

THE CORRELATION BETWEEN READING HABIT OF THE SECOND YEAR STUDENTS OF SMAN 1 GUGUAK AND THEIR ABILITY IN COMPREHENDING HORTATORY EXPOSITION TEXT

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Abstract

The type of this study was correlational study. The purpose of this study was to determine correlation between reading habit and reading comprehension ability. The population of this research was the second year students of SMAN 1 Guguak. The number of population members was 282 students. The total members of sample in this research were 48 students. Selected by using stratified cluster random sampling technique. The data of this research were collected by using two kinds of instruments. The first is the questionnaire on reading habit (X) and reading comprehension (Y). To make the instruments reliable, the researcher gave try out test to the students out of the sample. It was found that reliability index of the test was 0.80 (Appendix 4), and reliability index of the questionnaire was 0.88 (Appendix 2). It means that the instruments were reliable. It was proved by the fact that 56,25 % students have moderate ability. The result of testing hypothesis is the result of t -counted (0.291) was higher than t table (2.021). The result of data analysis of reading habit revealed that Mean was 86,3 and Standard Deviation was 14.03. The result of data analysis of students' reading ability revealed that Mean was 17.56 and Standard Deviation was 5.97. From the data analysis, it was found the correlation between reading habit and ability in their ability of reading comprehension was .755. Therefore, Hypothesis alternative (H_a) was accepted. The coefficient determination was 0. 57. It was categorized as having *strong* correlation, *significant* and *positive* correlation. It can be concluded that the students have good in reading comprehension ability, if they have good reading habit. Dealing with the conclusion of this research, the researcher has suggestion for the teacher. They should be able to facilitate the development of students' reading habit in teaching reading comprehension.

Keywords: Reading habit, reading comprehension, hortatory exposition text

Introduction

In learning English, there are four basic language skills that should be learned by someone who learn English as a foreign language. They are listening, speaking, reading, and writing skill and those skills are commonly grouped into two skills. The first one is receptive skill consisting of

reading and listening skill. Both of them are important because they allow learners to understand newspaper, magazine, textbooks other written documents. The second one is productive skill comprising speaking and writing skill. This skill deals with communicative aspects that the

learner produce what they catch (Harmer 2007:265).

As already discussed above reading is one of language skills. It is an important one because reading is a process to get knowledge, information, and the ideas. Reading is a complex activity that includes understanding, imagining, observing, and remembering. In reading, the readers do not just read but understand the content of the text and guess which are topic, main idea and concluding. In reading, we have a question in our mind, to find a simple answer. It means that reading is not only translating process but also a thinking process (Soedarso, 2002:4).

According to Whorter (2006), reading is a thinking process, in which the students interact with textual material, evaluate, and reacts to its organization and content. Reading comprehension needs the ability to think, conceptualize, and reason out. According to Wikipedia (2015), reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words which interfere with their ability to comprehend what is read. There are a number of approaches to improve reading

comprehension, including improving one's vocabulary and reading strategies.

According to Jamarah (2005:24), reading habit is strong desire to read everyday in every opportunity or always looking for opportunity to read. According to Haris and Sipay (2014), reading habit is influenced by some factors which are grouped into internal factors and external factors. Internal factors are factors that come from the personality of the student, and it involves: (1) age, (2) gender, (3) intelligent, (4) reading ability, (5) attitude (6) psychology. External factors are factors that come from outside of the students, and it involves: (1) books, (2) social status, (3) economy, (4) environment.

The reading habit is an academic activity that increase skills in reading strategies (Murillo 2003). According to Colomina (2004), the reading habit influences the students skill and their comprehension in many aspects. In the school context the promotion of reading not only depends on knowledge or skill, but also the student wanting to read. To get the best achievement in study, students should be have good behavior in reading habit.

At senior high school, reading is taught integrated in other language skills. However, the students at every grade of senior high school seem not get good improvement in learning English

including reading. As we know, reading skills is the important tool for students to get knowledge. They can get information and knowledge from text books, newspapers, web internet and magazine that they read. Furthermore, possessing reading skill needs reading habit in each student to improve his/her skill.

There are some texts that have been learned by the students at Senior High School, and one of them is hortatory exposition text. According to Rosa *et.al* (2008;194) hortatory exposition text is a type of text which is used to persuade the readers that something should or should not be the case (problem). The generic structures of hortatory exposition text are thesis, arguments, and recommendation and uses simple present tense. Thesis contains the writer's statement or announcement if issue concern. According to Garot and Wignell (1994:209) arguments contains reason for concerning that will lead to recommendation. The last part is recommendation contains the writer's statement of what should or should not happen or be done based on the given arguments. Hortatory exposition text can be found in scientific books, journals, magazine, newspaper, article, etc.

Based on the informal interview that researcher did with Mrs. Nurhanida one of English teacher at SMAN 1 Guguk in March 30th 2015, she found

that many students were still confused to comprehend the argument of hortatory exposition text. She said that although the teacher gave the exercises of hortatory exposition text, the students were still unable to comprehend the argument of hortatory exposition text. It was proved by the fact that many students were not able to answer the questions dealing with arguments in hortatory exposition text.

Based on the discussion about the researcher was interested in conducting a study to find out "to what extent the correlation between the reading habit of the second year students of SMAN 1 Guguk and their ability to comprehend hortatory exposition text"

According to Chettri (2013), the reading habit is very crucial role in enabling a person to achieve practical efficiency. The reading habit can drive students affect their academic achievement and considerably influence their studying skills and subsequent academic performance. Without a reading habit, a child can grow up with some difficulties, especially if in a line of work that requires reading at any level. There are five aspects of reading habit and it involves: (1) reading amount of books (2) academic reading (3) reading frequency (4) non academic reading (5) motivation in the academic environment (6) motivation in the family environment.

Reading comprehension is a process to get information from texts that we read and comprehend about what the text tell about and hortatory exposition text is a type of written (or spoken) text which explains to the readers (or listeners) that an issue should or should not happen by presenting one side of an issue with one-side argument to persuade them. This text may be presented in scientific books, school textbooks, journals, magazines, articles on newspaper, academic speech, research report, etc (Rosa 2008:194). According to Soeprapto and Darwis (2006:79), hortatory exposition text has function to persuade the reader or listener that something should or should not be the case.

The comprehension levels of reading are literal, interpretive, applied and appreciative. The literal level is based on what is actually stated in the material. The second level is interpretive. This level requires the subject material is not only understood, but also that a general understanding of what is implied. The third level is applied, the level that deals with applying what is shared to real life events or situations. The final level, Appreciative, is based on the student's or reader own feelings towards the material or author on Srirahayu (2014).

Based on the identification of the problem as already discussed previously, the researcher limited her study to the correlation between the reading habit of the second year students of SMAN 1 Guguak and their ability in comprehending of hortatory exposition text. Aspects covered in reading habit are focused on reading frequency, motivation in the academic environment and motivation in the family environment, while the level of comprehension deals with literal, interpretive, applied and appreciative.

The formulation of the problem in this research was as follows, "is there a significant correlation between reading habit of second year students of SMAN 1 Guguak and their ability to comprehend hortatory exposition text?"

In line with the formulation of problem as already discussed above, the researcher proposed some research questions and a hypothesis.

a. Research Questions

- (1) How is the students' reading habit of the second year students of SMAN 1 Guguak?
- (2) How is the students' ability in comprehending hortatory exposition text?

b. Hypothesis

Ha: There is a significant correlation between reading habit of the second year students of SMAN 1 Guguk and their ability to comprehend hortatory exposition text.

Ho : There is no significant correlation between reading habit of the second year students of SMAN 1 Guguk and their ability to comprehend hortatory exposition text.

The main purpose of the research was to describe the correlation between reading habit of the second year students of SMAN 1 Guguk and their ability to comprehend hortatory exposition text, or it was aimed to describe whether the hypothesis is accepted or rejected. In addition, this study was aimed to describe how the reading habit of the second years students of SMAN 1 Guguk is and how their ability in comprehending hortatory exposition text is.

This study is regarded as a significant one because its findings are expected to contribute scientific information for the better process of learning to read. In addition the results of this research are useful for the teachers, lecturers, students, and the researcher. Having known students' reading habit and

their ability in reading comprehension, the lecturer can consider the more appropriate way in teaching reading. For students, the results of this study make them aware of their own ability in reading comprehension. For the researcher, this study is useful to increase her knowledge in conducting a research in the future.

Research Method

The type of this research was correlational in design. According to Gay (1987: 230), correlation research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. The degree of relationship is expressed as a correlation coefficient. Furthermore, Iskandar (2009:63) states that correlation design has purpose to know to what extent the correlation between two variables (independent and dependent). In this research, independent variable is reading habit (X) and dependent variable is reading comprehension (Y).

The researcher used correlation research because she studied about the correlation between reading habit of the second year students of SMAN 1 Guguk and their ability in comprehending of hortatory exposition text.

Population is a set (or collection) of all elements processing one or more

attributes of interest (Arikunto;2010:173). According to Gay (1987:102), population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalize.

From the definition above, it can be concluded that population is all aspects that everything will be subject or object of research. In this research, population was all second year students of SMAN 1 Guguak because they have studied hortatory exposition text. The number of the population members involved in this study was 286 students, and the distribution of the population members is shown in Table 3.1.

Tabel 3.1 The Distribution of Members of Population

No	Class	Total
1	XI.IPA1	28
2	XI.IPA2	28
3	XI.IPA3	29
4	XI.IPA4	28
5	XI.IPA5	28
6	XI.IPS1	29
7	XI.IPS2	28
8	XI.IPS3	28
9	XI.IPS4	28
10	XI.IPS5	28
Total		286

Sample is a part of population (Riduwan: 2005:56). According to Gay (1987:101), sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they are selected. The sample is small part of the population. She also says that a good sample is representative of the population from which it is selected. Furthermore, Gay (1987:231) states that 30 subjects are generally considered to be a minimally acceptable sample size in correlation study.

In this research, the researcher used stratified cluster random sampling technique. According to Gay (1987:107), stratified random sampling is the process of selecting a sample in such a way that identified subgroup in the population are represented in the sample in the same proportion that they exist in the population. Stratified random sampling can also be used to select equal-sized sample of subgroup member if subgroup comparison are desired. It means that all members of the population have the same chance to be the sample. Cluster sampling was used because the members of population were distributed in groups or classes. Random sampling was used because all members of a group have the same characteristics, the same curriculum, teaching material, the same allocated time

for learning English and an equal and independent chance of being selected.

In selecting the sample, the researcher wrote all the name of classes on the small papers, and then she put into two different bottles; one for science class IPA and another one for social class (IPS). After mixing them, the researcher took out one piece of paper from science class IPA (IX IPA 5) and two pieces of paper from social class (IX IPS 2 and IX IPS 4). The researcher took two classes from social class because one of the selected class become sample and another one become the sample for try out. All members of the class sample became the sample in this study and the sample of this study was three classes.

The instruments of this research were test and questionnaire. The test was used to measure the ability of second year students of SMAN 1 Guguk to comprehend exposition text and the questionnaire was used to measure their reading habit.

The questionnaire was used to collect data on students' reading habit. It was a list of statements used to get information from respondents about their reading habit (Arikunto: 2010:194). It required the students to give respond that is appropriate to them.

The questionnaire was developed by some indicators dealing with reading habit. The researcher allocated 15 minutes for the students to do the questionnaire. To avoid misunderstanding, the researcher used Indonesian in writing the questionnaire. To have a valid questionnaire, it was constructed by following several steps mentioned by Tuckman (1990:166) as follows :

- a) Questionnaire deals with the significant topic.
- b) Questionnaire is attractive in appearance, neatly arranged, and clearly duplicated or printed.
- c) Directions are clear and complete.
- d) The questionnaire are objective, with no leading suggestion as to responses desired.
- e) Questions or statements are presented in good physical order.
- f) It is easy to tabulated and interpret.

Table 3.2 Indicators of Questionnaire

No	Reading Habit Indicators	Number of Question
1.	Reading amount of books	4
2.	Academic reading	4
3.	Reading frequency	5
4.	Non academic reading	3
5.	Motivation in the academic environment	5
6.	Motivation in the family environment	4
TOTAL		25

In addition, the questionnaire was constructed in the form of Likert Scale. It has a purpose to measure the attitude of one in same dimension (Yusuf:2013:221). Grades were award on five options. To make clear, it is shown in Table 3.3 below:

Table 3.3 Grades of Questionnaire

Positive statement	Negative statement
Always = 5	Always = 1
Often = 4	Often = 2
Sometimes = 3	Sometimes = 3
Rarely = 2	Rarely = 4
Never =1	Never =5

To have a reliability questionnaire the researcher used *Alpha-Croanbach* by using SPSS program ver. 15 for windows. To know reliability of questionnaire the researcher classify into the following Arikunto (2012: 89):

Alpha	Reliability
.81-1.0	very reliable
.61-.80	reliable
.41-.60	enough reliable
.21-.40	low reliable
.00-.20	very low reliable

Based on the result of data analysis, it was found the alfa value was .80. It means that questionnaire was very reliable.

The researcher used reading test to find out the students' ability to comprehend hortatory exposition text. Before giving the test to the sample of this research, the researcher tried it out to the students of out the sample. The researcher tried out the test in order to make sure whether the students understood the instruction or not and whether the time allocation was enough or not. The test was constructed in the forms of multiple choice and it consisted of 35 items. The result of the try out test was used to find out the index of item difficulty, item discrimination and reliability of the test.

The characteristics of good instrument are valid and reliable. A good test should be valid. According to Gay (1987:128), a test is said valid if it is able to measure what it wants to be measured. In other words, the test is valid if it fixesthe material that has been given to the student. To have a validtest, the researcher used content validity in which the test materials were constructed based on the syllabus.

Another characteristic of good test is reliability. Gay (1987:135) defines that reliability is the degree to which a test consistently measures whatever it measures. Reliability is expressed numerically, usually as a coefficient; a high coefficient indicates high reliability. To analyze the reliability of the test, the

researcher used *Alpha-Cronbach* method by using SPSS program ver. 15 at 5% or : 0,05 significance. Reliability based on *Alpha-Croanbach* is measured based on alpha scale 0 until 1. The value of alpha is interpreted in the Table 3.5 (Triton:2005:248).

The result of data analysis demonstrated that alpha value of reading comprehension of hortatory exposition text was .88 (see Appendix 5). It means the test was reliable since the minimum index of test reliability is 0.70 (Gay : 1987).

Item difficulty is the extent to which an item is easy or difficult for the proposed group of test-taker (Brown:2010:71). The researcher used the following formula suggested by Arikunto (2013: 223-225):

$$P = \frac{B}{JS}$$

Where:

P : Item difficulty

B : Sum of students who answer correctly

JS : Sum of students who follow the test.

The result of difficulty index is classified into the followings (Arikunto, :2013:225):

P : 0.00 – 0.30 = difficult

P : 0.31– 0.70 = moderate

P : 0.71 – 1.00 = easy

The researcher uses the standard of item difficulties on $P = 0.20 - 0.80$

Based on the result of reading test, it found that 2 items were categorized as difficult, 29 items were categorized as moderate and 4 items was categorized easy.

Item discrimination is the extent to which an item can differentiate between high and low ability of test-takers (Brown:2010:71). Relating to this, all students are divided into two groups; upper and lower group. According to Arikunto (2013: 228 :232) for small size of sample, students who get score half above are classified as upper group and the students who get score half below are classified as lower group. To find the index of discrimination, the researcher used following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D = Item discrimination

BA = sum of students in the high group who answer in the item correctly

BB = sum of students in the low group who answer the item correctly

JA = sum of students in the high group

JB = sum of students in the low group

The result of item discrimination is classified into the followings Arikunto (2013: 228 -232):

- D : 0.00 – 0.20 = poor
- D : 0.21 – 0.40 = satisfactory
- D : 0.41 – 0.70 = good
- D : 0.71 – 1.00 = excellent

The researcher uses the standard of item discrimination with $D = 0.41 - 1.00$.

Based on the result of Vocabulary test, it found that 3 items were categorized as poor, 5 items were categorized as satisfactory and 27 were categorized as good.

After the writer calculated the item difficulty and item discrimination, the researcher found six items (3,4,17,18,28,33) discarded. Moreover, based on the explanation above the researcher concluded 29 items for reading test real test (1,2,5,6,7,8,9,10,11,12,13,14,15,16,19,20, 21,22,23,24,25,26,27,29,30,31,32,34, 35)

The data of this research were students' scores on questionnaire and reading test. The researcher gathered them by following several steps:

- (1) The researcher checked the students' responses on statements in the questionnaire
- (2) The researcher gave score to each item of the questionnaire by using the criteria as shown in Table 3.3.
- (3) The researcher counted the total score of each student.
- (1) The researcher collected the students' answer sheet.

(2) The researcher checked the students' answer sheet.

(3) The researcher gave score 1 for the correct answer and 0 for the wrong answer. The highest possible score is 35 and the lowest possible one is 0.

(4) The researcher counted the total score of each student.

(5) The researcher found total score of questionnaire and reading test.

(6) The researcher calculated mean and standard deviation of score on questionnaire and reading test by using SPSS program ver. 15 for windows.

(7) The researcher classified the student's ability into high, moderate, and low by using the following formula (Arikunto, 2012 : 299) :

$>M + 1 SD = \text{high}$

$(M - 1 SD) - (M + 1 SD) = \text{moderate}$

$>M - 1 SD = \text{low}$

(8) The researcher calculated the percentage of students who got high, moderate, or low ability by using SPSS program ver. 15 for windows.

The correlation statistical analysis was used to study the correlation between reading habit and reading ability. The researcher used Pearson's coefficient to find out the coefficient correlation between reading habit and reading ability by using SPSS program ver. 15 for windows.

The researcher used general classification of coefficient correlation by Arikunto (2010:319) as follows:

- 0.00-0.20 = Very low correlation
- 0.21-0.40 = Low correlation
- 0.41-0.60 = Moderate correlation
- 0.61-0.80 = Strong correlation
- 0.81-1.00 = Very Strong correlation

As stated previously, the hypothesis of this research was that there is a correlation between reading habit of the second year students of SMAN 1 Guguak and their ability to comprehend hortatory exposition text. To test the hypothesis, a statistical analysis was used by using SPSS program ver. 15 for windows.

Findings

The data on reading habit were collected by using questionnaire. It covers some indicators (reading amount of books, academic reading, reading frequency, non academic reading, motivation in the academic reading, motivation in the family environment). The result of data analysis revealed that Mean was 86,3 and Standard Deviation was 14.03 (see Appendix 15). The students' reading habit was categorized as high if their scores were higher than 100.33, It was categorized as moderate if their scores were in the range of 72.27-100.33 and it was categorized as low if their scores were lower than 72.27. Then, the researcher calculated the percentage of the students who were

included into high, moderate and low group. The result of the calculation is shown in Table 4.1.

Table 4.1 The Classification of Students' Reading Habit

The Score Range	Classification	Frequency	Percentage
> 100.33	High	8	16.66%
100.33 until 72.27	Moderate	32	66.66 %
< 72.27	Low	8	16.66 %

Based on the Table 4.1 above, it could be seen that 8 students (16.66%) were categorized as having high ability, 32 students (66.66 %) were categorized as having moderate ability, and 8 students (16.66 %) were categorized as having low ability. Hence, the average of students' reading habit was moderate.

The data on reading ability were collected by using reading test. It covers each part of hortatory exposition text indicators (thesis, arguments, recommendation). The result of data analysis revealed that Mean was 17.56 and Standard Deviation was 5.97. The students' reading ability was categorized as high if their scores were higher than 23.53. It was categorized as moderate if their scores were in the range of 11.59-23.53 and it was categorized as low if their scores were lower than 11.59. Then, the researcher calculated the percentage of the students who were included into high, moderate and low

group. The result of the calculation is shown in Table 4.2.

Table 4.2 The Classification of Students' Reading ability

The Score Range	Classification	Frequency	Percentage
> 23.53	High	5	10.41%
23.53 until 11.59	Moderate	27	56.25 %
< 11.59	Low	16	33.33 %

Based on the Table 4.2 above, it could be seen that 5 students (10.41%) were categorized as having high ability, 27 students (56.25 %) were categorized as having moderate ability, and 16 students (33.33 %) were categorized as having low ability. Hence, the average of students' reading habit was *moderate*.

To find out the correlation between reading habit of the second year students of SMAN 1 Guguak and their ability in comprehending of hortatory exposition text, the researcher used SPSS ver. 15 for windows. From the data analysis, it was found the value of r between reading habit and their reading ability was .755 (see Appendix 13). To make clear, it was shown in Table 4.3.

Table 4.3 The Result of Test Hypothesis

r Both Variables	Correlation		Significant Test		Determination (r^2) %
	r counted	Interpretation	r table	Note	
r_{xy}	.755	Strong	.291	Significant	57.00

Discussion

One of the finding of this study as discussed previously was that reading habit of the second year students of SMAN 1 Guguak was *moderate*. It means the students have not good in reading habit. As you know, having good reading habit was improve someone's reading comprehension. Because more you read more you get.

Secondly, related to reading comprehension ability, 56.25 % students had moderate ability. It means the second year students of SMAN 1 Guguak had problems in comprehending hortatory exposition text.

As already discussed, this study found that there was significant correlation between reading habit and ability in comprehending hortatory exposition text. It was found that the value of $r_{counted}$ was .755 (see Appendix 13). The correlation of two variables (reading habit and reading

comprehension) could be classified as strong. To test the hypothesis, the researcher compared the r_{counted} with the value of r_{table} at significant level .05 and degree of freedom: $n-2$. Based on the result of the analysis, it was found that the value of r_{counted} was .755 (see Appendix 13).

Relating to this, it could be interpreted that an increasing grade in students' reading habit has relationship with an increasing grade in ability in reading comprehension of hortatory exposition text. Syah (2004:114) states that reading habit is one factor that influences reading process. Accordingly, the coefficient determination of this study was 57 %. It indicates that reading habit gives as much as 57% toward reading comprehension of hortatory exposition text of second year students of SMAN 1 Guguak. In other word, 43% of students' ability in reading comprehension is determined by other factors such as condition surrounding the students or method and strategy in learning process.

Conclusions

Based on finding as already discussed in the previous chapter, some conclusions can be drawn as the followings.

(1) The reading habit of the second year students of SMAN 1 Guguak was categorized as *moderate*. It was

proved by the fact that 66.66% of students who were included into moderate group.

(2) The ability of second year students of SMAN 1 Guguak in comprehending hortatory exposition text was categorized as *moderate*. It was proved by the fact that 56.25% of students who were included into moderate group.

(3) There was a significant correlation between reading habit of second year students of SMAN 1 Guguak and their ability in comprehending hortatory exposition text. It was proved by the fact that the value r_{counted} (.755) that was higher than r_{table} (.291) (see Appendix 14) at significant level .05 and degree of freedom ($n-2$) 46. It can be concluded that reading habit can influence the reading comprehension.

Suggestions

Based on the conclusions above, the researcher proposed suggestions as follows:

(1) The students should improve their reading habit by handling their reading amount of books, motivation in the academic environment, reading frequency and their awareness in learning reading comprehension.

(2)The teachers are suggested to facilitate the development of students' reading habit in teaching reading comprehension.

(3)The next researchers are suggested to conduct other relevant research to make their thesis perfectly.

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