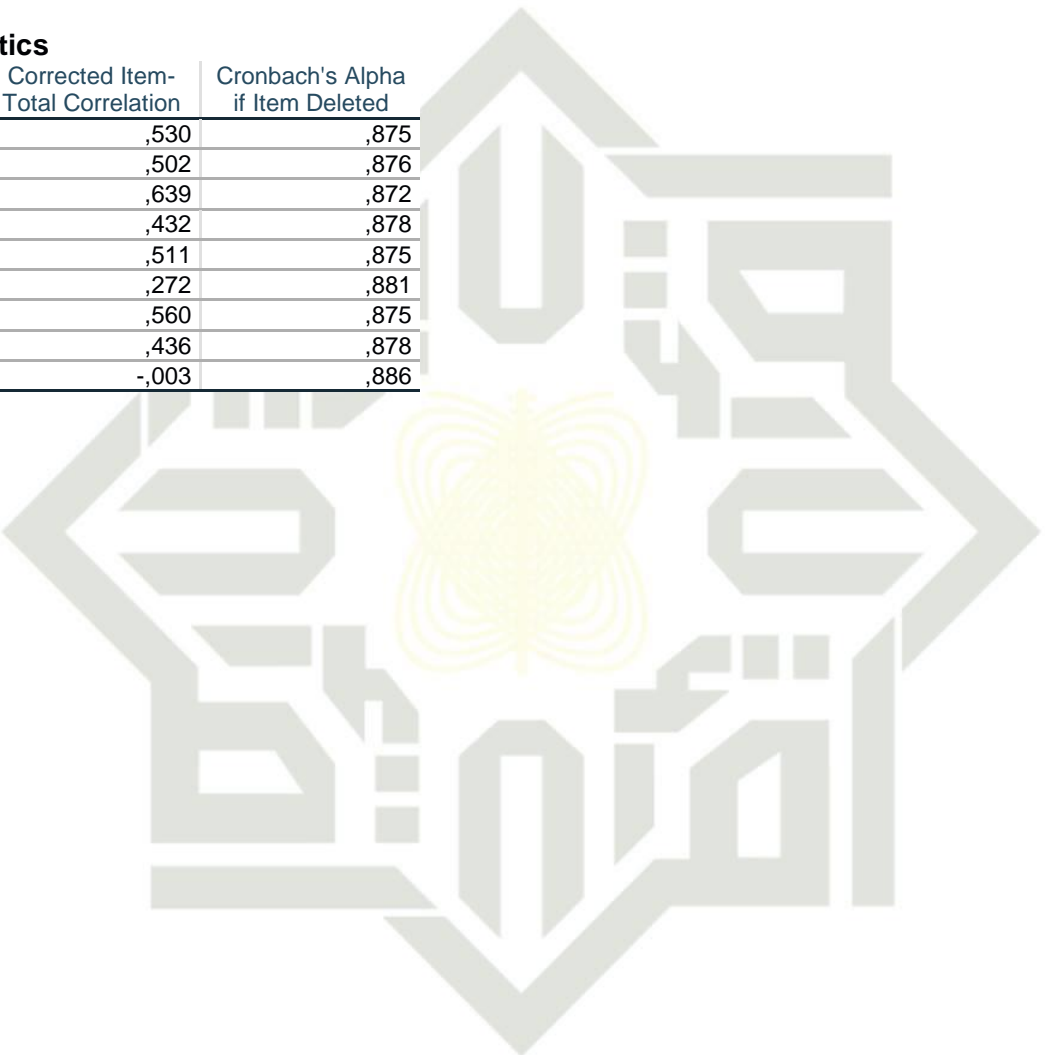
### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,882             | 22         |

### Item-Total Statistics

|         | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| Aitem1  | 74,95                      | 130,471                        | ,428                             | ,878                             |
| Aitem2  | 75,70                      | 123,589                        | ,642                             | ,871                             |
| Aitem3  | 75,25                      | 128,513                        | ,546                             | ,875                             |
| Aitem4  | 74,85                      | 125,713                        | ,649                             | ,872                             |
| Aitem5  | 74,90                      | 128,937                        | ,538                             | ,875                             |
| Aitem6  | 74,95                      | 126,892                        | ,574                             | ,874                             |
| Aitem7  | 75,25                      | 127,355                        | ,563                             | ,874                             |
| Aitem8  | 76,10                      | 120,095                        | ,492                             | ,878                             |
| Aitem9  | 75,75                      | 126,829                        | ,361                             | ,882                             |
| Aitem10 | 75,35                      | 126,555                        | ,583                             | ,874                             |
| Aitem11 | 75,65                      | 124,555                        | ,470                             | ,877                             |
| Aitem12 | 75,20                      | 128,168                        | ,436                             | ,878                             |
| Aitem13 | 75,40                      | 128,884                        | ,382                             | ,879                             |





Item-Total Statistics

|         | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| Aitem14 | 75,05                      | 129,313                        | ,530                             | ,875                             |
| Aitem15 | 75,25                      | 125,250                        | ,502                             | ,876                             |
| Aitem16 | 75,05                      | 124,682                        | ,639                             | ,872                             |
| Aitem17 | 75,00                      | 127,579                        | ,432                             | ,878                             |
| Aitem18 | 74,60                      | 127,726                        | ,511                             | ,875                             |
| Aitem19 | 77,20                      | 134,274                        | ,272                             | ,881                             |
| Aitem20 | 75,95                      | 129,839                        | ,560                             | ,875                             |
| Aitem21 | 75,20                      | 128,168                        | ,436                             | ,878                             |
| Aitem22 | 77,45                      | 139,208                        | -,003                            | ,886                             |

tanpa mencantumkan dan menyebutkan sumber:  
nelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan  
UIN Suska Riau.  
atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ta milik U  
dungi Undang-L  
ngutip sebagai  
n hanya untuk  
n tidak merugikan  
ngumumkan de



Correlations

|    |                 | Aitem 1 | Aitem 2 | Aitem 3 | Aitem 4 | Aitem 5 | Aitem 6 | Aitem 7 | Aitem 8 | Aitem 9 | Aitem 10 | Aitem 11 | Aitem 12 | Aitem 13 | Aitem 14 | Aitem 15 | Aitem 16 | Aitem 17 | Aitem 18 | Aitem 19 | Aitem 20 | Aitem 21 | Aitem 22 | Aitem 23 | Aitem 24 | Aitem 25 | Aitem 26 | Aitem 27 | Aitem 28 | Aitem 29 | Aitem 30 | Aitem 31 | Total |    |    |
|----|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------|----|----|
| 10 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,283   | 0,011   | 0,035   | 0,070   | 0,059   | 0,401   | 0,046   | 0,147   | 0,033   |          | 0,901    | 0,976    | 0,221    | 0,011    | 0,161    | 0,533    | 0,121    | 0,715    | 0,085    | 0,895    | 0,156    | 0,315    |          |          | 0,051    |          |          |          |          |          |          |       |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | 0,052   | 0,277   | 0,443   | 0,545   | 0,399   | 0,284   | 0,026   | 0,125   | 0,154   | 0,030    | 1        | ,468     | 0,027    | 0,336    | 0,006    | ,484     | 0,093    | 0,354    | 0,231    | 0,128    | ,615     | 0,112    | 0,118    | 0,182    |          | -0,026   | 0,125    | 0,154    | 0,030    | 1,000    | ,468     | ,511  |    |    |
| 11 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,829   | 0,336   | 0,040   | 0,233   | 0,081   | 0,225   | 0,913   | 0,598   | 0,516   | 0,901    |          | 0,038    | 0,909    | 0,147    | 0,979    | 0,030    | 0,696    | 0,125    | 0,328    | 0,591    | 0,004    | 0,637    | 0,620    | 0,442    | 0,667    | 0,913    | 0,598    | 0,516    | 0,901    | 0,000    | 0,038    | 0,021 |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | 0,210   | 0,300   | 0,083   | 0,487   | 0,345   | 0,115   | -0,134  | 0,428   | 0,007   | ,468     | 1        | ,512     | 0,023    |          | -0,234   | -0,069   |          | ,637     | ,524     | 0,072    |          | -0,194   | 0,031    |          | -0,134   | 0,428    | 0,007    | ,468     | 1,000    | ,478     |          |       |    |    |
| 12 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,375   | 0,166   | 0,722   | 0,043   | 0,137   | 0,629   | 0,990   | 0,574   | 0,060   | 0,976    | 0,038    |          | 0,021    | 0,923    | 0,947    | 0,320    | 0,677    | 0,771    | 0,831    | 0,003    | 0,018    | 0,763    | 0,922    | 0,412    | 0,897    | 0,990    | 0,574    | 0,060    | 0,976    | 0,038    | 0,000    | 0,033 |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | 0,185   | 0,338   | 0,453   | 0,244   | 0,454   | 0,175   | 0,313   | 0,277   | 0,193   | 0,286    | 0,027    | ,512     | 1        | ,477     | 0,332    | 0,192    | 0,247    | 0,237    | 0,261    | 0,415    | 0,444    | ,470     | 0,334    | ,458     | 0,346    | 0,313    | 0,277    | 0,193    | 0,286    | 0,027    | ,512     | ,562  |    |    |
| 13 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,435   | 0,199   | 0,040   | 0,232   | 0,044   | 0,459   | 0,179   | 0,238   | 0,415   | 0,221    | 0,909    | 0,021    |          | 0,034    | 0,152    | 0,418    | 0,294    | 0,313    | 0,266    | 0,068    | 0,050    | 0,037    | 0,150    | 0,042    | 0,136    | 0,179    | 0,238    | 0,415    | 0,221    | 0,909    | 0,021    | 0,010 |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | 0,082   | 0,730   | 0,063   | 0,175   | 0,453   | 0,413   | 0,374   | 0,185   | ,557    | 0,336    | 0,023    | ,477     | 1        | 0,352    | 0,410    | 0,412    | 0,219    | ,495     |          | -0,586   | ,538     | 0,444    | ,520     | 0,004    | 0,413    | 0,374    | 0,185    | ,557     | 0,336    | 0,023    | ,656     |       |    |    |
| 14 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,730   | 0,000   | 0,000   | 0,032   | 0,000   | 0,045   | 0,070   | 0,104   | 0,434   | 0,011    | 0,147    | 0,923    | 0,034    |          | 0,128    | 0,072    | 0,071    | 0,353    | 0,027    | 0,820    | 0,007    | 0,014    | 0,050    | 0,019    | 0,986    | 0,070    | 0,104    | 0,434    | 0,011    | 0,147    | 0,923    | 0,002 |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | 0,073   | 0,422   | 0,450   | 0,070   | 0,241   | 0,346   | 0,300   | ,623    | 0,153   | 0,325    | 0,006    | -0,016   | -0,332   | 0,352    | 1        | 0,139    | 0,306    | 0,082    | 0,258    | 0,144    | 0,192    | ,476     | ,630     | 0,379    | -0,300   | ,623     | 0,153    | 0,325    | 0,006    | -0,016   | ,445     |       |    |    |
| 15 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,760   | 0,045   | 0,040   | 0,235   | 0,305   | 0,135   | 0,199   | 0,003   | 0,519   | 0,161    | 0,979    | 0,947    | 0,152    | 0,128    |          | 0,559    | 0,189    | 0,732    | 0,272    | 0,545    | 0,417    | 0,034    | 0,003    | 0,099    | 0,963    | 0,199    | 0,003    | 0,519    | 0,161    | 0,979    | 0,947    | 0,049 |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | 0,412   | 0,466   | 0,456   | 0,583   | 0,569   | ,684    | 0,348   | 0,354   | 0,342   | 0,148    | ,484     | 0,234    | 0,192    | 0,410    | 0,139    | 1        | 0,309    | 0,234    | 0,406    | 0,355    | 0,340    | ,561     | 0,040    | ,550     | -0,348   | 0,354    | 0,342    | 0,148    | ,484     | 0,234    | ,648     |       |    |    |
| 16 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,071   | 0,038   | 0,040   | 0,237   | 0,009   | 0,000   | 0,132   | 0,126   | 0,140   | 0,533    | 0,030    | 0,320    | 0,418    | 0,072    | 0,559    |          | 0,185    | 0,320    | 0,075    | 0,124    | 0,143    | 0,010    | 0,867    | 0,012    | 0,826    | 0,132    | 0,126    | 0,140    | 0,533    | 0,030    | 0,320    | 0,002 |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | 0,437   | 0,405   | 0,400   | 0,285   | 0,129   | 0,277   | ,774    | ,483    | 0,091   | 0,358    | 0,093    | -0,099   | -0,247   | 0,412    | 0,306    | 0,309    | 1        | ,690     | ,704     | 0,232    | ,478     | ,766     | ,559     | ,457     | -0,774   | ,483     | 0,091    | 0,358    | 0,093    | -0,099   | ,596     |       |    |    |
| 17 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,054   | 0,034   | 0,070   | 0,238   | 0,586   | 0,263   | 0,000   | 0,031   | 0,704   | 0,121    | 0,696    | 0,677    | 0,294    | 0,071    | 0,189    | 0,185    |          | 0,001    | 0,001    | 0,326    | 0,033    | 0,000    | 0,010    | 0,043    | 0,940    | 0,000    | 0,031    | 0,704    | 0,121    | 0,696    | 0,677    | 0,006 |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | ,591    | 0,648   | 0,150   | 0,186   | 0,091   | 0,204   | ,541    | 0,403   |         | 0,082    | -0,087   | 0,354    | 0,069    | 0,237    | 0,219    | 0,082    | 0,234    | ,690     | 1        | ,673     | 0,185    | ,522     | ,536     | 0,420    | 0,411    | 0,201    | ,541     | 0,403    | -0,082   | 0,354    | 0,069    | ,520  |    |    |
| 18 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,006   | 0,011   | 0,510   | 0,233   | 0,704   | 0,263   | 0,014   | 0,078   | 0,732   | 0,715    | 0,125    | 0,771    | 0,313    | 0,353    | 0,732    | 0,320    | 0,001    |          | 0,001    | 0,434    | 0,018    | 0,015    | 0,065    | 0,071    | 0,396    | 0,014    | 0,078    | 0,732    | 0,715    | 0,125    | 0,771    | 0,019 |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | ,488    | 0,150   | 0,410   | 0,204   | 0,199   | 0,398   | 0,442   | ,657    | 0,160   | 0,395    | 0,231    | -0,261   | ,495     | 0,258    | 0,406    | ,704     | ,673     | 1        | 0,119    | ,465     | ,707     | ,619     | ,515     | 0,152    | 0,442    | ,657     | 0,160    | 0,395    | 0,231    | -0,051   | ,636     |       |    |    |
| 19 | Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |    |    |
|    | Sig. (2-tailed) | 0,029   | 0,076   | 0,070   | 0,388   | 0,400   | 0,186   | 0,051   | 0,002   | 0,502   | 0,085    | 0,328    | 0,831    | 0,266    | 0,027    | 0,272    | 0,075    | 0,001    | 0,001    |          | 0,618    | 0,039    | 0,000    | 0,004    | 0,020    | 0,523    | 0,051    | 0,002    | 0,502    | 0,085    | 0,328    | 0,831    | 0,003 |    |    |
|    | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20 | 20 |
|    | Aitem Pearson   | 0,364   | 0,129   | 0,249   | 0,183   | 0,220   | 0,214   | 0,367   | 0,367   | 0,032   | 0,128    | ,637     | 0,415    | -0,144   | 0,355    | 0,232    | 0,185    | 0,119    | 1        | 0,304    | 0,408    |          | -0,348   | 0,227    | 0,214    | 0,367    | 0,367    | 0,032    | 0,128    |          |          |          |       |    |    |



Correlations

|          | Aitem 1         | Aitem 2 | Aitem 3 | Aitem 4 | Aitem 5 | Aitem 6 | Aitem 7 | Aitem 8 | Aitem 9 | Aitem 10 | Aitem 11 | Aitem 12 | Aitem 13 | Aitem 14 | Aitem 15 | Aitem 16 | Aitem 17 | Aitem 18 | Aitem 19 | Aitem 20 | Aitem 21 | Aitem 22 | Aitem 23 | Aitem 24 | Aitem 25 | Aitem 26 | Aitem 27 | Aitem 28 | Aitem 29 | Aitem 30 | Aitem 31 | Total  |       |
|----------|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|-------|
| 20       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          | 0,054    |          |          |          |          |          |          |          |          | 0,002    |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,115   | 0,095   | 0,099   | 0,089   | 0,441   | 0,359   | 0,364   | 0,112   | 0,111    | 0,895    | 0,591    | 0,003    | 0,068    | 0,820    | 0,545    | 0,124    | 0,326    | 0,434    | 0,618    | 0,193    | 0,074    | 0,993    | 0,133    | 0,335    | 0,364    | 0,112    | 0,111    | 0,895    | 0,591    | 0,003    | 0,031  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     |       |
| Aitem 20 | Pearson         | 0,422   | 0,577   | 0,554   | 0,583   | 0,621   | 0,347   | 0,467   | 0,564   | 0,419    | 0,329    | 0,615    | 0,524    | 0,444    | 0,586    | 0,192    | 0,340    | 0,478    | 0,522    | 0,465    | 0,304    | 1        | 0,551    | 0,485    | 0,431    | 0,007    | 0,467    | 0,564    | 0,419    | 0,329    | 0,615    | 0,524  | 0,832 |
| 21       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,064   | 0,077   | 0,000   | 0,077   | 0,003   | 0,154   | 0,038   | 0,010   | 0,066    | 0,156    | 0,004    | 0,018    | 0,050    | 0,007    | 0,417    | 0,143    | 0,033    | 0,018    | 0,039    | 0,193    | 0,012    | 0,030    | 0,058    | 0,976    | 0,038    | 0,010    | 0,066    | 0,156    | 0,004    | 0,018    | 0,000  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     | 20    |
| Aitem 21 | Pearson         | 0,582   | 0,405   | 0,544   | 0,506   | 0,451   | 0,552   | 0,647   | 0,728   | 0,254    | 0,237    | 0,112    | 0,072    | 0,470    | 0,538    | 0,476    | 0,561    | 0,766    | 0,536    | 0,707    | 0,408    | 0,551    | 1        | 0,563    | 0,711    | 0,273    | 0,647    | 0,728    | 0,254    | 0,237    | 0,112    | 0,072  | 0,773 |
| 22       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,007   | 0,066   | 0,010   | 0,155   | 0,046   | 0,012   | 0,002   | 0,000   | 0,280    | 0,315    | 0,637    | 0,763    | 0,037    | 0,014    | 0,034    | 0,010    | 0,000    | 0,015    | 0,000    | 0,074    | 0,012    | 0,010    | 0,000    | 0,244    | 0,002    | 0,000    | 0,280    | 0,315    | 0,637    | 0,763    | 0,000  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     | 20    |
| Aitem 22 | Pearson         | 0,395   | 0,416   | 0,469   | 0,433   | 0,276   | 0,220   | 0,342   | 0,669   | 0,253    | 0,581    | 0,118    | 0,023    | 0,334    | 0,444    | 0,630    | 0,040    | 0,559    | 0,420    | 0,619    | 0,002    | 0,485    | 0,563    | 1        | 0,177    | 0,142    | 0,342    | 0,669    | 0,253    | 0,581    | 0,118    | 0,023  | 0,585 |
| 23       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,085   | 0,034   | 0,033   | 0,066   | 0,239   | 0,352   | 0,140   | 0,001   | 0,281    | 0,007    | 0,620    | 0,922    | 0,150    | 0,050    | 0,003    | 0,867    | 0,010    | 0,065    | 0,004    | 0,993    | 0,030    | 0,010    | 0,455    | 0,549    | 0,140    | 0,001    | 0,281    | 0,007    | 0,620    | 0,922    | 0,007  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     | 20    |
| Aitem 23 | Pearson         | 0,392   | 0,300   | 0,497   | 0,422   | 0,541   | 0,434   | 0,626   | 0,448   | 0,115    | 0,182    | 0,194    | 0,458    | 0,520    | 0,379    | 0,550    | 0,457    | 0,411    | 0,515    | 0,348    | 0,431    | 0,711    | 0,177    | 1        | 0,017    | 0,626    | 0,448    | 0,115    | 0,182    | 0,194    | 0,627    | 0,448  |       |
| 24       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,087   | 0,098   | 0,020   | 0,077   | 0,014   | 0,056   | 0,003   | 0,048   | 0,840    | 0,628    | 0,442    | 0,412    | 0,042    | 0,019    | 0,099    | 0,012    | 0,043    | 0,071    | 0,020    | 0,133    | 0,058    | 0,000    | 0,455    | 0,945    | 0,003    | 0,048    | 0,840    | 0,628    | 0,442    | 0,412    | 0,003  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     | 20    |
| Aitem 24 | Pearson         | 0,197   | 0,162   | 0,050   | 0,055   | 0,099   | 0,017   | 0,045   | 0,069   | 0,051    | 0,103    | 0,031    | 0,346    | 0,004    | 0,011    | 0,053    | 0,018    | 0,201    | 0,152    | 0,227    | 0,007    | 0,273    | 0,142    | 0,017    | 1        | 0,045    | 0,069    | 0,051    | 0,103    | 0,031    | 0,346    | 0,004  |       |
| 25       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,405   | 0,384   | 0,810   | 0,780   | 0,678   | 0,943   | 0,849   | 0,498   | 0,771    | 0,829    | 0,667    | 0,897    | 0,136    | 0,986    | 0,963    | 0,826    | 0,940    | 0,396    | 0,523    | 0,335    | 0,976    | 0,244    | 0,549    | 0,945    | 0,849    | 0,498    | 0,771    | 0,829    | 0,667    | 0,897    | 0,702  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     | 20    |
| Aitem 25 | Pearson         | 0,536   | 0,584   | 0,411   | 0,598   | 0,328   | 0,207   | 1,000   | 0,345   | 0,113    | 0,451    | 0,026    | 0,003    | 0,313    | 0,413    | 0,300    | 0,348    | 0,774    | 0,541    | 0,442    | 0,214    | 0,467    | 0,647    | 0,342    | 0,626    | 0,045    | 1        | 0,345    | 0,113    | 0,451    | 0,026    | -0,003 | 0,611 |
| 26       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,015   | 0,010   | 0,060   | 0,065   | 0,158   | 0,360   | 0,000   | 0,136   | 0,635    | 0,046    | 0,913    | 0,990    | 0,179    | 0,070    | 0,199    | 0,132    | 0,000    | 0,014    | 0,051    | 0,364    | 0,038    | 0,002    | 0,140    | 0,003    | 0,849    | 0,136    | 0,635    | 0,046    | 0,913    | 0,990    | 0,004  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     | 20    |
| Aitem 26 | Pearson         | 0,557   | 0,212   | 0,399   | 0,200   | 0,342   | 0,520   | 0,345   | 1,000   | 0,458    | 0,337    | 0,125    | 0,134    | 0,277    | 0,374    | 0,623    | 0,354    | 0,483    | 0,403    | 0,657    | 0,367    | 0,564    | 0,728    | 0,669    | 0,448    | 0,161    | 0,345    | 1        | 0,458    | 0,337    | 0,125    | 0,134  | 0,709 |
| 27       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,011   | 0,200   | 0,080   | 0,044   | 0,140   | 0,001   | 0,136   | 0,000   | 0,042    | 0,147    | 0,598    | 0,574    | 0,238    | 0,104    | 0,003    | 0,126    | 0,031    | 0,078    | 0,002    | 0,112    | 0,010    | 0,000    | 0,001    | 0,048    | 0,498    | 0,136    | 0,042    | 0,147    | 0,598    | 0,574    | 0,000  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     | 20    |
| Aitem 27 | Pearson         | 0,350   | 0,385   | 0,240   | 0,293   | 0,405   | 0,430   | 0,113   | 0,458   | 1,000    | 0,478    | 0,154    | 0,428    | 0,193    | 0,185    | 0,153    | 0,342    | 0,091    | 0,082    | -0,160   | 0,367    | 0,419    | 0,254    | 0,253    | 0,048    | 0,069    | -0,113   | 0,458    | 1        | 0,478    | 0,154    | 0,428  | 0,549 |
| 28       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,130   | 0,033   | 0,280   | 0,100   | 0,076   | 0,032   | 0,635   | 0,042   | 0,000    | 0,033    | 0,516    | 0,060    | 0,415    | 0,434    | 0,519    | 0,140    | 0,704    | 0,732    | 0,502    | 0,111    | 0,066    | 0,280    | 0,281    | 0,840    | 0,771    | 0,635    | 0,042    | 0,033    | 0,516    | 0,060    | 0,012  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     | 20    |
| Aitem 28 | Pearson         | 0,233   | 0,684   | 0,486   | 0,293   | 0,429   | 0,152   | 0,451   | 0,337   | 0,478    | 1,000    | 0,030    | 0,007    | 0,286    | 0,557    | 0,325    | 0,148    | 0,358    | 0,087    | 0,395    | 0,032    | 0,329    | 0,237    | 0,581    | 0,115    | 0,451    | 0,337    | 0,478    | 1        | 0,030    | 0,007    | 0,531  |       |
| 29       | Correlation     |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |        |       |
|          | Sig. (2-tailed) | 0,283   | 0,011   | 0,032   | 0,210   | 0,059   | 0,400   | 0,046   | 0,147   | 0,033    | 0,000    | 0,901    | 0,976    | 0,221    | 0,011    | 0,161    | 0,533    | 0,121    | 0,715    | 0,085    | 0,895    | 0,156    | 0,315    | 0,007    | 0,628    | 0,829    | 0,046    | 0,147    | 0,033    | 0,901    | 0,976    | 0,016  |       |
|          | N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20     | 20    |
| Aitem 29 | Pearson         | 0,052   | 0,017   | 0,448   | 0,545   | 0,399   | 0,234   | 0,026   | 0,125   | 0,154    | 0,030    | 1,000    | 0,468    | 0,027    | 0,336    | 0,006    | 0,484    | 0,093    | 0,354    | 0,231    | 0,128    | 0,615    | 0,112    | 0,118    | 0,182    | -0,026   | 0,125    | 0,154    | 0,030    | 1        | 0,468    | 0,511  |       |

Penelitian ini bertujuan untuk menganalisis pengaruh dari faktor-faktor yang mempengaruhi kepatuhan masyarakat dalam menggunakan layanan kesehatan di Puskesmas Riau. Penelitian ini menggunakan metode kuantitatif dengan menggunakan kuisioner yang telah divalidasi sebelumnya. Data yang diperoleh

Correlations

|                 | Aitem 1 | Aitem 2 | Aitem 3 | Aitem 4 | Aitem 5 | Aitem 6 | Aitem 7 | Aitem 8 | Aitem 9 | Aitem 10 | Aitem 11 | Aitem 12 | Aitem 13 | Aitem 14 | Aitem 15 | Aitem 16 | Aitem 17 | Aitem 18 | Aitem 19 | Aitem 20 | Aitem 21 | Aitem 22 | Aitem 23 | Aitem 24 | Aitem 25 | Aitem 26 | Aitem 27 | Aitem 28 | Aitem 29 | Aitem 30 | Aitem 31 | Total |      |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------|------|
| 30 Correlation  |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0,103    |          |          |          |          |          |       |      |
| Sig. (2-tailed) | 0,829   | 0,366   | 0,045   | 0,033   | 0,081   | 0,225   | 0,913   | 0,598   | 0,516   | 0,901    | 0,000    | 0,038    | 0,909    | 0,147    | 0,979    | 0,030    | 0,696    | 0,125    | 0,328    | 0,591    | 0,004    | 0,637    | 0,620    | 0,442    | 0,667    | 0,913    | 0,598    | 0,516    | 0,901    |          | 0,038    | 0,021 |      |
| N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    |      |
| Aitem Pearson   | 0,210   | 0,000   | 0,088   | 0,457   | 0,345   | 0,115   |         | -0,134  | 0,428   | 0,007    | ,468     | 1,000    | ,512     | 0,023    |          | -0,234   |          | -0,069   |          | -,637*   | ,524     | 0,072    |          |          | -0,194   | 0,031    |          | -0,134   | 0,428    | 0,007    | ,468     | 1     | ,478 |
| 31 Correlation  |         |         |         |         |         |         | 0,003   |         |         |          |          |          |          |          | 0,016    |          | 0,099    |          | 0,051    |          |          |          | 0,023    |          |          | 0,003    |          |          |          |          |          |       |      |
| Sig. (2-tailed) | 0,375   | 0,876   | 0,722   | 0,433   | 0,137   | 0,629   | 0,990   | 0,574   | 0,060   | 0,976    | 0,038    | 0,000    | 0,021    | 0,923    | 0,947    | 0,320    | 0,677    | 0,771    | 0,831    | 0,003    | 0,018    | 0,763    | 0,922    | 0,412    | 0,897    | 0,990    | 0,574    | 0,060    | 0,976    | 0,038    |          | 0,033 |      |
| N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20   |
| Total Pearson   | ,583    | ,682    | ,585    | ,667    | ,703    | ,592    | ,611    | ,709    | ,549    | ,531     | ,511     | ,478     | ,562     | ,656     | ,445     | ,648     | ,596     | ,520     | ,636     | ,483     | ,832     | ,773     | ,585     | ,627     | 0,091    | ,611     | ,709     | ,549     | ,531     | ,511     | ,478     | 1     |      |
| Correlation     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |       |      |
| Sig. (2-tailed) | 0,007   | 0,011   | 0,006   | 0,033   | 0,001   | 0,006   | 0,004   | 0,000   | 0,012   | 0,016    | 0,021    | 0,033    | 0,010    | 0,002    | 0,049    | 0,002    | 0,006    | 0,019    | 0,003    | 0,031    | 0,000    | 0,000    | 0,007    | 0,003    | 0,702    | 0,004    | 0,000    | 0,012    | 0,016    | 0,021    | 0,033    |       |      |
| N               | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20       | 20    | 20   |

\*. Correlation is significant at the 0.05 level (2-tailed).  
 \*\*. Correlation is significant at the 0.01 level (2-tailed).

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## Reliability

Scale: ALL VARIABLES

### Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 20 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 20 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,930             | 31         |

### Item-Total Statistics

|         | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| Aitem1  | 120,95                     | 278,471                        | ,544                             | ,928                             |
| Aitem2  | 120,10                     | 283,463                        | ,652                             | ,928                             |
| Aitem3  | 120,40                     | 277,305                        | ,657                             | ,927                             |
| Aitem4  | 120,70                     | 275,484                        | ,600                             | ,927                             |
| Aitem5  | 120,20                     | 272,589                        | ,670                             | ,926                             |
| Aitem6  | 120,95                     | 277,208                        | ,551                             | ,928                             |
| Aitem7  | 120,15                     | 282,976                        | ,585                             | ,928                             |
| Aitem8  | 120,00                     | 279,579                        | ,687                             | ,927                             |
| Aitem9  | 120,75                     | 278,197                        | ,504                             | ,928                             |
| Aitem10 | 120,35                     | 281,713                        | ,493                             | ,928                             |
| Aitem11 | 120,65                     | 275,503                        | ,451                             | ,930                             |
| Aitem12 | 121,15                     | 278,134                        | ,420                             | ,930                             |
| Aitem13 | 120,30                     | 280,642                        | ,525                             | ,928                             |
| Aitem14 | 120,65                     | 278,976                        | ,627                             | ,927                             |
| Aitem15 | 120,85                     | 283,503                        | ,400                             | ,930                             |
| Aitem16 | 120,50                     | 274,474                        | ,611                             | ,927                             |



|         |        |         |      |      |
|---------|--------|---------|------|------|
| Aitem17 | 120,95 | 278,050 | ,558 | ,928 |
| Aitem18 | 121,50 | 278,368 | ,471 | ,929 |
| Aitem19 | 120,50 | 275,947 | ,599 | ,927 |
| Aitem20 | 121,65 | 277,924 | ,425 | ,930 |
| Aitem21 | 120,60 | 270,147 | ,813 | ,925 |
| Aitem22 | 120,20 | 274,063 | ,751 | ,926 |
| Aitem23 | 120,65 | 277,818 | ,545 | ,928 |
| Aitem24 | 120,50 | 279,632 | ,597 | ,927 |
| Aitem25 | 122,75 | 295,145 | ,047 | ,933 |
| Aitem26 | 120,15 | 282,976 | ,585 | ,928 |
| Aitem27 | 120,00 | 279,579 | ,687 | ,927 |
| Aitem28 | 120,75 | 278,197 | ,504 | ,928 |
| Aitem29 | 120,35 | 281,713 | ,493 | ,928 |
| Aitem30 | 120,65 | 275,503 | ,451 | ,930 |
| Aitem31 | 121,15 | 278,134 | ,420 | ,930 |

nencantumkan dan menyebutkan sumber:  
 penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan  
 ska Riau.  
 aluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Sy

UIN SUSKA RIAU

### 3. Reading Comprehension Test

Correlations

|                   | Aitem1 | Aitem2 | Aitem3 | Aitem4 | Aitem5 | Aitem6 | Aitem7 | Aitem8 | Aitem9 | Aitem10 | Aitem11 | Aitem12 | Aitem13 | Aitem14 | Aitem15 | Aitem16 | Aitem17 | Aitem18 | Aitem19 | Aitem20 | Aitem21 | Aitem22 | Aitem23 | Aitem24 | Aitem25 | Aitem26 | Aitem27 | Aitem28 | Aitem29 | Aitem30 | Total |
|-------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Aitem1 Pearson    | 1      | 0,448  | 0,216  | 0,124  | 0,373  | 0,504  | -0,579 | -0,134 | 0,286  | 0,031   | 0,286   | 0,206   | 0,429   | 0,134   | 0,524   | 0,378   | 0,286   | -0,134  | 0,000   | 0,048   | 0,206   | 0,206   | 0,491   | 0,435   | 0,218   | 0,206   | 0,356   | 0,548   |         |         |       |
| 1 Correlation     |        | 0,448  | 0,216  | 0,124  | 0,373  | 0,504  | -0,579 | -0,134 | 0,286  | 0,031   | 0,286   | 0,206   | 0,429   | 0,134   | 0,524   | 0,378   | 0,286   | -0,134  | 0,000   | 0,048   | 0,206   | 0,206   | 0,491   | 0,435   | 0,218   | 0,206   | 0,356   | 0,548   |         |         |       |
| 1 Sig. (2-tailed) |        | 0,042  | 0,330  | 0,118  | 0,105  | 0,023  | 0,819  | 0,007  | 0,285  | 0,574   | 0,222   | 0,898   | 0,222   | 0,384   | 0,059   | 0,574   | 0,018   | 0,100   | 0,222   | 0,709   | 0,574   | 1,000   | 0,842   | 0,384   | 0,384   | 0,028   | 0,055   | 0,355   | 0,384   | 0,123   | 0,012 |
| 1 N               |        | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem2 Pearson    | 0,048  | 1      | 0,886  | 0,154  | 0,285  | 0,218  | 0,356  | 0,206  | 0,356  | 0,286   | 0,336   | -0,435  | -0,286  | -0,524  | 0,134   | 0,134   | 0,000   | 0,286   | 0,435   | 0,206   | 0,491   | 0,206   | 0,218   | 0,663   | 0,134   | 0,482   |         |         |         |         |       |
| 2 Correlation     | 0,048  |        | 0,886  | 0,154  | 0,285  | 0,218  | 0,356  | 0,206  | 0,356  | 0,286   | 0,336   | -0,435  | -0,286  | -0,524  | 0,134   | 0,134   | 0,000   | 0,286   | 0,435   | 0,206   | 0,491   | 0,206   | 0,218   | 0,663   | 0,134   | 0,482   |         |         |         |         |       |
| 2 Sig. (2-tailed) | 0,842  |        | 0,000  | 0,518  | 0,223  | 0,355  | 0,123  | 0,384  | 0,123  | 0,222   | 0,147   | 0,421   | 0,055   | 0,842   | 0,181   | 0,222   | 0,597   | 0,018   | 0,574   | 0,574   | 1,000   | 0,222   | 0,055   | 0,384   | 0,028   | 0,384   | 0,355   | 0,001   | 0,574   | 0,031   |       |
| 2 N               | 20     |        | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem3 Pearson    | 0,218  | 0,055  | 1      | 0,553  | 0,375  | 0,612  | 0,419  | 0,357  | -0,140 | 0,764   | 0,419   | 0,327   | 0,357   | -0,289  | -0,612  | -0,000  | 0,218   | 0,419   | 0,419   | 0,063   | 0,157   | 0,688   | -0,105  | 0,357   | 0,582   |         |         |         |         |         |       |
| 3 Correlation     | 0,218  | 0,055  |        | 0,553  | 0,375  | 0,612  | 0,419  | 0,357  | -0,140 | 0,764   | 0,419   | 0,327   | 0,357   | -0,289  | -0,612  | -0,000  | 0,218   | 0,419   | 0,419   | 0,063   | 0,157   | 0,688   | -0,105  | 0,357   | 0,582   |         |         |         |         |         |       |
| 3 Sig. (2-tailed) | 0,355  | 0,119  |        | 0,028  | 0,833  | 0,011  | 0,103  | 0,004  | 0,066  | 0,122   | 0,819   | 0,556   | 0,000   | 0,066   | 0,159   | 0,122   | 0,819   | 0,217   | 0,819   | 0,004   | 0,074   | 1,000   | 0,355   | 0,066   | 0,066   | 0,794   | 0,508   | 0,001   | 0,660   | 0,122   | 0,007 |
| 3 N               | 20     | 20     |        | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem4 Pearson    | 0,524  | 0,886  | 0,491  | 1      | 0,724  | 0,218  | 0,579  | 0,206  | 0,134  | 0,286   | 0,336   | 0,286   | 0,206   | 0,429   | 0,134   | 0,524   | 0,126   | 0,286   | 0,134   | -0,000  | 0,286   | 0,435   | 0,435   | 0,218   | -0,764  | 0,206   | 0,356   | 0,647   |         |         |       |
| 4 Correlation     | 0,524  | 0,886  | 0,491  |        | 0,724  | 0,218  | 0,579  | 0,206  | 0,134  | 0,286   | 0,336   | 0,286   | 0,206   | 0,429   | 0,134   | 0,524   | 0,126   | 0,286   | 0,134   | -0,000  | 0,286   | 0,435   | 0,435   | 0,218   | -0,764  | 0,206   | 0,356   | 0,647   |         |         |       |
| 4 Sig. (2-tailed) | 0,018  | 0,000  | 0,000  |        | 0,783  | 0,000  | 0,355  | 0,007  | 0,384  | 0,574   | 0,222   | 0,147   | 0,222   | 0,384   | 0,059   | 0,574   | 0,018   | 0,597   | 0,222   | 0,574   | 0,709   | 1,000   | 0,222   | 0,055   | 0,055   | 0,355   | 0,924   | 0,000   | 0,384   | 0,123   | 0,002 |
| 4 N               | 20     | 20     | 20     |        | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem5 Pearson    | 0,373  | 0,054  | 0,055  | 0,066  | 1      | 0,010  | 0,201  | 0,123  | 0,242  | 0,123   | 0,592   | 0,099   | 0,154   | 0,242   | 0,285   | 0,123   | 0,154   | 0,290   | 0,154   | 0,123   | 0,123   | 0,101   | 0,373   | 0,242   | 0,032   | 0,201   | 0,664   | -0,242  | 0,328   | 0,451   |       |
| 5 Correlation     | 0,373  | 0,054  | 0,055  | 0,066  |        | 0,010  | 0,201  | 0,123  | 0,242  | 0,123   | 0,592   | 0,099   | 0,154   | 0,242   | 0,285   | 0,123   | 0,154   | 0,290   | 0,154   | 0,123   | 0,123   | 0,101   | 0,373   | 0,242   | 0,032   | 0,201   | 0,664   | -0,242  | 0,328   | 0,451   |       |
| 5 Sig. (2-tailed) | 0,105  | 0,118  | 0,833  | 0,833  |        | 0,966  | 0,395  | 0,605  | 0,303  | 0,605   | 0,006   | 0,679   | 0,518   | 0,303   | 0,223   | 0,605   | 0,518   | 0,215   | 0,518   | 0,605   | 0,605   | 0,673   | 0,105   | 0,303   | 0,895   | 0,395   | 0,001   | 0,196   | 0,303   | 0,158   | 0,046 |
| 5 N               | 20     | 20     | 20     | 20     |        | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem6 Pearson    | 0,504  | 0,285  | 0,553  | 0,724  | 0,010  | 1      | 0,050  | 0,492  | 0,179  | 0,082   | 0,285   | 0,183   | 0,285   | 0,390   | 0,373   | 0,082   | 0,504   | 0,174   | 0,066   | 0,082   | -0,123  | 0,101   | -0,285  | 0,390   | 0,179   | 0,302   | -0,553  | 0,179   | 0,287   | 0,567   |       |
| 6 Correlation     | 0,504  | 0,285  | 0,553  | 0,724  | 0,010  |        | 0,050  | 0,492  | 0,179  | 0,082   | 0,285   | 0,183   | 0,285   | 0,390   | 0,373   | 0,082   | 0,504   | 0,174   | 0,066   | 0,082   | -0,123  | 0,101   | -0,285  | 0,390   | 0,179   | 0,302   | -0,553  | 0,179   | 0,287   | 0,567   |       |
| 6 Sig. (2-tailed) | 0,023  | 0,023  | 0,000  | 0,966  | 0,966  |        | 0,833  | 0,027  | 0,450  | 0,731   | 0,223   | 0,440   | 0,223   | 0,089   | 0,105   | 0,731   | 0,023   | 0,463   | 0,783   | 0,731   | 0,605   | 0,673   | 0,223   | 0,089   | 0,450   | 0,196   | 0,895   | 0,011   | 0,450   | 0,220   | 0,009 |
| 6 N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem7 Pearson    | -0,055 | 0,180  | 0,330  | 0,118  | 0,201  | 0,050  | 1      | 0,102  | 0,681  | 0,102   | 0,491   | 0,490   | 0,218   | 0,419   | 0,055   | 0,102   | -0,000  | 0,218   | 0,612   | -0,000  | 0,491   | 0,157   | 0,419   | 0,063   | 0,157   | 0,375   | 0,157   | 0,612   | 0,507   |         |       |
| 7 Correlation     | -0,055 | 0,180  | 0,330  | 0,118  | 0,201  | 0,050  |        | 0,102  | 0,681  | 0,102   | 0,491   | 0,490   | 0,218   | 0,419   | 0,055   | 0,102   | -0,000  | 0,218   | 0,612   | -0,000  | 0,491   | 0,157   | 0,419   | 0,063   | 0,157   | 0,375   | 0,157   | 0,612   | 0,507   |         |       |
| 7 Sig. (2-tailed) | 0,819  | 0,055  | 0,119  | 0,055  | 0,395  | 0,833  |        | 0,669  | 0,001  | 0,669   | 0,028   | 0,028   | 0,355   | 0,066   | 0,819   | 0,669   | 0,159   | 1,000   | 0,355   | 0,004   | 0,519   | 1,000   | 0,028   | 0,508   | 0,066   | 0,794   | 0,508   | 0,103   | 0,508   | 0,004   | 0,023 |
| 7 N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem8 Pearson    | 0,579  | 0,056  | 0,612  | 0,593  | 0,123  | 0,422  | 0,102  | 1      | 0,043  | 0,583   | -0,089  | 0,057   | -0,579  | 0,257   | 0,535   | -0,356  | 0,236   | 0,356   | 0,375   | -0,042  | 0,042   | 0,089   | -0,471  | 0,685   | 0,357   | 0,471   | 0,612   | 0,257   | 0,167   | 0,689   |       |
| 8 Correlation     | 0,579  | 0,056  | 0,612  | 0,593  | 0,123  | 0,422  | 0,102  |        | 0,043  | 0,583   | -0,089  | 0,057   | -0,579  | 0,257   | 0,535   | -0,356  | 0,236   | 0,356   | 0,375   | -0,042  | 0,042   | 0,089   | -0,471  | 0,685   | 0,357   | 0,471   | 0,612   | 0,257   | 0,167   | 0,689   |       |
| 8 Sig. (2-tailed) | 0,007  | 0,230  | 0,000  | 0,007  | 0,605  | 0,027  | 0,669  |        | 0,858  | 0,007   | 0,709   | 0,811   | 0,007   | 0,274   | 0,015   | 0,862   | 0,123   | 0,317   | 0,123   | 0,103   | 0,862   | 1,000   | 0,709   | 0,036   | 0,001   | 0,122   | 0,036   | 0,004   | 0,274   | 0,482   | 0,001 |
| 8 N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem9 Pearson    | -0,252 | 0,206  | 0,449  | 0,206  | 0,242  | 0,179  | 0,681  | 0,043  | 1      | 0,043   | 0,435   | 0,279   | 0,435   | 0,341   | 0,023   | 0,257   | -0,061  | 0,206   | 0,471   | -0,171  | 0,105   | -0,663  | 0,121   | 0,341   | -0,419  | 0,341   | 0,257   | 0,474   |         |         |       |
| 9 Correlation     | -0,252 | 0,206  | 0,449  | 0,206  | 0,242  | 0,179  | 0,681  | 0,043  |        | 0,043   | 0,435   | 0,279   | 0,435   | 0,341   | 0,023   | 0,257   | -0,061  | 0,206   | 0,471   | -0,171  | 0,105   | -0,663  | 0,121   | 0,341   | -0,419  | 0,341   | 0,257   | 0,474   |         |         |       |
| 9 Sig. (2-tailed) | 0,285  | 0,084  | 0,066  | 0,384  | 0,303  | 0,450  | 0,001  | 0,858  |        | 0,858   | 0,055   | 0,234   | 0,055   | 0,142   | 0,924   | 0,274   | 0,924   | 0,800   | 0,384   | 0,036   | 0,471   | 0,660   | 0,001   | 0,612   | 0,142   | 0,660   | 0,678   | 0,066   | 0,142   | 0,274   | 0,035 |
| 9 N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |
| Aitem10 Pearson   | 0,134  | 0,556  | 0,330  | 0,134  | 0,123  | 0,082  | 0,102  | 0,583  | 0,043  | 1       | -0,229  | 0,356   | 0,043   | 0,312   | -0,134  | 0,471   | 0,356   | 0,375   | 0,167   | 0,000   | -0,471  | 0,471   | 0,357   | 0,471   | 0,357   | 0,257   | -0,503  |         |         |         |       |





Correlations

|               | Aitem1          | Aitem2 | Aitem3 | Aitem4 | Aitem5 | Aitem6 | Aitem7 | Aitem8 | Aitem9 | Aitem10 | Aitem11 | Aitem12 | Aitem13 | Aitem14 | Aitem15 | Aitem16 | Aitem17 | Aitem18 | Aitem19 | Aitem20 | Aitem21 | Aitem22 | Aitem23 | Aitem24 | Aitem25 | Aitem26 | Aitem27 | Aitem28 | Aitem29 | Aitem30 | Total |       |    |
|---------------|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|-------|----|
| 20            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         | 0,312   | 0,089   |         | 0,250   |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 0,709  | 0,574  | 0,067  | 0,605  | 0,791  | 0,004  | 0,103  | 0,036  | 0,103   | 0,574   | 0,332   | 0,123   | 0,274   | 0,181   | 0,482   | 0,181   | 0,317   | 0,709   | 0,288   | 0,074   | 0,574   | 0,036   | 0,036   | 0,669   | 0,274   | 0,122   | 0,471   | 0,103   | 0,024   |       |       |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |       |    |
| Aitem Pearson | 0,134           | 0,340  | -0,123 |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         | 1       |         |         |         |         |         |         |         |         |         |       |       |    |
| 21            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 0,574  | 0,574  | 0,009  | 0,605  | 0,665  | 0,519  | 0,862  | 0,471  | 0,482   | 0,709   | 0,332   | 0,709   | 0,094   | 0,709   | 0,862   | 0,574   | 0,317   | 0,123   | 0,288   |         | 0,388   | 0,574   | 0,858   | 0,858   | 0,669   | 0,858   | 0,519   | 0,274   | 0,862   | 0,766 |       |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |       |    |
| Aitem Pearson | 0,000           | 0,000  | 0,000  | 0,101  |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
| 22            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 1,000  | 1,000  | 0,000  | 0,673  | 0,673  | 1,000  | 1,000  | 0,660  | 1,000   | 0,355   | 0,556   | 0,355   | 0,660   | 1,000   | 0,388   | 1,000   | 0,135   | 0,355   | 0,074   | 0,388   |         | 0,355   | 0,018   | 0,660   | 0,288   | 0,660   | 0,288   | 0,177   | 0,388   | 0,611 |       |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |       |    |
| Aitem Pearson | 0,048           | 0,086  | 0,211  | 0,386  | 0,373  | 0,285  | ,491   |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
| 23            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 0,842  | 0,222  | 0,350  | 0,222  | 0,105  | 0,223  | 0,028  | 0,709  | 0,001   | 0,709   | 0,018   | 0,002   | 0,222   | 0,055   | 0,842   | 0,123   | 0,842   | 0,597   | 0,222   | 0,574   | 0,574   | 0,355   |         | 0,384   | 0,924   | 0,819   | 0,924   | 0,355   | 0,055   | 0,123 | 0,025 |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    | 20    |    |
| Aitem Pearson | 0,206           | 0,350  | 0,410  | 0,335  | 0,242  | 0,390  | 0,157  | ,471   | 0,121  | ,471    | 0,206   | ,572    | 0,206   | 0,341   | 0,252   | 0,257   | 0,206   | ,545    | 0,206   | ,471    | 0,043   | ,524    | 0,206   |         | 1       | 0,121   | 0,419   | 0,341   | 0,157   | 0,121   | ,471  | ,696  |    |
| 24            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 0,384  | 0,055  | 0,000  | 0,555  | 0,303  | 0,089  | 0,508  | 0,036  | 0,612   | 0,036   | 0,384   | 0,008   | 0,384   | 0,142   | 0,285   | 0,274   | 0,384   | 0,013   | 0,384   | 0,036   | 0,858   | 0,018   | 0,384   |         | 0,612   | 0,066   | 0,142   | 0,508   | 0,612   | 0,036 | 0,001 |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    | 20    |    |
| Aitem Pearson | 0,206           | 0,206  | 0,410  | 0,335  | 0,032  | 0,179  | 0,419  | ,685   | 0,341  | ,471    |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
| 25            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 0,384  | 0,384  | 0,000  | 0,555  | 0,895  | 0,450  | 0,066  | 0,001  | 0,142   | 0,036   | 0,924   | 0,951   | 0,055   | 0,678   | 0,032   | 0,471   | 0,384   | 0,800   | 0,384   | 0,036   | 0,858   | 0,660   | 0,924   | 0,612   |         | 0,660   | 0,612   | 0,001   | 0,612   | 0,858 | 0,035 |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    | 20    |    |
| Aitem Pearson | ,491            | ,91    | 0,000  | 0,18   | 0,201  | 0,302  | 0,063  | 0,357  |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
| 26            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 0,028  | 0,028  | 0,791  | 0,555  | 0,395  | 0,196  | 0,794  | 0,122  | 0,660   | 0,122   | 0,355   | 0,556   | 0,819   | 0,066   | 0,819   | 0,669   | 0,355   | 0,217   | 0,028   | 0,669   | 0,669   | 0,288   | 0,819   | 0,066   | 0,660   |         | 0,066   | 0,794   | 0,066   | 0,122 | 0,023 |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    | 20    | 20 |
| Aitem Pearson | 0,435           | 0,06   | 0,11   |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
| 27            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 0,055  | 0,084  | 0,500  | 0,224  | 0,001  | 0,895  | 0,508  | 0,036  | 0,678   | 0,036   | 0,384   | 0,951   | 0,384   | 0,142   | 0,285   | 0,858   | 0,924   | 0,195   | 0,384   | 0,274   | 0,858   | 0,660   | 0,924   | 0,142   | 0,612   | 0,066   |         | 0,660   | 0,612   | 0,274 | 0,042 |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    | 20    | 20 |
| Aitem Pearson | 0,218           | 0,218  | ,688   |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
| 28            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 0,355  | 0,555  | 0,000  | 0,196  | 0,001  | 0,103  | 0,004  | 0,066  | 0,122   | 0,819   | 0,556   | 0,028   | 0,508   | 0,159   | 0,669   | 0,355   | 1,000   | 0,355   | 0,122   | 0,519   | 0,288   | 0,355   | 0,508   | 0,001   | 0,794   | 0,660   |         | 0,508   | 0,669   | 0,017 |       |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    | 20    | 20 |
| Aitem Pearson | 0,206           | ,633   |        | 0,206  | 0,242  | 0,179  | 0,157  | 0,257  | 0,341  | 0,257   | 0,206   | 0,279   | 0,206   | 0,341   | 0,023   |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
| 29            | Correlation     |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |
|               | Sig. (2-tailed) | 0,384  | 0,001  | 0,660  | 0,384  | 0,303  | 0,000  | 0,508  | 0,274  | 0,142   | 0,274   | 0,384   | 0,234   | 0,384   | 0,142   | 0,924   | 0,471   | 0,055   | 0,800   | 0,000   | 0,471   | 0,274   | 0,177   | 0,055   | 0,612   | 0,612   | 0,066   | 0,612   | 0,508   |         | 0,858 | 0,035 |    |
|               | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    | 20    | 20 |
| Aitem Pearson | 0,356           | 0,340  | 0,350  | 0,356  | 0,328  | 0,287  | ,612   | 0,167  | 0,257  |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |       |    |

Mengunjungi Undang-Undang  
 mengutip sebagian atau seluruh isi Undang-Undang  
 hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, atau penyediaan bahan acuan bagi mahasiswa untuk menuliskan kritik atau tinjauan  
 yang tidak merugikan kepentingan umum dan/atau untuk keperluan akademik lainnya.

Universitas Islam Sultan Syarif  
 Maulana Yusuf  
 Riau

Correlations

|       | Aitem1          | Aitem2 | Aitem3 | Aitem4 | Aitem5 | Aitem6 | Aitem7 | Aitem8 | Aitem9 | Aitem10 | Aitem11 | Aitem12 | Aitem13 | Aitem14 | Aitem15 | Aitem16 | Aitem17 | Aitem18 | Aitem19 | Aitem20 | Aitem21 | Aitem22 | Aitem23 | Aitem24 | Aitem25 | Aitem26 | Aitem27 | Aitem28 | Aitem29 | Aitem30 | Total |   |
|-------|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|---|
| 30    | Correlation     |        |        |        |        |        |        |        |        | 0,042   |         |         |         |         |         |         | 0,089   |         |         |         | 0,042   |         |         |         |         |         |         |         |         |         |       |   |
|       | Sig. (2-tailed) | 0,123  | 0,074  | 0,023  | 0,158  | 0,220  | 0,004  | 0,482  | 0,274  | 0,862   | 0,007   | 0,020   | 0,574   | 0,036   | 0,709   | 0,482   | 0,709   | 0,317   | 0,574   | 0,103   | 0,862   | 0,388   | 0,123   | 0,036   | 0,858   | 0,122   | 0,274   | 0,669   | 0,858   | 0,009   |       |   |
|       | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      |       |   |
| Total | Pearson         | ,548   | ,422   | ,583   | ,647   | ,451   | ,567   | ,507   | ,689   | ,474    | ,503    | ,449    | ,510    | ,531    | ,506    | 0,426   | 0,272   | 0,366   | ,515    | ,515    | ,503    | 0,071   | 0,121   | ,498    | ,696    | ,474    | ,507    | ,458    | ,526    | ,474    | ,565  | 1 |
|       | Sig. (2-tailed) | 0,012  | 0,037  | 0,002  | 0,046  | 0,009  | 0,023  | 0,001  | 0,035  | 0,024   | 0,047   | 0,021   | 0,016   | 0,023   | 0,061   | 0,247   | 0,112   | 0,020   | 0,020   | 0,024   | 0,766   | 0,611   | 0,025   | 0,001   | 0,035   | 0,023   | 0,042   | 0,017   | 0,035   | 0,009   |       |   |
|       | N               | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20     | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20      | 20    |   |

\*. Correlation is significant at the 0.05 level (2-tailed).  
 \*\*. Correlation is significant at the 0.01 level (2-tailed).

ngutip sebagian atau seluruhnya tanpa mencantumkan dan menyebutkan sumber:  
 n hanya untuk keperluan penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan  
 n tidak merugikan kepentingan umum. Untuk penulisan karya ilmiah, penulisan kritik atau tinjauan  
 ngumpulkan dan mempercayasebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Reliability**

**Scale: ALL VARIABLES**

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 20 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 20 | 100,0 |

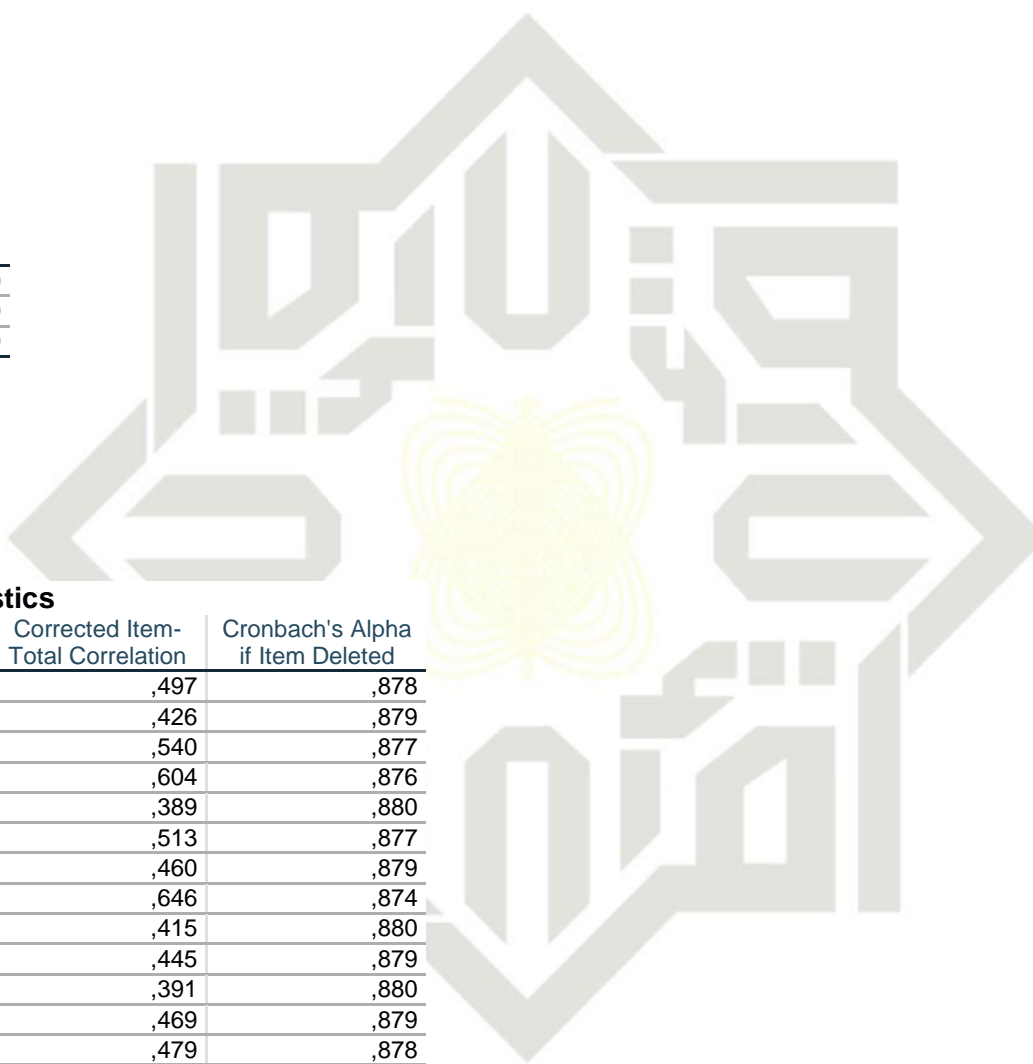
a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,883             | 30         |

**Item-Total Statistics**

|         | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| Aitem1  | 19,00                      | 42,737                         | ,497                             | ,878                             |
| Aitem2  | 19,00                      | 43,158                         | ,426                             | ,879                             |
| Aitem3  | 18,90                      | 42,937                         | ,540                             | ,877                             |
| Aitem4  | 19,00                      | 42,105                         | ,604                             | ,876                             |
| Aitem5  | 19,25                      | 43,145                         | ,389                             | ,880                             |
| Aitem6  | 19,15                      | 42,345                         | ,513                             | ,877                             |
| Aitem7  | 18,90                      | 43,358                         | ,460                             | ,879                             |
| Aitem8  | 19,10                      | 41,568                         | ,646                             | ,874                             |
| Aitem9  | 19,05                      | 43,103                         | ,415                             | ,880                             |
| Aitem10 | 19,10                      | 42,832                         | ,445                             | ,879                             |
| Aitem11 | 19,00                      | 43,368                         | ,391                             | ,880                             |
| Aitem12 | 18,85                      | 43,608                         | ,469                             | ,879                             |
| Aitem13 | 19,00                      | 42,842                         | ,479                             | ,878                             |
| Aitem14 | 19,05                      | 42,892                         | ,449                             | ,879                             |
| Aitem15 | 19,40                      | 43,516                         | ,367                             | ,881                             |
| Aitem16 | 19,10                      | 44,411                         | ,201                             | ,885                             |



UIN SUSKA RIAU

ta milik UIN Suska  
 Undang-Undang  
 ngutip sebagian atau seluruh  
 n hanya untuk keperluan  
 n tidak merugikan keselamatan  
 ngumumkan dan memperbi

ity of Sultan Sy  
 isan kritik atau tinjau  
 UIN Suska Riau.



|         |       |        |       |      |
|---------|-------|--------|-------|------|
| Aitem17 | 19,00 | 43,895 | ,304  | ,882 |
| Aitem18 | 18,95 | 43,103 | ,465  | ,879 |
| Aitem19 | 19,00 | 42,947 | ,461  | ,879 |
| Aitem20 | 19,10 | 42,832 | ,445  | ,879 |
| Aitem21 | 19,10 | 45,779 | -,003 | ,889 |
| Aitem22 | 19,20 | 45,432 | ,046  | ,888 |
| Aitem23 | 19,00 | 43,053 | ,444  | ,879 |
| Aitem24 | 19,05 | 41,629 | ,656  | ,874 |
| Aitem25 | 19,05 | 43,103 | ,415  | ,880 |
| Aitem26 | 18,90 | 43,358 | ,460  | ,879 |
| Aitem27 | 19,05 | 43,208 | ,398  | ,880 |
| Aitem28 | 18,90 | 43,253 | ,480  | ,879 |
| Aitem29 | 19,05 | 43,103 | ,415  | ,880 |
| Aitem30 | 19,10 | 42,411 | ,511  | ,877 |

yang mencantumkan dan menyebutkan sumber:  
 an, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan  
 Suska Riau.  
 seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Sy

UIN SUSKA RIAU

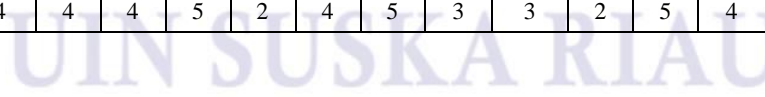
## Appendix 8 Result of Students Attitude Questionnaire

| NO | NAMA                         | Reading Attitude Item |   |   |   |   |   |           |   |   |    |    |    |    |    |            |    |    |    |    |    | RA | %     | Ket     |
|----|------------------------------|-----------------------|---|---|---|---|---|-----------|---|---|----|----|----|----|----|------------|----|----|----|----|----|----|-------|---------|
|    |                              | Cognitive             |   |   |   |   |   | Affective |   |   |    |    |    |    |    | Behavioral |    |    |    |    |    |    |       |         |
|    |                              | 1                     | 2 | 3 | 4 | 5 | 6 | 7         | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15         | 16 | 17 | 18 | 19 | 20 |    |       |         |
| 1  | Arif Rifaldi                 | 5                     | 3 | 4 | 4 | 3 | 5 | 4         | 2 | 4 | 4  | 4  | 5  | 5  | 2  | 2          | 3  | 3  | 4  | 4  | 5  | 75 | 75.00 | High    |
| 2  | Luthfiyya Nuhah              | 5                     | 5 | 5 | 4 | 5 | 5 | 5         | 1 | 5 | 1  | 5  | 2  | 1  | 1  | 3          | 5  | 5  | 5  | 5  | 5  | 78 | 78.00 | High    |
| 3  | Tiurnauli Sumbarang          | 5                     | 5 | 5 | 5 | 5 | 5 | 5         | 5 | 5 | 5  | 4  | 5  | 2  | 2  | 5          | 5  | 5  | 5  | 4  | 5  | 92 | 92.00 | High    |
| 4  | Aisyah Mulya Ananditri       | 5                     | 4 | 5 | 4 | 5 | 4 | 5         | 3 | 4 | 3  | 3  | 3  | 3  | 2  | 2          | 3  | 3  | 4  | 4  | 4  | 73 | 73.00 | High    |
| 5  | Alya Hafis                   | 5                     | 5 | 5 | 5 | 4 | 5 | 4         | 1 | 5 | 3  | 5  | 4  | 4  | 4  | 4          | 5  | 5  | 5  | 5  | 5  | 88 | 88.00 | High    |
| 6  | Elsa Ilya Putri              | 4                     | 4 | 4 | 3 | 4 | 4 | 4         | 2 | 5 | 2  | 5  | 2  | 3  | 2  | 3          | 4  | 3  | 4  | 4  | 4  | 70 | 70.00 | High    |
| 7  | Laksamana Kicand             | 5                     | 5 | 5 | 5 | 5 | 5 | 5         | 5 | 4 | 4  | 2  | 3  | 3  | 3  | 2          | 3  | 3  | 3  | 3  | 4  | 77 | 77.00 | High    |
| 8  | Alya Nasyywa                 | 5                     | 5 | 5 | 4 | 5 | 5 | 4         | 2 | 5 | 2  | 5  | 3  | 3  | 2  | 3          | 5  | 2  | 4  | 3  | 5  | 77 | 77.00 | High    |
| 9  | Az-Zahra Syayaa<br>Ramadhani | 5                     | 5 | 5 | 5 | 5 | 5 | 4         | 1 | 5 | 5  | 4  | 3  | 1  | 1  | 5          | 4  | 4  | 4  | 4  | 4  | 79 | 79.00 | High    |
| 10 | Dwi Helmaisyah Riky          | 4                     | 5 | 4 | 5 | 5 | 5 | 5         | 5 | 5 | 4  | 5  | 4  | 4  | 3  | 5          | 4  | 4  | 4  | 4  | 5  | 89 | 89.00 | High    |
| 11 | Dwi Kartika Sari             | 4                     | 4 | 4 | 3 | 4 | 4 | 3         | 2 | 4 | 3  | 4  | 3  | 2  | 3  | 4          | 3  | 4  | 3  | 4  | 4  | 69 | 69.00 | Average |
| 12 | Devia Rena Situmorang        | 5                     | 4 | 4 | 3 | 4 | 4 | 3         | 2 | 4 | 3  | 3  | 5  | 3  | 3  | 4          | 3  | 4  | 3  | 3  | 4  | 71 | 71.00 | High    |
| 13 | Revalina Wulan Maharani      | 4                     | 5 | 4 | 5 | 5 | 5 | 3         | 3 | 5 | 4  | 5  | 3  | 4  | 1  | 5          | 5  | 4  | 5  | 4  | 4  | 83 | 83.00 | High    |
| 14 | Fia Rosantana Br Solong      | 5                     | 4 | 4 | 4 | 4 | 4 | 4         | 2 | 2 | 2  | 2  | 2  | 2  | 2  | 3          | 2  | 2  | 2  | 2  | 4  | 58 | 58.00 | Average |
| 15 | Chantika Zilva Putri         | 5                     | 3 | 4 | 4 | 4 | 5 | 4         | 1 | 5 | 2  | 5  | 1  | 2  | 2  | 4          | 5  | 3  | 1  | 5  | 5  | 70 | 70.00 | High    |
| 16 | Serli Marselina              | 5                     | 4 | 5 | 5 | 4 | 5 | 4         | 5 | 5 | 5  | 4  | 4  | 5  | 4  | 4          | 5  | 4  | 5  | 4  | 4  | 90 | 90.00 | High    |
| 17 | Yola Sari Ningsgol           | 3                     | 3 | 3 | 3 | 3 | 2 | 3         | 3 | 3 | 2  | 2  | 3  | 3  | 3  | 2          | 5  | 4  | 3  | 3  | 3  | 59 | 59.00 | Average |
| 18 | Faisal Risaldi               | 5                     | 4 | 5 | 4 | 5 | 4 | 4         | 5 | 5 | 3  | 5  | 5  | 4  | 5  | 5          | 5  | 3  | 5  | 5  | 5  | 91 | 91.00 | High    |
| 19 | Najwa Chandra Anindha        | 4                     | 4 | 4 | 5 | 4 | 4 | 3         | 4 | 4 | 3  | 3  | 5  | 4  | 3  | 3          | 3  | 3  | 4  | 2  | 5  | 74 | 74.00 | High    |
| 20 | Yayang Reza Insan            | 5                     | 5 | 5 | 4 | 5 | 5 | 4         | 1 | 5 | 4  | 4  | 4  | 4  | 2  | 5          | 5  | 4  | 5  | 5  | 5  | 86 | 86.00 | High    |
| 21 | Raudhatul Jannah             | 1                     | 2 | 1 | 3 | 2 | 4 | 2         | 4 | 1 | 5  | 1  | 2  | 5  | 2  | 4          | 2  | 2  | 2  | 1  | 2  | 48 | 48.00 | Low     |

|    |                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |       |         |
|----|---------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|-------|---------|
| 22 | Intan Wira          | 4 | 5 | 4 | 3 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 5 | 3 | 5 | 3 | 4 | 78 | 78.00 | High    |
| 23 | Fitri Khairani      | 5 | 5 | 4 | 5 | 4 | 5 | 3 | 2 | 5 | 5 | 4 | 2 | 3 | 1 | 4 | 4 | 4 | 4 | 5 | 5 | 79 | 79.00 | High    |
| 24 | Syafia Azzahra      | 4 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 70 | 70.00 | High    |
| 25 | Christina Dobb      | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 73 | 73.00 | High    |
| 26 | Sahdila Misra       | 5 | 4 | 4 | 5 | 5 | 5 | 3 | 2 | 4 | 5 | 4 | 1 | 3 | 1 | 4 | 3 | 3 | 4 | 3 | 4 | 72 | 72.00 | High    |
| 27 | Hailin Aninda       | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 3 | 2 | 5 | 4 | 4 | 4 | 3 | 5 | 80 | 80.00 | High    |
| 28 | Maria Natawa        | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 4 | 3 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 91 | 91.00 | High    |
| 29 | Fadhli Rahman       | 5 | 5 | 4 | 4 | 5 | 3 | 2 | 3 | 4 | 5 | 1 | 3 | 5 | 1 | 1 | 3 | 2 | 1 | 1 | 2 | 60 | 60.00 | Average |
| 30 | Cinta Nami          | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 2 | 5 | 5 | 4 | 4 | 2 | 1 | 4 | 5 | 4 | 4 | 4 | 5 | 75 | 75.00 | High    |
| 31 | Naurah Mulya        | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 5 | 4 | 2 | 2 | 4 | 5 | 3 | 4 | 4 | 3 | 68 | 68.00 | Average |
| 32 | Annisa Nurshah      | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 3 | 4 | 2 | 3 | 4 | 3 | 4 | 4 | 5 | 72 | 72.00 | High    |
| 33 | Alog Mahrizal       | 4 | 2 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 1 | 5 | 2 | 4 | 4 | 3 | 4 | 3 | 4 | 73 | 73.00 | High    |
| 34 | Putri Nadya         | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 5 | 4 | 2 | 2 | 4 | 5 | 4 | 4 | 4 | 5 | 77 | 77.00 | High    |
| 35 | Sherly Meilinda     | 4 | 4 | 4 | 4 | 4 | 5 | 3 | 2 | 4 | 5 | 4 | 2 | 3 | 1 | 4 | 4 | 4 | 4 | 5 | 5 | 75 | 75.00 | High    |
| 36 | Ahmad Fauzan        | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 5 | 3 | 3 | 3 | 4 | 72 | 72.00 | High    |
| 37 | Jihan Fadhrifah     | 3 | 4 | 4 | 4 | 5 | 5 | 4 | 3 | 4 | 5 | 5 | 4 | 3 | 4 | 5 | 3 | 3 | 4 | 5 | 5 | 82 | 82.00 | High    |
| 38 | Khairatul Naila     | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 89 | 89.00 | High    |
| 39 | Nur Aisyah Marudani | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 95 | 95.00 | High    |
| 40 | Debi Yolanda Sari   | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 4 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 83 | 83.00 | High    |
| 41 | Zahwa Alifia Putri  | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 5 | 4 | 4 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 68 | 68.00 | Average |
| 42 | Nesya Saputri       | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 1 | 5 | 1 | 4 | 4 | 2 | 1 | 5 | 4 | 2 | 4 | 3 | 1 | 64 | 64.00 | Average |
| 43 | Yolipia Amanda      | 5 | 4 | 5 | 1 | 4 | 4 | 3 | 1 | 4 | 4 | 4 | 2 | 4 | 1 | 5 | 4 | 4 | 4 | 4 | 5 | 72 | 72.00 | High    |
| 44 | Syafia Azzahra      | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 79 | 79.00 | High    |
| 45 | Meina Anjeka        | 5 | 4 | 4 | 2 | 5 | 3 | 4 | 2 | 2 | 4 | 3 | 3 | 4 | 5 | 1 | 2 | 2 | 5 | 3 | 3 | 66 | 66.00 | Average |
| 46 | Intan Permana Sari  | 5 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 2 | 4 | 5 | 3 | 3 | 2 | 5 | 4 | 3 | 4 | 5 | 75 | 75.00 | High    |

ngunjungi Undang-Undang  
 ngutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah dan penyediaan  
 n tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 ngumumkan dan menyebar sebagai atau silangin dan UIN Suska Riau.

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|              |                         |      |     |     |     |     |     |     |      |     |     |     |     |     |     |      |     |     |     |     |     |      |         |         |      |
|--------------|-------------------------|------|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|------|---------|---------|------|
| 47           | Feni Syah Putri         | 3    | 1   | 3   | 3   | 2   | 5   | 1   | 4    | 5   | 2   | 3   | 1   | 3   | 5   | 2    | 3   | 1   | 5   | 3   | 3   | 58   | 58.00   | Average |      |
| 48           | Febri Rahma Putri       | 5    | 3   | 5   | 4   | 4   | 5   | 5   | 3    | 3   | 4   | 3   | 3   | 5   | 2   | 4    | 4   | 4   | 5   | 4   | 4   | 79   | 79.00   | High    |      |
| 49           | Selvina Putri           | 4    | 4   | 5   | 5   | 3   | 3   | 4   | 5    | 3   | 3   | 4   | 3   | 3   | 3   | 4    | 4   | 2   | 1   | 3   | 4   | 70   | 70.00   | High    |      |
| 50           | Rifki Putra             | 5    | 5   | 4   | 5   | 4   | 3   | 5   | 4    | 4   | 4   | 4   | 3   | 5   | 4   | 5    | 4   | 5   | 4   | 3   | 5   | 85   | 85.00   | High    |      |
| 51           | Ananda Tiohan           | 4    | 4   | 4   | 4   | 5   | 5   | 5   | 4    | 5   | 4   | 5   | 1   | 5   | 1   | 2    | 3   | 5   | 3   | 4   | 4   | 77   | 77.00   | High    |      |
| 52           | Vicry Muliahy           | 3    | 3   | 3   | 3   | 3   | 4   | 3   | 3    | 4   | 5   | 3   | 1   | 4   | 1   | 2    | 4   | 5   | 3   | 4   | 3   | 64   | 64.00   | Average |      |
| 53           | Nazaqi Auliani          | 5    | 5   | 5   | 4   | 3   | 3   | 3   | 2    | 3   | 5   | 1   | 4   | 3   | 1   | 2    | 2   | 2   | 1   | 2   | 4   | 60   | 60.00   | Average |      |
| 54           | Yuni Andani             | 4    | 4   | 3   | 4   | 5   | 5   | 5   | 5    | 4   | 2   | 4   | 1   | 4   | 1   | 3    | 4   | 4   | 2   | 2   | 5   | 71   | 71.00   | High    |      |
| 55           | Fujja Aini              | 5    | 5   | 5   | 5   | 5   | 5   | 5   | 4    | 4   | 4   | 5   | 1   | 4   | 1   | 5    | 5   | 3   | 5   | 4   | 5   | 85   | 85.00   | High    |      |
| 56           | Arsela Sofiaty Utami    | 4    | 4   | 4   | 5   | 5   | 5   | 5   | 5    | 4   | 4   | 2   | 3   | 3   | 3   | 2    | 3   | 2   | 3   | 4   | 4   | 74   | 74.00   | High    |      |
| 57           | Fachri Raihan Ramadhani | 4    | 3   | 4   | 5   | 5   | 5   | 5   | 5    | 4   | 5   | 3   | 2   | 3   | 1   | 4    | 4   | 2   | 4   | 2   | 5   | 75   | 75.00   | High    |      |
| <b>TOTAL</b> |                         | 248  | 234 | 235 | 224 | 234 | 246 | 223 | 176  | 239 | 212 | 215 | 176 | 198 | 140 | 207  | 225 | 195 | 214 | 205 | 237 | 4283 | 4283.00 |         |      |
| <b>RA</b>    |                         | 1644 |     |     |     |     |     |     | 1356 |     |     |     |     |     |     | 1283 |     |     |     |     |     |      | 75.140  | 75.140  | High |

umkan dan menyebutkan sumber:

an karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan

l. rya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ngutip sebagian atau seluruh karya tulis ini tanpa m  
n hanya untuk kepentingan pendidikan, penelitian, dan  
n tidak merugikan kepentingan yang wajar UIN Suska R  
ngumumkan dan memperbanyak sebagian atau seba

## Appendix 9 Result of Students Self-Efficacy Questionnaire

| NO | NAMA                       | Reading Self-Efficacy Item |   |    |    |    |    |    |    |    |                          |   |   |   |    |    |    |    |    |                 |   |    |    |    |                     |   |    |    |    | RSE | %     | Ket         |             |
|----|----------------------------|----------------------------|---|----|----|----|----|----|----|----|--------------------------|---|---|---|----|----|----|----|----|-----------------|---|----|----|----|---------------------|---|----|----|----|-----|-------|-------------|-------------|
|    |                            | Progress                   |   |    |    |    |    |    |    |    | Observational Comparison |   |   |   |    |    |    |    |    | Social Feedback |   |    |    |    | Physiological State |   |    |    |    |     |       |             |             |
|    |                            | 2                          | 6 | 13 | 14 | 16 | 20 | 24 | 26 | 28 | 30                       | 4 | 7 | 8 | 10 | 11 | 15 | 21 | 29 | 3               | 9 | 19 | 22 | 27 | 1                   | 5 | 12 | 17 | 18 |     |       |             | 23          |
| 1  | Arif Rifaldi               | 4                          | 4 | 4  | 4  | 4  | 3  | 3  | 3  | 3  | 4                        | 3 | 3 | 2 | 4  | 4  | 5  | 4  | 4  | 3               | 3 | 3  | 5  | 5  | 4                   | 3 | 3  | 4  | 3  | 3   | 107   | 71.33       | Strong      |
| 2  | Luthfiyya Nahdah           | 5                          | 5 | 3  | 3  | 4  | 4  | 3  | 4  | 3  | 5                        | 5 | 5 | 5 | 5  | 4  | 5  | 5  | 5  | 5               | 4 | 4  | 5  | 5  | 5                   | 3 | 4  | 4  | 5  | 5   | 133   | 88.67       | Very Strong |
| 3  | Tiurnauli Situmorang       | 5                          | 5 | 5  | 5  | 5  | 5  | 5  | 5  | 4  | 5                        | 5 | 5 | 5 | 5  | 5  | 5  | 5  | 5  | 5               | 4 | 5  | 5  | 5  | 5                   | 5 | 5  | 5  | 5  | 5   | 148   | 98.67       | Very Strong |
| 4  | Aisyah Mukda Camila Putri  | 5                          | 4 | 5  | 4  | 4  | 4  | 4  | 4  | 5  | 4                        | 4 | 4 | 4 | 4  | 4  | 5  | 4  | 5  | 4               | 5 | 4  | 4  | 4  | 4                   | 4 | 4  | 4  | 4  | 126 | 84.00 | Very Strong |             |
| 5  | Alya Hafisyra              | 5                          | 5 | 4  | 4  | 5  | 5  | 4  | 4  | 4  | 5                        | 4 | 5 | 5 | 4  | 5  | 5  | 5  | 5  | 4               | 4 | 5  | 5  | 5  | 4                   | 5 | 5  | 4  | 4  | 138 | 92.00 | Very Strong |             |
| 6  | Elsa Ilya Putri            | 5                          | 4 | 3  | 3  | 4  | 3  | 3  | 4  | 3  | 4                        | 3 | 4 | 4 | 3  | 4  | 4  | 4  | 4  | 3               | 3 | 4  | 4  | 4  | 3                   | 3 | 4  | 4  | 3  | 110 | 73.33 | Strong      |             |
| 7  | Laksamana Richardo         | 3                          | 4 | 3  | 3  | 4  | 3  | 4  | 3  | 4  | 4                        | 4 | 3 | 4 | 4  | 3  | 4  | 4  | 4  | 3               | 4 | 4  | 3  | 4  | 3                   | 4 | 4  | 3  | 3  | 108 | 72.00 | Strong      |             |
| 8  | Alya Nasywa                | 4                          | 3 | 2  | 3  | 3  | 2  | 3  | 4  | 4  | 5                        | 5 | 5 | 3 | 2  | 2  | 3  | 5  | 3  | 3               | 2 | 3  | 5  | 3  | 5                   | 4 | 3  | 5  | 4  | 5   | 107   | 71.33       | Strong      |
| 9  | Az-Zahra Suryana Ramadhani | 5                          | 5 | 5  | 5  | 5  | 4  | 5  | 4  | 4  | 5                        | 5 | 5 | 5 | 5  | 4  | 5  | 5  | 5  | 4               | 4 | 5  | 5  | 5  | 5                   | 4 | 5  | 5  | 5  | 143 | 95.33 | Very Strong |             |
| 10 | Dwi Helmaisyah Risty       | 5                          | 4 | 3  | 5  | 5  | 3  | 5  | 4  | 3  | 5                        | 5 | 5 | 4 | 5  | 5  | 5  | 5  | 4  | 5               | 5 | 4  | 5  | 5  | 5                   | 4 | 5  | 5  | 5  | 134 | 89.33 | Very Strong |             |
| 11 | Dwi Kartika Sari           | 5                          | 3 | 4  | 4  | 5  | 3  | 4  | 3  | 4  | 4                        | 3 | 4 | 5 | 3  | 2  | 4  | 4  | 2  | 5               | 4 | 4  | 4  | 4  | 3                   | 4 | 3  | 4  | 2  | 3   | 107   | 71.33       | Strong      |
| 12 | Devia Renata Situmorang    | 4                          | 3 | 3  | 4  | 4  | 5  | 3  | 4  | 3  | 5                        | 5 | 4 | 4 | 3  | 4  | 3  | 4  | 4  | 3               | 5 | 5  | 3  | 3  | 5                   | 2 | 3  | 3  | 4  | 3   | 110   | 73.33       | Strong      |
| 13 | Revalina Wulan Maharani    | 5                          | 4 | 4  | 5  | 5  | 3  | 3  | 2  | 3  | 5                        | 5 | 5 | 4 | 4  | 3  | 4  | 5  | 5  | 4               | 4 | 4  | 5  | 3  | 5                   | 5 | 3  | 4  | 3  | 4   | 121   | 80.67       | Strong      |
| 14 | Fia Rosantama Br Sitohang  | 1                          | 4 | 4  | 2  | 2  | 4  | 4  | 4  | 4  | 2                        | 4 | 2 | 4 | 4  | 5  | 4  | 4  | 4  | 4               | 4 | 4  | 4  | 4  | 4                   | 2 | 4  | 4  | 4  | 4   | 109   | 72.67       | Strong      |
| 15 | Chantika Zisva Putri       | 5                          | 3 | 4  | 5  | 5  | 3  | 3  | 3  | 3  | 5                        | 5 | 5 | 5 | 4  | 3  | 5  | 5  | 5  | 4               | 4 | 3  | 5  | 4  | 5                   | 3 | 4  | 4  | 4  | 5   | 125   | 83.33       | Very Strong |
| 16 | Serli Marselina            | 5                          | 4 | 3  | 4  | 4  | 5  | 5  | 4  | 5  | 4                        | 5 | 4 | 4 | 5  | 5  | 4  | 5  | 4  | 4               | 5 | 4  | 5  | 5  | 4                   | 4 | 5  | 5  | 4  | 4   | 133   | 88.67       | Very Strong |
| 17 | Yola Sari Nainggolan       | 4                          | 3 | 4  | 4  | 3  | 3  | 4  | 4  | 3  | 4                        | 3 | 3 | 4 | 4  | 3  | 3  | 3  | 3  | 3               | 3 | 5  | 5  | 5  | 4                   | 4 | 2  | 2  | 4  | 4   | 107   | 71.33       | Strong      |
| 18 | Faisal Risaldi             | 5                          | 2 | 3  | 4  | 3  | 4  | 2  | 4  | 5  | 2                        | 3 | 3 | 4 | 5  | 4  | 3  | 4  | 5  | 2               | 5 | 5  | 3  | 4  | 1                   | 5 | 3  | 4  | 5  | 5   | 109   | 72.67       | Strong      |
| 19 | Najwa Chovi Aninditha      | 5                          | 3 | 3  | 4  | 3  | 4  | 4  | 3  | 3  | 4                        | 4 | 4 | 4 | 4  | 4  | 5  | 4  | 3  | 4               | 3 | 4  | 4  | 4  | 3                   | 3 | 4  | 5  | 3  | 3   | 113   | 75.33       | Strong      |

|    |                                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |     |       |             |             |             |        |
|----|--------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|-------|-------------|-------------|-------------|--------|
| 20 | Yayang Reka Insani             | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 4   | 132   | 88.00       | Very Strong |             |        |
| 21 | Raudhatul Jannah               | 2 | 4 | 4 | 4 | 4 | 2 | 4 | 2 | 4 | 5 | 3 | 2 | 3 | 4 | 4 | 4 | 5 | 4 | 1 | 2 | 4 | 2 | 1 | 3 | 3 | 4 | 100 | 66.67 | Strong      |             |             |        |
| 22 | Intan Wira Khoiriyah           | 5 | 4 | 3 | 5 | 3 | 3 | 3 | 5 | 5 | 5 | 5 | 3 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 127 | 84.67 | Very Strong |             |             |        |
| 23 | Fitri Khairani                 | 5 | 4 | 4 | 5 | 2 | 4 | 3 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 3 | 5   | 131   | 87.33       | Very Strong |             |        |
| 24 | Syafia Azzura                  | 5 | 3 | 3 | 3 | 3 | 2 | 2 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4   | 104   | 69.33       | Strong      |             |        |
| 25 | Christina Debbie Grace Hutapea | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4   | 115   | 76.67       | Strong      |             |        |
| 26 | Sahdila Misda                  | 5 | 5 | 5 | 5 | 3 | 4 | 3 | 3 | 4 | 5 | 3 | 5 | 5 | 3 | 5 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3   | 4     | 120         | 80.00       | Strong      |        |
| 27 | Hailin Aninda Putri            | 5 | 4 | 2 | 4 | 4 | 4 | 3 | 2 | 5 | 5 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 3 | 2 | 4 | 5 | 4 | 4 | 3 | 3 | 4 | 3   | 4     | 109         | 72.67       | Strong      |        |
| 28 | Maria Natasya Anne Rose Siboro | 5 | 4 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4   | 5     | 133         | 88.67       | Very Strong |        |
| 29 | Fadhli Rahman Yafi             | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4   | 3     | 112         | 74.67       | Strong      |        |
| 30 | Cinta Namira                   | 5 | 3 | 2 | 5 | 3 | 4 | 3 | 3 | 5 | 4 | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 4 | 3 | 4 | 5 | 4 | 5 | 2 | 4 | 3 | 4   | 5     | 119         | 79.33       | Strong      |        |
| 31 | Naurah Mutisyifa               | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 5 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4   | 4     | 104         | 69.33       | Strong      |        |
| 32 | Annisa Nurrohmah Amany         | 5 | 4 | 2 | 4 | 4 | 2 | 3 | 2 | 2 | 5 | 3 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 2 | 3 | 5 | 4 | 4 | 2 | 3 | 4   | 2     | 4           | 105         | 70.00       | Strong |
| 33 | Alog Mahrizal                  | 4 | 4 | 4 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 2 | 3 | 5 | 4 | 4   | 4     | 119         | 79.33       | Strong      |        |
| 34 | Putri Nadya Sharfina           | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 2 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4   | 4     | 4           | 116         | 77.33       | Strong |
| 35 | Sherly Meilindasari            | 4 | 4 | 3 | 5 | 3 | 3 | 4 | 3 | 5 | 4 | 4 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3   | 4     | 114         | 76.00       | Strong      |        |
| 36 | Ahmad Fauzan                   | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 3 | 4   | 4     | 119         | 79.33       | Strong      |        |
| 37 | Jihan Fadhilah                 | 4 | 3 | 3 | 4 | 4 | 4 | 5 | 3 | 5 | 3 | 4 | 4 | 5 | 3 | 4 | 5 | 4 | 5 | 3 | 3 | 5 | 3 | 3 | 4 | 3 | 5 | 4   | 4     | 116         | 77.33       | Strong      |        |
| 38 | Khairatul nabilla              | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5   | 4     | 130         | 86.67       | Very Strong |        |
| 39 | Nur Aisyah Maruddani           | 4 | 2 | 1 | 2 | 4 | 1 | 1 | 4 | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 5 | 5   | 5     | 119         | 79.33       | Strong      |        |
| 40 | Debi Yolanda Sari Putri        | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5   | 3     | 145         | 96.67       | Very Strong |        |
| 41 | Zahwa Alifya Putri             | 4 | 4 | 3 | 5 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 4 | 3 | 3 | 5 | 4   | 4     | 107         | 71.33       | Strong      |        |
| 42 | Nesya Saputri                  | 4 | 2 | 2 | 4 | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 4 | 2 | 2 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 2 | 4 | 2 | 3   | 3     | 94          | 62.67       | Strong      |        |

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 ngutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 n hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan  
 n tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 ngumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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|              |                        |      |     |     |     |    |     |     |     |     |     |      |     |     |     |     |      |     |     |     |     |      |     |     |     |     |             |         |        |       |        |             |             |  |
|--------------|------------------------|------|-----|-----|-----|----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|------|-----|-----|-----|-----|------|-----|-----|-----|-----|-------------|---------|--------|-------|--------|-------------|-------------|--|
| 43           | Yolipia amanda         | 4    | 2   | 4   | 4   | 3  | 2   | 2   | 4   | 3   | 4   | 4    | 4   | 4   | 5   | 4   | 2    | 4   | 4   | 3   | 4   | 4    | 4   | 4   | 4   | 4   | 3           | 3       | 106    | 70.67 | Strong |             |             |  |
| 44           | Syafia Azzura          | 5    | 4   | 4   | 4   | 3  | 3   | 5   | 3   | 4   | 5   | 4    | 4   | 3   | 4   | 3   | 4    | 4   | 4   | 4   | 4   | 4    | 4   | 4   | 3   | 4   | 4           | 4       | 114    | 76.00 | Strong |             |             |  |
| 45           | Meina Anjelika         | 5    | 4   | 3   | 3   | 2  | 4   | 2   | 4   | 4   | 3   | 1    | 2   | 4   | 3   | 4   | 3    | 2   | 3   | 4   | 3   | 1    | 3   | 1   | 3   | 4   | 2           | 4       | 90     | 60.00 | Medium |             |             |  |
| 46           | Intan Permata Sari     | 5    | 1   | 2   | 2   | 4  | 2   | 5   | 2   | 3   | 2   | 3    | 3   | 3   | 3   | 3   | 3    | 3   | 3   | 3   | 4   | 5    | 1   | 5   | 1   | 4   | 1           | 5       | 90     | 60.00 | Medium |             |             |  |
| 47           | Feni Syah Putri        | 5    | 3   | 2   | 2   | 5  | 4   | 4   | 4   | 3   | 2   | 4    | 2   | 1   | 1   | 4   | 4    | 4   | 3   | 2   | 1   | 5    | 1   | 5   | 4   | 4   | 3           | 2       | 4      | 95    | 63.33  | Strong      |             |  |
| 48           | Febri Rahma Putri      | 4    | 3   | 3   | 3   | 5  | 4   | 3   | 4   | 4   | 3   | 4    | 4   | 3   | 5   | 4   | 3    | 4   | 3   | 3   | 4   | 5    | 3   | 2   | 3   | 4   | 3           | 4       | 3      | 108   | 72.00  | Strong      |             |  |
| 49           | Selvina Putri          | 5    | 4   | 2   | 2   | 3  | 3   | 5   | 4   | 2   | 4   | 3    | 4   | 3   | 3   | 2   | 4    | 4   | 4   | 3   | 3   | 5    | 5   | 5   | 4   | 3   | 4           | 4       | 3      | 107   | 71.33  | Strong      |             |  |
| 50           | Rifki Putra            | 4    | 5   | 4   | 4   | 5  | 4   | 4   | 4   | 4   | 5   | 5    | 4   | 4   | 4   | 4   | 4    | 4   | 4   | 4   | 4   | 4    | 4   | 4   | 3   | 4   | 4           | 4       | 4      | 125   | 83.33  | Very Strong |             |  |
| 51           | Ananda Tiofan          | 5    | 4   | 2   | 2   | 4  | 5   | 4   | 3   | 3   | 5   | 4    | 5   | 5   | 4   | 3   | 3    | 5   | 5   | 2   | 3   | 3    | 5   | 5   | 5   | 4   | 3           | 4       | 3      | 119   | 79.33  | Strong      |             |  |
| 52           | Vicry Muliady          | 3    | 3   | 3   | 3   | 3  | 3   | 3   | 2   | 3   | 3   | 4    | 3   | 3   | 3   | 4   | 5    | 3   | 2   | 2   | 2   | 2    | 4   | 2   | 4   | 2   | 2           | 3       | 3      | 90    | 60.00  | Medium      |             |  |
| 53           | Nazaqi Aulia           | 3    | 5   | 5   | 5   | 5  | 3   | 4   | 4   | 2   | 4   | 2    | 3   | 4   | 4   | 5   | 4    | 4   | 4   | 2   | 5   | 4    | 5   | 4   | 3   | 3   | 4           | 4       | 2      | 111   | 74.00  | Strong      |             |  |
| 54           | Yuni Andayani          | 4    | 3   | 1   | 1   | 4  | 5   | 5   | 4   | 4   | 3   | 4    | 3   | 4   | 5   | 3   | 4    | 4   | 4   | 4   | 3   | 4    | 5   | 4   | 3   | 2   | 4           | 4       | 3      | 112   | 74.67  | Strong      |             |  |
| 55           | Fujja Aini             | 5    | 5   | 4   | 4   | 4  | 3   | 5   | 4   | 5   | 5   | 5    | 5   | 5   | 4   | 4   | 5    | 5   | 5   | 5   | 5   | 5    | 5   | 5   | 5   | 5   | 5           | 4       | 4      | 5     | 140    | 93.33       | Very Strong |  |
| 56           | Arsela Sofia Utami     | 3    | 3   | 4   | 4   | 4  | 3   | 3   | 3   | 3   | 2   | 3    | 3   | 4   | 4   | 4   | 4    | 4   | 3   | 4   | 3   | 4    | 3   | 4   | 4   | 3   | 3           | 4       | 3      | 2     | 101    | 67.33       | Strong      |  |
| 57           | Fachri Raihan Ramadhan | 4    | 4   | 4   | 4   | 3  | 4   | 4   | 3   | 3   | 4   | 4    | 4   | 4   | 4   | 3   | 4    | 4   | 4   | 3   | 4   | 4    | 3   | 4   | 3   | 4   | 4           | 4       | 3      | 4     | 111    | 74.00       | Strong      |  |
| <b>TOTAL</b> |                        | 249  | 213 | 190 | 238 | 90 | 234 | 206 | 212 | 198 | 199 | 230  | 226 | 228 | 225 | 223 | 202  | 238 | 245 | 230 | 216 | 210  | 223 | 239 | 229 | 227 | 204         | 210     | 227    | 208   | 228    | 6597        | 4398.00     |  |
| <b>RSE</b>   |                        | 2129 |     |     |     |    |     |     |     |     |     | 1817 |     |     |     |     | 1118 |     |     |     |     | 1533 |     |     |     |     | 115.7368421 | 77.1579 | Strong |       |        |             |             |  |

| Interval | F  | %      |
|----------|----|--------|
| 70-80    | 45 | 78.9%  |
| 50-69    | 11 | 19.3%  |
| 0-49     | 1  | 1.8%   |
| Total    | 57 | 100.0% |

UIN SUSKA RIAU

## Appendix 10 Result of Reading Comprehension Test

| No | Students Name              | Reading Test Item |   |   |    |    |    |                     |   |   |   |    |    |    |                       |   |    |    |    |                        |    |    |                   |   |    | TOTAL SCORE | NILAI | KET        |           |    |      |
|----|----------------------------|-------------------|---|---|----|----|----|---------------------|---|---|---|----|----|----|-----------------------|---|----|----|----|------------------------|----|----|-------------------|---|----|-------------|-------|------------|-----------|----|------|
|    |                            | Main Idea         |   |   |    |    |    | Factual Information |   |   |   |    |    |    | Vocabulary in Context |   |    |    |    | Identifying References |    |    | Making Inferences |   |    |             |       |            |           |    |      |
|    |                            | 2                 | 4 | 7 | 17 | 19 | 24 | 1                   | 5 | 6 | 8 | 13 | 18 | 22 | 23                    | 9 | 14 | 20 | 21 | 25                     | 10 | 11 | 16                | 3 | 12 |             |       |            | 15        |    |      |
| 1  | Arif Rifaldi               | 1                 | 1 | 1 | 1  | 0  | 1  | 0                   | 1 | 1 | 1 | 0  | 1  | 1  | 1                     | 1 | 1  | 0  | 1  | 1                      | 1  | 1  | 1                 | 1 | 1  | 1           | 1     | 1          | 21        | 84 | Good |
| 2  | Luthfiyya Nahdah           | 1                 | 1 | 1 | 1  | 1  | 1  | 1                   | 1 | 1 | 1 | 1  | 1  | 1  | 1                     | 1 | 1  | 1  | 1  | 1                      | 1  | 0  | 1                 | 1 | 1  | 0           | 23    | 92         | Excellent |    |      |
| 3  | Tiurnauli Situmorang       | 1                 | 1 | 1 | 1  | 1  | 1  | 1                   | 1 | 0 | 1 | 1  | 1  | 1  | 1                     | 1 | 1  | 1  | 1  | 1                      | 1  | 1  | 1                 | 1 | 1  | 1           | 24    | 96         | Excellent |    |      |
| 4  | Aisyah Mukda Camila Putri  | 1                 | 1 | 1 | 1  | 1  | 0  | 1                   | 1 | 1 | 0 | 1  | 1  | 1  | 1                     | 1 | 0  | 1  | 1  | 1                      | 1  | 0  | 1                 | 1 | 0  | 20          | 80    | Good       |           |    |      |
| 5  | Alya Hafisya               | 1                 | 1 | 1 | 1  | 1  | 0  | 1                   | 1 | 1 | 1 | 1  | 1  | 1  | 1                     | 1 | 1  | 0  | 1  | 1                      | 1  | 1  | 1                 | 1 | 1  | 23          | 92    | Excellent  |           |    |      |
| 6  | Elsa Ilya Putri            | 0                 | 1 | 1 | 1  | 0  | 0  | 1                   | 1 | 0 | 1 | 1  | 1  | 0  | 1                     | 1 | 1  | 0  | 1  | 1                      | 1  | 1  | 0                 | 0 | 0  | 17          | 68    | Inadequate |           |    |      |
| 7  | Laksamana Richardo         | 1                 | 0 | 1 | 1  | 1  | 1  | 0                   | 1 | 1 | 1 | 1  | 1  | 1  | 1                     | 1 | 0  | 1  | 1  | 1                      | 1  | 1  | 0                 | 0 | 1  | 20          | 80    | Good       |           |    |      |
| 8  | Alya Nasywa                | 1                 | 1 | 1 | 1  | 1  | 1  | 1                   | 1 | 0 | 1 | 1  | 1  | 0  | 0                     | 1 | 0  | 1  | 1  | 0                      | 1  | 1  | 1                 | 1 | 1  | 19          | 76    | Adequate   |           |    |      |
| 9  | Az-Zahra Suryana Ramadhani | 1                 | 1 | 1 | 1  | 1  | 1  | 1                   | 1 | 1 | 1 | 1  | 1  | 1  | 0                     | 1 | 1  | 1  | 1  | 1                      | 1  | 1  | 1                 | 1 | 1  | 24          | 96    | Excellent  |           |    |      |
| 10 | Dwi Helmaisyah Risty       | 0                 | 1 | 1 | 1  | 1  | 0  | 1                   | 1 | 1 | 1 | 1  | 0  | 1  | 1                     | 1 | 1  | 1  | 0  | 1                      | 1  | 1  | 1                 | 1 | 1  | 21          | 84    | Good       |           |    |      |
| 11 | Dwi Kartika Sari           | 1                 | 0 | 1 | 1  | 1  | 0  | 1                   | 1 | 0 | 1 | 1  | 1  | 1  | 1                     | 0 | 1  | 1  | 1  | 1                      | 1  | 1  | 1                 | 1 | 0  | 20          | 80    | Good       |           |    |      |
| 12 | Devia Renata Situmorang    | 1                 | 1 | 1 | 1  | 1  | 0  | 0                   | 0 | 0 | 1 | 1  | 1  | 0  | 1                     | 1 | 0  | 1  | 1  | 1                      | 1  | 0  | 1                 | 0 | 1  | 18          | 72    | Adequate   |           |    |      |
| 13 | Revalina Wulan Maharani    | 1                 | 1 | 1 | 1  | 1  | 1  | 0                   | 1 | 1 | 1 | 1  | 1  | 0  | 1                     | 1 | 1  | 0  | 1  | 1                      | 1  | 1  | 1                 | 1 | 1  | 22          | 88    | Good       |           |    |      |
| 14 | Fia Rosantama Br Sitohang  | 1                 | 0 | 1 | 1  | 0  | 0  | 1                   | 1 | 0 | 1 | 1  | 0  | 0  | 1                     | 1 | 0  | 1  | 1  | 1                      | 1  | 0  | 1                 | 1 | 1  | 17          | 68    | Inadequate |           |    |      |
| 15 | Chantika Zisva Putri       | 1                 | 1 | 1 | 1  | 1  | 1  | 1                   | 1 | 1 | 1 | 1  | 1  | 1  | 1                     | 0 | 1  | 0  | 1  | 0                      | 1  | 0  | 1                 | 0 | 1  | 20          | 80    | Good       |           |    |      |
| 16 | Serli Marselina            | 1                 | 1 | 1 | 1  | 0  | 1  | 1                   | 1 | 1 | 1 | 1  | 1  | 1  | 1                     | 1 | 1  | 1  | 1  | 1                      | 1  | 1  | 1                 | 1 | 1  | 24          | 96    | Excellent  |           |    |      |
| 17 | Yola Sari Nainggolan       | 0                 | 1 | 0 | 1  | 0  | 1  | 0                   | 0 | 0 | 1 | 1  | 1  | 1  | 1                     | 1 | 1  | 1  | 1  | 1                      | 1  | 1  | 1                 | 1 | 1  | 18          | 72    | Adequate   |           |    |      |
| 18 | Faisal Risaldi             | 1                 | 1 | 1 | 1  | 0  | 0  | 1                   | 1 | 1 | 1 | 1  | 1  | 0  | 1                     | 1 | 1  | 1  | 0  | 1                      | 1  | 0  | 1                 | 0 | 1  | 19          | 76    | Adequate   |           |    |      |
| 19 | Najwa Chovi Aninditha      | 1                 | 0 | 1 | 1  | 1  | 0  | 0                   | 1 | 1 | 1 | 1  | 1  | 1  | 1                     | 1 | 1  | 1  | 1  | 1                      | 1  | 1  | 1                 | 1 | 1  | 21          | 84    | Good       |           |    |      |

|    |                                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |     |            |
|----|--------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|-----|------------|
| 20 | Yayang Reka Insani             | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 25 | 100 | Excellent  |
| 21 | Raudhatul Jannah               | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 16 | 64  | Inadequate |
| 22 | Intan Wira Khoiriyah           | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 | 88  | Good       |
| 23 | Fitri Khairani                 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 21 | 84  | Good       |
| 24 | Syafia Azzura                  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 22 | 88  | Good       |
| 25 | Christina Debbie Grace Hutapea | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 21 | 84  | Good       |
| 26 | Sahdila Misda                  | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 80  | Good       |
| 27 | Hailin Aninda Putri            | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 23 | 92  | Excellent  |
| 28 | Maria Natasya Anne Rose Siboro | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 23 | 92  | Excellent  |
| 29 | Fadhli Rahman Yafi             | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 | 88  | Good       |
| 30 | Cinta Namira                   | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 20 | 80  | Good       |
| 31 | Naurah Mutisyifa               | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 20 | 80  | Good       |
| 32 | Annisa Nurrohmah Amanya        | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 76  | Adequate   |
| 33 | Alog Mahrizal                  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 | 88  | Good       |
| 34 | Putri Nadya Sharfina           | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 19 | 76  | Adequate   |
| 35 | Sherly Meilindasari            | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 21 | 84  | Good       |
| 36 | Ahmad Fauzan                   | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 21 | 84  | Good       |
| 37 | Jihan Fadhilah                 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 | 88  | Good       |
| 38 | Khairatul nabilla              | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 | 84  | Good       |
| 39 | Nur Aisyah Maruddani           | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 21 | 84  | Good       |
| 40 | Debi Yolanda Sari Putri        | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 20 | 80  | Good       |
| 41 | Zahwa Alifya Putri             | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 18 | 72  | Adequate   |
| 42 | Nesya Saputri                  | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 19 | 76  | Adequate   |
| 43 | Yolipia amanda                 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 | 88  | Good       |

Unggah Undang-Undang  
 nungutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.  
 n hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan  
 n tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 n tidak merugikan sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



| Interval | F  | %     |
|----------|----|-------|
| 90 - 100 | 9  | 15.8% |
| 80- 89   | 30 | 52.6% |
| 70 -79   | 13 | 22.8% |
| 60- 69   | 5  | 8.8%  |
| < 60     | 0  | 0.0%  |

menyebutkan sumber:

niah, penyusunan laporan, penulisan kritik atau tinjauan dalam bentuk apapun tanpa izin UIN Suska Riau.

|              |                        |     |    |    |    |    |     |    |    |    |    |     |    |    |    |    |     |    |    |    |    |     |    |    |            |          |             |        |
|--------------|------------------------|-----|----|----|----|----|-----|----|----|----|----|-----|----|----|----|----|-----|----|----|----|----|-----|----|----|------------|----------|-------------|--------|
| 44           | Syafia Azzura          | 1   | 1  | 0  | 1  | 0  | 1   | 1  | 1  | 1  | 0  | 1   | 1  | 1  | 1  | 0  | 1   | 1  | 1  | 1  | 1  | 1   | 21 | 84 | Good       |          |             |        |
| 45           | Meina Anjelika         | 1   | 1  | 1  | 0  | 1  | 1   | 1  | 1  | 1  | 1  | 1   | 1  | 0  | 1  | 1  | 1   | 0  | 0  | 1  | 0  | 1   | 20 | 80 | Good       |          |             |        |
| 46           | Intan Permata Sari     | 1   | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 0  | 1   | 0  | 1  | 1  | 0  | 1   | 0  | 1  | 0  | 0  | 0   | 18 | 72 | Adequate   |          |             |        |
| 47           | Feni Syah Putri        | 1   | 1  | 1  | 1  | 0  | 1   | 0  | 1  | 1  | 0  | 1   | 1  | 0  | 1  | 1  | 0   | 1  | 1  | 0  | 1  | 0   | 16 | 64 | Inadequate |          |             |        |
| 48           | Febri Rahma Putri      | 1   | 1  | 1  | 1  | 1  | 0   | 1  | 1  | 1  | 0  | 1   | 1  | 1  | 1  | 1  | 0   | 1  | 1  | 1  | 1  | 1   | 22 | 88 | Good       |          |             |        |
| 49           | Selvina Putri          | 1   | 0  | 1  | 1  | 1  | 1   | 0  | 1  | 1  | 1  | 1   | 1  | 0  | 1  | 1  | 0   | 1  | 1  | 0  | 0  | 1   | 19 | 76 | Adequate   |          |             |        |
| 50           | Rifki Putra            | 1   | 1  | 1  | 0  | 1  | 1   | 1  | 1  | 1  | 1  | 1   | 1  | 0  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 1   | 22 | 88 | Good       |          |             |        |
| 51           | Ananda Tiofan          | 1   | 1  | 1  | 1  | 0  | 1   | 1  | 1  | 0  | 1  | 1   | 1  | 0  | 1  | 1  | 1   | 0  | 1  | 1  | 1  | 0   | 20 | 80 | Good       |          |             |        |
| 52           | Vicry Muliady          | 1   | 1  | 1  | 0  | 1  | 1   | 1  | 0  | 1  | 0  | 1   | 1  | 0  | 1  | 0  | 1   | 1  | 1  | 0  | 0  | 1   | 18 | 72 | Adequate   |          |             |        |
| 53           | Nazaqi Aulia           | 0   | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 1   | 0  | 1  | 1  | 0  | 1   | 1  | 0  | 1  | 1  | 1   | 21 | 84 | Good       |          |             |        |
| 54           | Yuni Andayani          | 1   | 1  | 1  | 1  | 1  | 1   | 0  | 1  | 1  | 1  | 1   | 1  | 0  | 1  | 0  | 1   | 1  | 0  | 1  | 0  | 1   | 19 | 76 | Adequate   |          |             |        |
| 55           | Fujja Aini             | 1   | 0  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 1   | 1  | 1  | 1  | 1  | 1   | 24 | 96 | Excellent  |          |             |        |
| 56           | Arsela Sofia Utami     | 1   | 1  | 1  | 1  | 0  | 1   | 0  | 1  | 1  | 0  | 1   | 0  | 1  | 1  | 0  | 0   | 1  | 0  | 1  | 0  | 1   | 17 | 68 | Inadequate |          |             |        |
| 57           | Fachri Raihan Ramadhan | 0   | 1  | 1  | 0  | 1  | 1   | 1  | 1  | 1  | 0  | 0   | 0  | 1  | 1  | 1  | 1   | 1  | 0  | 1  | 1  | 1   | 0  | 18 | 72         | Adequate |             |        |
| <b>TOTAL</b> |                        | 51  | 40 | 48 | 48 | 51 | 45  | 46 | 42 | 48 | 44 | 49  | 48 | 49 | 48 | 44 | 47  | 46 | 45 | 44 | 49 | 44  | 49 | 45 | 44         | 42       | 1166        | 4664   |
| <b>CA</b>    |                        | 293 |    |    |    |    | 374 |    |    |    |    | 226 |    |    |    |    | 142 |    |    |    |    | 131 |    |    |            |          | 20.45614035 | 81.825 |

ta milik UIN Suska Riau  
 Undang-Undang  
 ngutip sebagian atau seluruh karya tulis ini tanpa mencantumkan  
 hanya untuk kepentingan pendidikan, penelitian, penulisan karya  
 n tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 ngumumkan dan memperbanyak sebagian atau seluruh karya



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Appendix 11**

**Descriptive Statistic of Variables**

**1. Students' Attitude Variable**

**Descriptive**

| Descriptive Statistics |    |       |         |         |      |       |                |
|------------------------|----|-------|---------|---------|------|-------|----------------|
|                        | N  | Range | Minimum | Maximum | Sum  | Mean  | Std. Deviation |
| Students' Attitude     | 57 | 47    | 48      | 95      | 4283 | 75,14 | 9,691          |
| Valid N (listwise)     | 57 |       |         |         |      |       |                |

**2. Self-Efficacy Variable**

**Descriptive**

| Descriptive Statistics  |    |       |         |         |      |        |                |
|-------------------------|----|-------|---------|---------|------|--------|----------------|
|                         | N  | Range | Minimum | Maximum | Sum  | Mean   | Std. Deviation |
| Students' Self-efficacy | 57 | 58    | 90      | 148     | 6597 | 115,74 | 13,928         |
| Valid N (listwise)      | 57 |       |         |         |      |        |                |

**3. Reading Comprehension Variable**

**Descriptive**

| Descriptive Statistics |    |       |         |         |      |       |                |
|------------------------|----|-------|---------|---------|------|-------|----------------|
|                        | N  | Range | Minimum | Maximum | Sum  | Mean  | Std. Deviation |
| Reading Comprehension  | 57 | 36    | 64      | 100     | 4664 | 81,82 | 8,454          |
| Valid N (listwise)     | 57 |       |         |         |      |       |                |



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**Appendix 12 Frequency of Distribution Score**

**1. Students' Attitude**

**Frequencies**

**Statistics**

|                    |         |    |
|--------------------|---------|----|
| Students' Attitude |         |    |
| N                  | Valid   | 57 |
|                    | Missing | 0  |

|       |    | Students' Attitude |         |               | Cumulative |
|-------|----|--------------------|---------|---------------|------------|
|       |    | Frequency          | Percent | Valid Percent | Percent    |
| Valid | 48 | 1                  | 1,8     | 1,8           | 1,8        |
|       | 58 | 2                  | 3,5     | 3,5           | 5,3        |
|       | 59 | 1                  | 1,8     | 1,8           | 7,0        |
|       | 60 | 2                  | 3,5     | 3,5           | 10,5       |
|       | 64 | 2                  | 3,5     | 3,5           | 14,0       |
|       | 66 | 1                  | 1,8     | 1,8           | 15,8       |
|       | 68 | 2                  | 3,5     | 3,5           | 19,3       |
|       | 69 | 1                  | 1,8     | 1,8           | 21,1       |
|       | 70 | 4                  | 7,0     | 7,0           | 28,1       |
|       | 71 | 2                  | 3,5     | 3,5           | 31,6       |
|       | 72 | 4                  | 7,0     | 7,0           | 38,6       |
|       | 73 | 3                  | 5,3     | 5,3           | 43,9       |
|       | 74 | 2                  | 3,5     | 3,5           | 47,4       |
|       | 75 | 5                  | 8,8     | 8,8           | 56,1       |
|       | 77 | 4                  | 7,0     | 7,0           | 63,2       |
|       | 78 | 2                  | 3,5     | 3,5           | 66,7       |
|       | 79 | 4                  | 7,0     | 7,0           | 73,7       |
|       | 80 | 1                  | 1,8     | 1,8           | 75,4       |
|       | 82 | 1                  | 1,8     | 1,8           | 77,2       |
|       | 83 | 2                  | 3,5     | 3,5           | 80,7       |
| 85    | 2  | 3,5                | 3,5     | 84,2          |            |
| 86    | 1  | 1,8                | 1,8     | 86,0          |            |
| 88    | 1  | 1,8                | 1,8     | 87,7          |            |
| 89    | 2  | 3,5                | 3,5     | 91,2          |            |

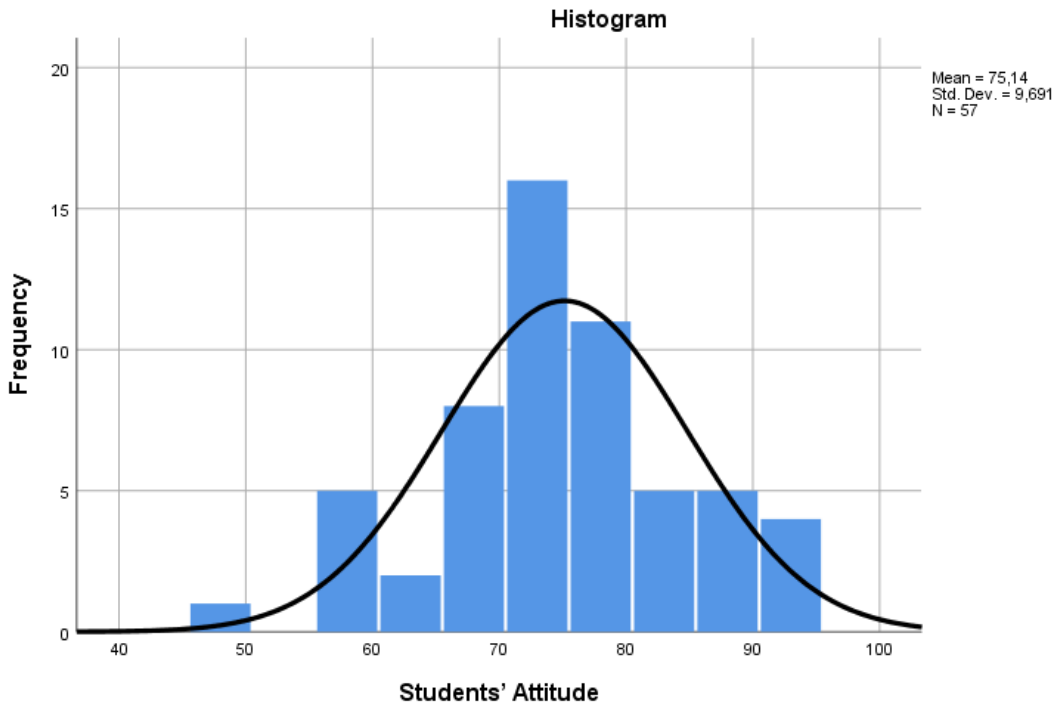




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|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 90    | 1  | 1,8   | 1,8   | 93,0  |
| 91    | 2  | 3,5   | 3,5   | 96,5  |
| 92    | 1  | 1,8   | 1,8   | 98,2  |
| 95    | 1  | 1,8   | 1,8   | 100,0 |
| Total | 57 | 100,0 | 100,0 |       |



**2. Students' Self-Efficacy**

**Frequencies**

**Statistics**

Students' Self-efficacy

|   |         |    |
|---|---------|----|
| N | Valid   | 57 |
|   | Missing | 0  |

**Students' Self-efficacy**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 90        | 3       | 5,3           | 5,3                |



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State Islamic University of Sultan Syarif Kasim Riau

|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 94    | 1  | 1,8   | 1,8   | 7,0   |
| 95    | 1  | 1,8   | 1,8   | 8,8   |
| 100   | 1  | 1,8   | 1,8   | 10,5  |
| 101   | 1  | 1,8   | 1,8   | 12,3  |
| 104   | 2  | 3,5   | 3,5   | 15,8  |
| 105   | 1  | 1,8   | 1,8   | 17,5  |
| 106   | 1  | 1,8   | 1,8   | 19,3  |
| 107   | 6  | 10,5  | 10,5  | 29,8  |
| 108   | 2  | 3,5   | 3,5   | 33,3  |
| 109   | 3  | 5,3   | 5,3   | 38,6  |
| 110   | 2  | 3,5   | 3,5   | 42,1  |
| 111   | 2  | 3,5   | 3,5   | 45,6  |
| 112   | 2  | 3,5   | 3,5   | 49,1  |
| 113   | 1  | 1,8   | 1,8   | 50,9  |
| 114   | 2  | 3,5   | 3,5   | 54,4  |
| 115   | 1  | 1,8   | 1,8   | 56,1  |
| 116   | 2  | 3,5   | 3,5   | 59,6  |
| 119   | 5  | 8,8   | 8,8   | 68,4  |
| 120   | 1  | 1,8   | 1,8   | 70,2  |
| 121   | 1  | 1,8   | 1,8   | 71,9  |
| 125   | 2  | 3,5   | 3,5   | 75,4  |
| 126   | 1  | 1,8   | 1,8   | 77,2  |
| 127   | 1  | 1,8   | 1,8   | 78,9  |
| 130   | 1  | 1,8   | 1,8   | 80,7  |
| 131   | 1  | 1,8   | 1,8   | 82,5  |
| 132   | 1  | 1,8   | 1,8   | 84,2  |
| 133   | 3  | 5,3   | 5,3   | 89,5  |
| 134   | 1  | 1,8   | 1,8   | 91,2  |
| 138   | 1  | 1,8   | 1,8   | 93,0  |
| 140   | 1  | 1,8   | 1,8   | 94,7  |
| 143   | 1  | 1,8   | 1,8   | 96,5  |
| 145   | 1  | 1,8   | 1,8   | 98,2  |
| 148   | 1  | 1,8   | 1,8   | 100,0 |
| Total | 57 | 100,0 | 100,0 |       |

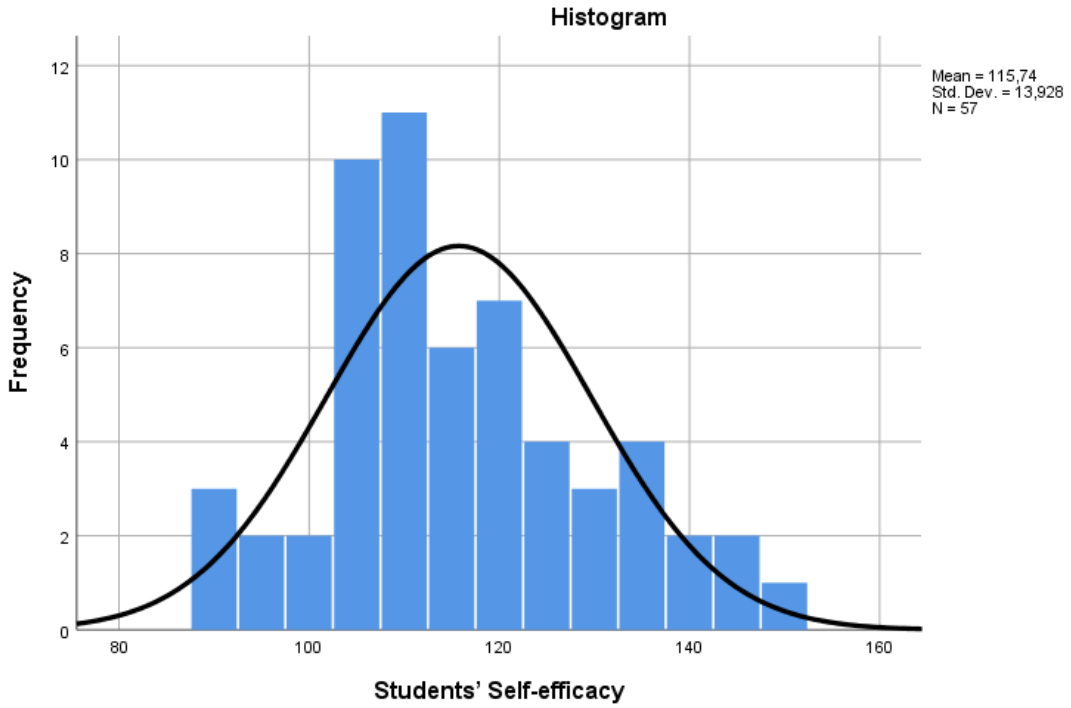
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**3. Reading Comprehension**

**Frequencies**

**Statistics**

| Reading Comprehension |         |    |
|-----------------------|---------|----|
| N                     | Valid   | 57 |
|                       | Missing | 0  |

**Reading Comprehension**

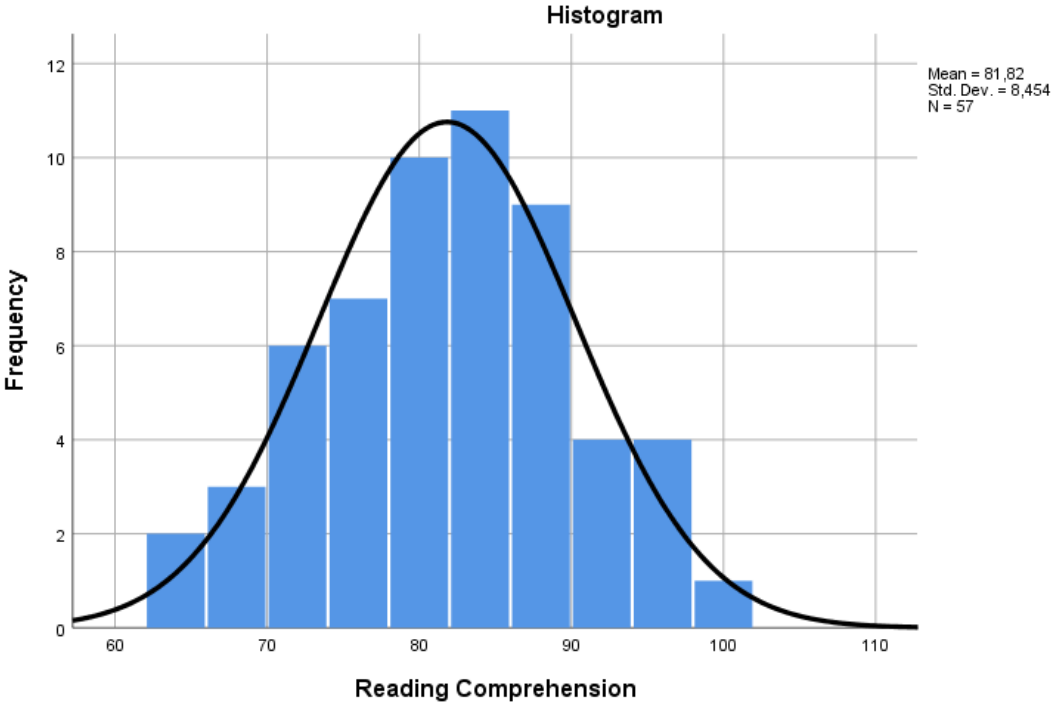
|       |    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | 64 | 2         | 3,5     | 3,5           | 3,5                |
|       | 68 | 3         | 5,3     | 5,3           | 8,8                |
|       | 72 | 6         | 10,5    | 10,5          | 19,3               |
|       | 76 | 7         | 12,3    | 12,3          | 31,6               |
|       | 80 | 10        | 17,5    | 17,5          | 49,1               |
|       | 84 | 11        | 19,3    | 19,3          | 68,4               |





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|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 88    | 9  | 15,8  | 15,8  | 84,2  |
| 92    | 4  | 7,0   | 7,0   | 91,2  |
| 96    | 4  | 7,0   | 7,0   | 98,2  |
| 100   | 1  | 1,8   | 1,8   | 100,0 |
| Total | 57 | 100,0 | 100,0 |       |



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**Appendix 13**

**Result of Normality Test**

**Par Tests**

**One-Sample Kolmogorov-Smirnov Test**

|                                  |                | Students' Attitude  | Students' Self-efficacy | Reading Comprehension |
|----------------------------------|----------------|---------------------|-------------------------|-----------------------|
| N                                |                | 57                  | 57                      | 57                    |
| Normal Parameters <sup>a,b</sup> | Mean           | 75,14               | 115,74                  | 81,82                 |
|                                  | Std. Deviation | 9,691               | 13,928                  | 8,454                 |
| Most Extreme Differences         | Absolute       | ,087                | ,097                    | ,110                  |
|                                  | Positive       | ,082                | ,097                    | ,083                  |
|                                  | Negative       | -,087               | -,077                   | -,110                 |
| Test Statistic                   |                | ,087                | ,097                    | ,110                  |
| Asymp. Sig. (2-tailed)           |                | ,200 <sup>c,d</sup> | ,200 <sup>c,d</sup>     | ,081 <sup>c</sup>     |

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.





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**Appendix 14**

**Result of Multiple Regression Test**

**Regression**

**Descriptive Statistics**

|                         | Mean   | Std. Deviation | N  |
|-------------------------|--------|----------------|----|
| Reading Comprehension   | 81,82  | 8,454          | 57 |
| Students' Attitude      | 75,14  | 9,691          | 57 |
| Students' Self-efficacy | 115,74 | 13,928         | 57 |

**Correlations**

|                     |                         | Reading Comprehension | Students' Attitude | Students' Self-efficacy |
|---------------------|-------------------------|-----------------------|--------------------|-------------------------|
| Pearson Correlation | Reading Comprehension   | 1,000                 | ,627               | ,673                    |
|                     | Students' Attitude      | ,627                  | 1,000              | ,661                    |
|                     | Students' Self-efficacy | ,673                  | ,661               | 1,000                   |
| Sig. (1-tailed)     | Reading Comprehension   | .                     | ,000               | ,000                    |
|                     | Students' Attitude      | ,000                  | .                  | ,000                    |
|                     | Students' Self-efficacy | ,000                  | ,000               | .                       |
| N                   | Reading Comprehension   | 57                    | 57                 | 57                      |
|                     | Students' Attitude      | 57                    | 57                 | 57                      |
|                     | Students' Self-efficacy | 57                    | 57                 | 57                      |

**Variables Entered/Removed<sup>a</sup>**

| Model | Variables Entered                                        | Variables Removed | Method |
|-------|----------------------------------------------------------|-------------------|--------|
| 1     | Students' Self-efficacy, Students' Attitude <sup>b</sup> | .                 | Enter  |

a. Dependent Variable: Reading Comprehension

b. All requested variables entered.

UIN SUSKA RIAU

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | ,715 <sup>a</sup> | ,512     | ,494              | 6,017                      |

a. Predictors: (Constant), Students' Self-efficacy, Students' Attitude





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**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 2047,515       | 2  | 1023,758    | 28,282 | ,000 <sup>b</sup> |
|       | Residual   | 1954,730       | 54 | 36,199      |        |                   |
|       | Total      | 4002,246       | 56 |             |        |                   |

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Students' Self-efficacy, Students' Attitude

**Coefficients<sup>a</sup>**

| Model |                         | Unstandardized Coefficients |            | Standardized      | t     | Sig. |
|-------|-------------------------|-----------------------------|------------|-------------------|-------|------|
|       |                         | B                           | Std. Error | Coefficients Beta |       |      |
| 1     | (Constant)              | 28,380                      | 7,151      |                   | 3,969 | ,000 |
|       | Students' Attitude      | ,283                        | ,111       | ,324              | 2,556 | ,013 |
|       | Students' Self-efficacy | ,278                        | ,077       | ,458              | 3,615 | ,001 |

a. Dependent Variable: Reading Comprehension



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كلية الدراسات العليا  
THE GRADUATE PROGRAMME

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Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

1142/Dn.04/Ps/PP.009/2020

Pekanbaru 18 November 2020

Terbekas  
Penunjukan Pembimbing Utama dan  
Pembimbing Pendamping Tesis Kandidat Magister

Kepada Yth.

1. Abdul Hadi, S.Pd., MA, PhD (Pembimbing Utama)
2. Drs. Iskandar Arnel, MA, Ph.D (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister an :

|                    |                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------|
| Nama               | : Rani Aulia Rayusda                                                                                                   |
| NIM                | : 21990120716                                                                                                          |
| Program Pendidikan | : Magister/Strata Dua (S2)                                                                                             |
| Program Studi      | : Pendidikan Agama Islam                                                                                               |
| Semester           | : IV (Empat)                                                                                                           |
| Judul Tesis        | : The Influence Of Students' Attitudes And self- Efficacy Toward Their Reading Comprehension At SMA Negeri 2 Siak Hulu |

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,  
Direktur,

Prof. Dr. Afrizal M. MA  
NIP. 19591015 198903 1 001

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Nomor : 1139/Un.04/Ps/PP.00.9/2021 Pekanbaru, 10 Juni 2021  
Lamp. : 1 berkas  
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada  
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu Prov. Riau  
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

|                       |                                                                                                                      |
|-----------------------|----------------------------------------------------------------------------------------------------------------------|
| Nama                  | : RANI AULIA RAYUSDA                                                                                                 |
| NIM                   | : 21990120716                                                                                                        |
| Program Studi         | : Pendidikan Agama Islam S2                                                                                          |
| Semester/Tahun        | : V (Lima) / 2021                                                                                                    |
| Judul Tesis/Disertasi | : The Influence of Students' Attitude and Self-Efficacy toward Their Reading Comprehension at SMA Negeri 2 Siak Hulu |

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SMA Negeri 2 Siak Hulu

Waktu Penelitian: 3 Bulan (14 Juni 2021 s.d 30 Agustus 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam  
Direktur,  
  
Afrizal M.  
NIP. 19591015 198903 1 001



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 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
 Email : [dpmpstp@riau.go.id](mailto:dpmpstp@riau.go.id)

## REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/41866  
 TENTANG



### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1139/Un.04/Ps/PP.00.9/2021 Tanggal 10 Juni 2021**, dengan ini memberikan rekomendasi kepada:

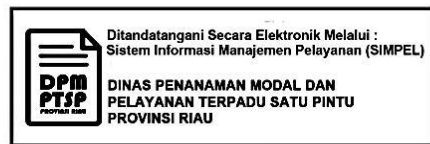
- |                      |   |                                                                                                                    |
|----------------------|---|--------------------------------------------------------------------------------------------------------------------|
| 1. Nama              | : | RANI AULIA RAYUSDA                                                                                                 |
| 2. NIM / KTP         | : | 21990120716                                                                                                        |
| 3. Program Studi     | : | PENDIDIKAN AGAMA ISLAM                                                                                             |
| 4. Konsentrasi       | : | BAHASA INGGRIS                                                                                                     |
| 5. Jenjang           | : | S2                                                                                                                 |
| 6. Judul Penelitian  | : | THE INFLUENCE OF STUDENTS' ATTITUDE AND SELF-EFFICACY TOWARD THEIR READING COMPREHENSION AT SMA NEGERI 2 SIAK HULU |
| 7. Lokasi Penelitian | : | SMA NEGERI 2 SIAK HULU                                                                                             |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 18 Juni 2021



**Tembusan :**  
**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

**Hak Cipta Dilindungi Undang-Undang**

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**PEMERINTAH PROVINSI RIAU  
DINAS PENDIDIKAN**

 JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
PEKANBARU

Pekanbaru, 21 JUN 2021

 Nomor : 071/Disdik/1.3/2021/ 8295  
 Sifat : Biasa  
 Lampiran :  
 Hal : Izin Riset / Penelitian

 Kepada  
 Yth. Kepala SMA Negeri 2 Siak Hulu

 di-  
 Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/41866 Tanggal 18 Juni 2021 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : RANI AULIA RAYUSDA  
 NIM/KTP : 21990120716  
 Program Studi : PENDIDIKAN AGAMA ISLAM  
 Kosentrasi : BAHASA INGGRIS  
 Jenjang : S2  
 Judul Penelitian : THE INFLUENCE OF STUDENTS' ATTITUDE AND SELF-EFFICACY TOWARD THEIR READING COMPREHENSION AT SMA NEGERI 2 SIAK HULU  
 Lokasi Penelitian : SMA NEGERI 2 SIAK HULU

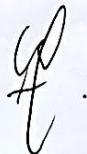
Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

 An. KEPALA DINAS PENDIDIKAN  
 PROVINSI RIAU  
 SEKRETARIS

23/6-2021



 DR. Eng. YUSRI, S.Pd., S.T.M.T  
 Pembina Tingkat I  
 NIP. 19661231 199102 1 007

 Tembusan:  
 Direktur Program Pascasarjana UIN Suska Riau





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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**PEMERINTAH PROVINSI RIAU  
DINAS PENDIDIKAN  
SMA NEGERI 2 SIAK HULU  
AKREDITASI : A**



Alamat : Jl. Kubang Raya No. 62 Desa Kubang Jaya Kec. Siak Hulu Telp. (0761) 7079014 Kode Pos 29457  
NPSN : 201108080002 NPMN : 10404011 Website / www.sman2siakhulu.go.id

Nomor : 421.3/SMA.2.SH/2021/213  
 Lamp. : -  
 Perihal : Pelaksanaan Kegiatan Riset/Penelitian

Kubang Jaya, 23 Juni 2021

Kepada  
 Yth.  
 Dekan I Fakultas Tarbiyah dan Keguruan  
 Universitas UIN SUSKA RIAU  
 Di  
PEKANBARU

Dengan hormat, berdasarkan surat rekomendasi Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provisi Riau No: 071/Disdik/1.3/2021/8295 tanggal : 18 Juni 2021 perihal : Pelaksanaan Riset/Penelitian Sdr ;

| NO | NAMA               | NIM         | JENJANG | JURUSAN/<br>PROGRAM STUDI |
|----|--------------------|-------------|---------|---------------------------|
| 1  | RANI AULIA RAYUSDA | 21990120716 | S2      | Pendidikan<br>Agama Islam |

pada prinsipnya kami dapat memberi izin melakukan Riset/Penelitian yang dimaksud sepanjang mengikuti aturan dan tidak mengganggu Proses Belajar Mengajar di SMA Negeri 2 Siak Hulu.

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

  
**ASLIM, S.Pd**  
 NIP.1970030 200701 1 004

- Tembusan:
1. Yang bersangkutan
  2. Arsip





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Akreditasi B  
SK No: 197/BAN PAUD DAN PNF/AKR/2019

Certificate Number: 005/homie/VII/2020

**TOEFL**®

**CERTIFICATE OF ACHIEVEMENT**

This is to certify that

Name : Rani Aulia Rayusda  
 ID Number : 1005  
 Test Date : July 4, 2020  
 Expired Date : July 4, 2022

achieved the following scores:

Listening Comprehension : 57  
 Structure and Written Expression : 56  
 Reading Comprehension : 52  
 Total : 550

Homie English Director



Izin No: 420/BID.PAUD.PNF.2/XII/2017/8700  
 Under the auspices of:  
 HOMIE ENGLISH  
 At: Pekanbaru  
 Date: July 7, 2020

- Hak Cipta Dilindungi Undang-Undang**
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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Akreditasi B  
SK No: 197/BAN PAUD DAN PNF/AKR/2019



in collaboration with



Izin No: 420/BID.PAUD.PNF.2/XII/2017/8700

## إختبار الكفاءة اللغوية العربية لغير ناطقين بها شهادة الانجاز

هذا لشهيد ان

اسم : Rani Aulia Rayusda  
رقم الهوية : 1005  
تاريخ : July 4, 2020  
صلح حتى : July 4, 2022

حصل النتيجة التالية في اختبار لمعرفة الكفاءة اللغوية

|          |       |
|----------|-------|
| الاستماع | : 53  |
| القواعد  | : 59  |
| القراءة  | : 58  |
| النتيجة  | : 567 |



Robi Kurniawan, M. A.  
Homie English Director



Izin No: 420/BID.PAUD.PNF.2/XII/2017/8700

Under the auspices of:  
HOMIE ENGLISH  
At: Pekanbaru  
Date: July 7, 2020

No. 005/homie/VII/2020







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    - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

| NO. | Tanggal Konsultasi | Materi Pembimbing / Promotor *                                                               | Paraf Pembimbing / Promotor | Keterangan |
|-----|--------------------|----------------------------------------------------------------------------------------------|-----------------------------|------------|
| 1.  | 01/12/20           | ALL CHAPTER I<br>- BACKGROUND<br>- STATEMENT<br>- PRELIMINARY STUDY                          |                             |            |
| 2.  | 21/01/21           | CHAPTER II<br>- RELATED LITERATURE<br>- INDICATOR                                            |                             |            |
| 3.  | 05/02/21           | CHAPTER III<br>- METHODOLOGY<br>- INSTRUMENT<br>- RESEARCH DESIGN                            |                             |            |
| 4.  | 05/03/21           | - METHOD OF SAMPLE<br>- THEORY OF INDICATOR<br>- DRAFT QUESTIONNAIRE<br>- DRAFT READING TEST |                             |            |
| 5.  | 08/06/21           | - DATA ANALYSIS<br>- RESULT & DISCUSSION<br>- RELIABILITY & VALIDITY                         |                             |            |
| 6.  | 30/09/21           | - PILOT STUDY<br>- RESULT & DISCUSSION<br>- CONCLUSION<br>- APPROPVE                         |                             |            |

Catatan :  
\*Coret yang tidak perlu  
Pekanbaru, ..... 27 Oktober 2021.  
Pembimbing I / Promotor

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

| NO. | Tanggal Konsultasi | Materi Pembimbing / Promotor *                | Paraf Pembimbing / Co Promotor | Keterangan |
|-----|--------------------|-----------------------------------------------|--------------------------------|------------|
| 1.  | 15/04/21           | CHAPTER I<br>BACKGROUND, PROBLEM              |                                |            |
| 2.  | 31/05/21           | CHAPTER II<br>RELATED LITERATURE              |                                |            |
| 3.  | 22/06/21           | CHAPTER III<br>METHODOLOGY & INSTRUMENT       |                                |            |
| 4.  | 25/08/21           | CHAPTER IV<br>- DATA<br>- RESULT & DISCUSSION |                                |            |
| 5.  | 5/10/21            | CHAPTER V                                     |                                |            |
| 6.  | 11/10/21           | CHECK & APPROVE                               |                                |            |

Catatan :  
\*Coret yang tidak perlu  
Pekanbaru, ..... 23 Oktober 2021  
Pembimbing II / Co Promotor