

Read Interest Co-Relational With Student Study Performance In IPS Subject Grade IV (Four) In State Elementary School 1 Pagerwangi Lembang

Heri Hidayat, Siti Aisah

ABSTRACT:- This article writing purpose is to analyze (correlation) the connection or relatedness among reading interest variable with student study performance in IPS subject grade IV in elementary School. It is used analysis method is quantitative analysis that is to look for a connection among read interest with student study performance. This research is conducted in SDN I Pagerwangi Lembang, with number of analysis unit as much as one subject, with research object (student) as much as 38 students. The research has shown that (1) student read interest of grade IV SDN I Pagerwangi Lembang is good enough. It is based on computing result of student answer category on read interest variable as much as 57.1%. (2) Student study performance of grade IV in IPS subject in SDN I Pagerwangi Lembang is good enough. It is based on computing result of student answer category on study performance variable as much as 48.6%. (3) There is significant connection among student study performance with read interest on IPS subject in SDN I Pagerwangi Lembang. It is based on computing result obtained significant rate (0.003) < significance level (0.05) with correlation coefficient of Rank Spearman (rs) as much as 0.485 is significant enough relation.

Key words:- student read interest, study performance

INTRODUCTION

The read is education heart, because without presence a read activity, learning and education process are obstructed. In other words, to remember a read importance, thus formal education, especially in elementary education grade, must be effort the increasing a read interest occur, child is starting to introduce a letter, learn to spell a word and learn to make that mean words later in sentence unity which is having a mean. It is the exact time to implant as read habitat on all subjects with interest reading so that able to motivate child interest to read of book. Furthermore, an interest is also not small role factor in reading activity. Following Merger opinion expressed back by Sukadi that interest is not behavior, but interest to motivate a behavior rise. So, interest can to motivate behavior rise. Beside it, interest is learned characteristics, it is not descended or talented, but it is obtained by interaction with object or people or people group in certain situation and event. It can be changed because it influenced by various aspects. Because an interest motivate a behavior risen, of course, the all activities include reading activity must also be maintained how individual interest toward reading.

Sukady is explained as follows: interest can to motivate a read behavior rise. It can be formed, change, force, weak or instead of loss throughout. This much determined by relate individual interaction with object, activity, individual/group individual in around. Individual is having high read interest will to do an approach toward either book or reading matter. In contrast, if one is not having read interest or low he/she will be avoid a book or that reading matter. Much of claim that students either understanding or absorptive power toward authorizing of study material are low. While student successful in study determined extremely by reading ability. Some research have reported that inability reading become a main cause of child failure in school. It is cause by each subject in school making regulations a child to study and understand a matter of each subject. The understanding toward subject material can only be conducted if a child has good read ability and activity. It is also a student successful in IPS subject with reading matter, then in this article is called as Reading Interest. In other words, IPS theory is full with effort to control of specific variables to make able or to arise student reading interest in order to can to increase a study performance. Now in this research the discuss focused on Relation among Student Reading Interest with Study Performance in IPS subject grade IV (four) in State Elementary School I Pagerwangi Lembang.

LITERTURE REVIEW

Definition of Reading Interest

To simplify an understanding about reading interest, thus in this discuss will be analyzed become interest and reading previous.

Interest meaning

In language way the interest is meant "high heart ability toward anything". Interest is relatively nature permanent in one self. Interest is having very big influence toward someone activity

- Heri Hidayat, Herihidayat64@yahoo.co.id, Post Graduate Program, State Islam University of Sunan Gunung Djati Bandung
- Siti Aisah, St71_aisah@yahoo.com, Lecturer, State Islam University of Sunan Gunung Djati Bandung

because with interest he/she will do anything what he or she is interested. In turn, without interest someone is impossible to do anything. Following Sudirman A. M. state that "interest is meant as occur condition if anyone see a characteristics and temporary mean a situation connected with one self desires or needs. While, following I. L. Pasaribu and Simanjuntak meant an interest as "a motive caused individual related actively with something interested. Furthermore, Follow Zakiah Darajat at all., meaning as interest is "spirit tendency deal with something valuable for people. From some identified definition by experts as mentioned above can be conclusion that, interest is someone tendency toward object or desire activity accompanying with happy feeling, presence an attention and make activity.

Definition of Reading

About reading meaning, some experts suggest their opinions to define reading. It is depend to its review side, following Novita, read is a catch process or to obtain a meant concepts by writer, to interpretation, evaluate, writer concepts and reflect or make action like meant in that concepts. While according to Juel, read is a process to know a word and to unite a word mean in a sentence and reading structure. Last result of reading process is someone able to make abstract of reading. Further, Tarigan suggest that read is a process conducted and used by reader to obtain a message will sent by word medium or writing language. Other opinion about reading is suggested by Tampubolon who said that read is a way to build a reason power. Tampubolon said it because writing language is having ideas or opinion, so to understand a writing language with read a cognitive process mainly work. Based on ideas I above it could be concluded that read is to catch various messages or writing which is poured by writer so that become an understood conclusion or abstract by reader. Then if we are making unite about reading interest is someone tendency to enjoy poured reading by writer so become an understood conclusion or abstract by reader.

Importance a Reading Interest

Reading behavior and interest are obtained skill after someone born. So, reading behavior and interest can be fertilized, build, and developed. With reading interest will be obtained a result, information, meaning, skill knowledge, motivation or fact as a served by reading matter. The substance has been red very useful for reader self development, family and wider community. Beside it, from reader result will also built a value at time attitude, objective attitude in discuss a problem, make important fact or information, and others. Reading interest building is needed to do early starting from family, school surroundings and further in community surrounding.

Factors influenced a reading interest

Child reading interest development is not only determined by desire and attitude toward reading matters. Some factors influenced, either in child self or out of child self. Purves and Beach in Harris and Sipay, 1980 said:

Personal factor is existing factors in child self, that is include age, sex, intelligence, reading ability, attitude and physiologic need. While institutional actor is factors out of child self, that is include reading book number available and kind of book, social status, parent economic and ethnic background, then in same age child friend, teacher and parent influences.

Influence factor out of child self among other parent attention is less toward their children reading interest rising. Instead in school and higher education much educators who less pay attention to their students reading interest rising. Other factors to influence are limited as printing work number, especially published book both its exemplar number and title in according to child need.

Beside that, it also much factors to support and impede child reading interest. Hence, supporting factors need forced so they can be more help to motivate reading interest building and in turn impeder factors must be reduced so no obstacle the child read interest development.

Supporting factors among them available facility for read either family surrounding or community surrounding as presence family library, school and other. Beside that, available vary publisher and media mass institutional following to support a read interest rise through some published, also very much to help.

Obstacle factors are factor can be obstacle read interest building performing among them, to much an entertainment, for example television and film in certain level "hard competition" toward child read interest. Beside that, parent figure is less in using free time to read in family, also give an effect toward read interest since childhood. Community opinion is low also influence buy power or need priority where books are not main need.

There is child interest difference toward book if reviewed from child chronology age. Following Ediasari (Ayahbunda, 1983), on age among two up to six years the child is like to read book dominated by real pictures. On seven years old the child is like book dominated by pictures with big writing form and simple and read easy words. Usually, in this age the child has been had beginning read ability and they are starting active to read a word. On 6 up to 9 years old, the children are like a reading book with balance writing and picture composition. They have been usually smooth to read, although their understanding still limited on its form simple and short sentence. Then on 10 up to 12 years old the child is more like a book with writing composition more than picture. On this age the abstract thinking ability in child self start to develop so they can to find reading book abstract and able to tell about its content to others.

Furthermore it is forced again by Munandar (1986) suggested that, there is child interest difference toward story content reviewed from child chronological age development. On 3 up to 8 years old the child is like a story book about animals and the people around the child. In this age the child has attitude egocentric so that they are like a story focused on around their lives. They are also like a legend and fancy stories. On 8 up to 12 years old the child is like story more realistic.

Munandar also suggest there is general difference among boys reading interest and girls in story theme and characteristic, although this difference is not separate nature throughout, its mean the girl children are also enjoy a boys reading and school and family lives. Boys are more like a story about adventure, extreme traveling story, with full strength, humor and heroism histories.

The efforts to elevate a Reading Interest

There are two things need to pay attention in build of reading interest by school library serving that are: (1) an effort to draw a reader. An effort to draw a reader in order to come to library and having read hobby it must be conducted by librarian with method: (a) librarian visit. It is hope the library visitor get information with their self to see and observe regularly so they are know a library collection and build reading desire or borrowing a book in library. (b) Publication, it is need a medium to inform on library user about presence a new books and new reference books. It is doing through writing, brochure instructions and other writing. (c) Exhibition, it is conducted to introduce available collections at library. There are two kinds: First, Periodic exhibition,, that is it is conducted periodically at library. Exhibited books must be changed in order to not make boring. Second, temporary exhibition, it is conducted for temporary time. Generally its executor is related to special events as a congress, seminar, national day, and etc. (d) Read activity motivation. To motivate a read activity in school need to do discuss, adolescent scientific activity, speech, read poetry or prose, and etc. (2) read guding. There are some activity needs to give in read interest activate frame among them: (a) Using library, in this thing the librarian need to introduce various library matters with explain that every reading are having information with different goals and functions. (b) Good read and making report way, to do this activity there are two ways to pay attention that are: First, the read way to understand, use and quickly read. Second, the read method by see eyes moving, body position and good light direction. (3) It is need to activate writing and tell about. If the students are given a writing task by literature teacher they will seek for a substance related to the task. (a) Make clipping, it can be helped to motivate a student read interest because through make clipping, the student must be read to that clipping category in appropriate with subject. Make wall magazine. In school is need to conduct wall magazine in order student has creation, like to read and write. (b) Library open time, this is needed to maintain to make student habit to visit a library. (c) Referral service, this is conducted with do cooperation relation with other library. If student can not to meet information in local library then they can be seek in other library. (d) Make scientific work for elementary school grade IV, Writing this scientific work need made effort in continuous way.

STUDY PERFORMANCE IN IPS SUBJECT

Study performance definition

Student intellectual ability is very determined student success to get performance. To know success or not anyone in study then need to do an evaluation, its purpose to know reached performance by student after study-teach process take place. Study performance could not separate from study activity, because study activity is a process, while performance is result from study process. To understand the study performance meaning in outline way it must be focused to itself study meaning. Hence the experts have been suggested their different opinion in according to their attentive view. In Indonesia Language dictionary a performance is result of as maximal as possible work/study. Study result is human activity result in certain field and that activity is conducted as maximal as possible. Hamalik suggest about study as follows: study is a process, a activity and not a result or goal. Study is only not to remember, but wider than it, that is to experience. Beside it,

said that study is a process of individual attitude changes through interaction with surrounding. Following Djamarah, study on its essence is changing occurred in someone self inside after study activity end. In according to Morris L Bigge cited by Max Darsono a study is changing to maintain in someone life where it is not heritage graphically. While by Marle and Arthur R Orgel being also cited by Max Darsono study is attitude changing directly from experience and not result from relation in nerve system being brought since born. In according to Rachman Natawidjaja has suggested about attitude changing nature in study meaning as follows: (1) changing occurred in aware way, individual who study will aware and feel the change in he or she own self. (2) The change in study has continue nature and functional. As study result the change in individual self is continue and not static to taken place. One change occur will be caused change and usefull for next study process. (3) The change in study has positive and negative natures. In study those change will added and has purpose to get something better from before. The change has active nature its meant that change occurred by its self but by individual self effort. (4) The change in study has not temporary nature. The change occurred because a study has constant or permanent natures. It is meant that occurred attitude after study will be constant feature. (5) The change in study has purpose or direction. That attitude change occurs because reached goal. Study act is directed to attitude change being aware seriously. (6) The change include all attitude aspects, the change is obtained by individual has been through a study process, include attitude throughout changes as habit attitude, skill, knowledge and etc. Based attitude change characteristics in study meant study relate study process and study result. Study result very related to individual study performance. Study result is reaching reflection of individual performance in learning and study process. Study result performance could also be meant as successful level in subject study in school identified in score form being obtained from test result about a number of certain subjects. From some review and definitions has been given, then an author has opinion that study performance is reached result by school student shown with occur the changing of knowledge, skill and attitude as result that self individual in make interaction with he or she surrounding.

Factors have influenced a study performance

One of parameter using for measure an education successful level is student study performance. Following Rachaman in general a study performance is influenced some factors that are: (1) internal factor. Included internal factor is: (a) physically factor, for example, seeing, listening, body structure and etc. (b) Physiologic factor, consist of: intellective factor include potential factor is intellectual and talent and ability factor is possessed performance and non-intellective factor, is certain personality elements as: attitude, habit, interest, need, motivation, emotion and self-adaptation. (c) Physical and physically mature factors. (2) External Factor include social, culture, physical environment and spiritual or religion environment factors. While in according to Slamet that influenced factor to performance can be grouped into two groups that are intern factor come from student own self and extern factor come from out of student own self. Intern factor consist of ability or intellectual, attention, talent, interest, motivation, maturity, readily and weariness. While an extern factor is consist of family, school and society environments.

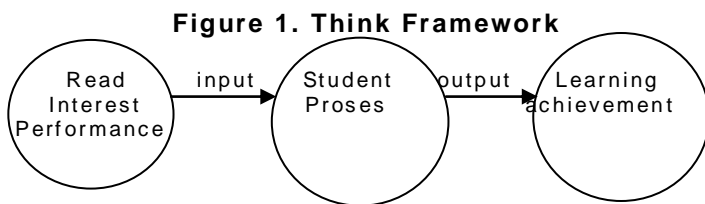
More important factor influenced a study performance come from self-individual is read interest. Because with interest high and someone tendency to know than one of ways is presence willingness to read. With strong read interest, its influence is big toward study performance increasing. Those factors in above has either inter-interaction directly or indirectly on self-individual to reach a study performance. Usually, that study performance is shown with reached rapport rank.

IPS subject definition

Social study (IPS) is one of 10 subjects studied at elementary school. IPS is "subject to study social life based geography review matter, economy, social, sociologic, state management, and history" Social science (IPS) come from word unity has assumed more appropriate to "Social Studies" word but in Curriculum based competency (KBK), social study is termed as "Science Social". Following Studying Program Outline (GBPP) of elementary education curriculum year 1994, it has obtained two IPS basic review being studied in elementary school, that are: (1) social knowledge include social surrounding, earth science, economy and government and (2) History include Indonesia society development since past up to now days. Beside it, in according to curriculum year 2006 IPS science is one of subjects given from SD/MI/SDLB until SMP/MTS/SMLB. IPS is reviewed a set event, fact, concept and related generalization with social issues. Hence, IPS very appropriate to child read activeness because it's studying identical with read, either read IPS itself or about, event, fact, concept and related generalization with social issues eventually it could be measured with student study performance.

Think framework

Read interest in one of someone tendencies to enjoy reading poured by writer so become an understood inclusion or abstract by reader. By presence a read interest, then child will be obtained information source and knowledge. Beside that, by presence child red interest is hoped can be intellect, critical and have higher analysis. For a student as intellectual group, need to have critical attitude ad analysis in effort to mastery a science. One of effort to shape that attitude is with much to read. Student successful in performance very determined by read ability. Some researches report that inability read become main cause child failure in school. It is caused by every subject in school terming student to read a subject, mainly IPS subject material. By continue to read a IPS subject book a child can be added he or she social knowledge insight, so can be reach maximal study performance. Thin framework of this research is relation a read interest the IPS subject book will be influenced on he or she study performance in scope of grade IV SDN I Pagerwangi Lembang academic year 2010-2011.



METHODOLOGY

Used analysis method is quantitative analysis with inferential and descriptive data analysis. To see how far used static to analysis sample data and its result valid to population based a

sample data, so this research can grouped into co-relational research type. The correlated variable in this research is read interest (X) and study performance of Social studies (IPS) (Y). This research has conducted at State Elementary School I Pagerwangi located in Bunisari Street Mekarwangi village Lembang sub district. Researched subject on this research is student grade IV as much as 38 persons (one classroom).

Research instrument

- a. Interest
Is strong attention, intensive and deeply individual mastery to diligent to do activity
- b. Read
It is meant to see writing and understand or can to make oral what written is, read can be meant read various books continuous, learned.
- c. Performance
Reached result or conducted.
- d. Social Studies (IPS)
is one of subject being given from SD/MI/SLB until SMP/MTS/SMLB. IPS is reviewed a set event, fact, concept, and related generalization with social issues.

This research is conducted at State Elementary School I Pagerwangi located in Bunisari Street Mekarwangi village Lembang sub district. Researched subject on this research is student grade IV as much as 38 persons (one classroom). On 4 February 2012.

RESULT AND CONCLUSION

Research population

Research population is all research subjects. The population in this research is all students SDN I Pagerwangi Lembang grade IV academic year 2011-2012 with number 38 students. The reason is because all of those students still active study in school. Research population detail as shown at Table 1 below:

Table 1
Number of students SDN I Pagerwangi lembang grade IV academic year 2011-2012

No	Grade IV	Number
1	Male students	22
2	Female students	16
Total		38

Research sample

Sample is a parts or representative from researched population. Sample size from this research population is determined with use Slovin formula. In sampling the error percentage is 5% I remember to not-carefulness laxity percentage smaller in sampling, thus sample number will much more so it will more representative. Slovin formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

N n = sample size
 N N = population size
 E e = not-carefulness laxity percentage because sampling

error being still can be received or desired is 5%.

The sample in this research is:

$$n = \frac{38}{1 + 38(0.05)^2} = 34.7 \approx 35$$

The sample number will be used in this research is 38 students speared in grade 1. Sample detail will be used as follows:

**Table 2
 Research Sample Number**

No	Grade IV	Student Number	Sample number
1	Male students	$\frac{22}{38} \times 100\% = 57.89\%$	$35 \times 57.89\% = 20.3 \approx 20$
2	Female students	$\frac{16}{38} \times 100\% = 42.11\%$	$35 \times 42.11\% = 14.7 \approx 15$

Used sampling technique in this research is Proportional Random sampling. In that sampling technique all of individuals having same opportunity to chosen as sample member. Taking sample number every group or class in proportional random sampling appropriated to population number in that class. So it is not close the possibility a taken sample number for every group unequal.

Instrument Lattice works

**Table 3
 Research questionnaire lattice works**

Variable	Sub-variable	Indicator
Read interest	Attractiveness toward read activity	To show attractiveness on various symbol and sign when read a IPS subject
		Interest to scrutinize reading in IPS subject
		Interest with activity relation to read IPS material
	Do something related read activity	Tell a related event/opinion with IPS subject
		Reveal interested things in IPS subject
		Make story related IPS material
		Like to se pictures in IPS subject book
		Have enough attention range in read IPS book
		To tell a story from a picture in IPS material
		Bring IPS book to school
Study performance	Cognitive	Can to definition anything clearly in IPS subject
		Can to give an example applying IPS subject in daily life
	Affective	Assume that important to read IPS material
		Assume that useful to read IPS material
	Psychomotor	Able to say a difficult sentence in IPS subject
		Ability to make appropriate facial expression and movement when read IPS material

Data Processing technique

Validity shown how far question relevance toward what is ask or what is desire to measure in research. A question is said valid and can be measure a research variable being meant if its validity coefficient value more than or same with 0.300. Used validity test is corrected item-total correlation coefficient. Following Kaplan and Saccuzo "question item said valid and can measure meant research variable if its validity coefficient value more than or same with 0.300. To test as research instrument validity like score which is having rank (ordinal), used formula is validity coefficient with item total correlation coefficient, that is:

$$r_{(x-i)} = \frac{r_{ix}S_x - S_i}{\sqrt{[S_x^2 + S_i^2 - 2r_{ix}S_iS_x]}}$$

Where r_{ix} is product moment correlation:

$$r_{ix_i} = \frac{n \sum ix - \sum i \sum x}{\sqrt{(n \sum i^2 - (\sum i)^2)(n \sum x^2 - (\sum x)^2)}}$$

Explanation

R_{ix} = correlation among question instrument totally

S_{12} = respondent answer variant for instrument to i

S_{22} = respondent answer variant an instrument totally

$\sum x$ = respondent answer number for instrument totally

$\sum I$ = respondent answer number for instrument to i

$\sum x^2$ = respondent answer number for squared instrument totally

$\sum i^2$ = respondent answer number for squared instrument to i

Taking-decision base

if r positive, and $r \geq 0.30$ then that question item valid if r not positive, and $r < 0.30$ then that question item not valid

Reliability

Reliability shown how far measuring consistence level from a respondent to others respondent or in other words how far the question can be understood so it is ot caused interpretation different in that question understanding. Kaplan and Saccuzo said: "a group question for measure a variable said reliable and success to measure variable which we are measure if its reliability coefficient more than or same with 0.700. To test reliability in this research, an author using reliability coefficient of Alpha Cronbach, that is:

$$\alpha = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i^2}{S_x^2} \right]$$

Explanation:

k = question instrument number

$\sum S_i^2$ = variance number of every instruments

S_x^2 = variance of instrument totally

In order to can compute a sub variable into that category must be compute respondent answer previous. Following the guidance for arrange a frequency distribution table:

1. T count/determine the interval class number
2. To compute obtained data range from maximum value less minimum value
3. To compute class length that is range times number interval class.
4. To arrange interval class.

Used measuring scale is ordinal scale, with Spearman statistic test or also called Rank Order Correlation. Every obtained data, both variable X and variable Y each ranked based each scores from bigger up to smaller, that is 1, 2, 3,...n. Hypothesis test is using Spearman rank correlation test (rs) with formula as follows:

- (a) ranking data score
- (b) compute a pair ranking difference
- (c) Squared a pair difference
- (d) Compute $\sum Tx$ and $\sum Ty$ with formula:

$$T = \frac{t^3 - t}{12}$$

T = a correction factor number

T = twin rank number from variable number having same score

- (f) Put data into Spearman formula:
Same observation value

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

if there is same observation value where:

$$r_s = \frac{\sum x^2 + \sum y^2 - \sum d_i^2}{2 \sqrt{\sum x^2 \sum y^2}}$$

$$\sum y^2 = \frac{n^3 - n}{12} - \sum T_y$$

d_i = first and second variable rank difference
 $R (X_i - Y_i)$

- (g) Further, do significance test from correlation coefficient using t test statistic with formula:

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

Where: $db = n - 2$

Test hypothesis:

$H_0 : \rho = 0$ (there is no correlation)

$H_1 : \rho \neq 0$ (there is correlation)

For this research a significance level (α) fixed as 0.05 on two tailed test.

Testing criterion:

- if $t \text{ count} \geq t_{\alpha/2, n-2}$; then H_0 rejected, H_1 received which is meant there is no relation among researched variables.
- if $-t_{\alpha/2, n-2} \leq t \text{ count} \leq t_{1-\alpha/2, n-2}$; then H_0 received, which is meant there is no relation among researched variables.

For know how much variable X and variable y relations used Guildford criterion as follows:

Number of rs value	Category
≤ 0.20	Relation is very low
20 – 0.40	Relation is low but certain
40 – 0.70	Relation significant enough
70 – 0.90	Strong relation
90	Very high relation

While conducted step to look for reliability and validity values using SPSS program version 15.0 as follows:

1. From main menu File, choose menu New, then click mouse on data. Then click mouse on sheet tab Variable New.

Filling variable X

- Name, appropriate to case, type Variable X
- Width. For uniformity, type 8
- Decimals. For uniformity, type 0.

Ignore other part, and press CTRL+T for back to DATA VIEW

2. To fill a variable X column, pres pointer on line 1 that column, then type down in appropriate to data
3. For processing a data, choose menu Analyze. Then choose submenu Scale. From test chose serial in according to case choose Reliability Analysis.

For data feeling:

- Test Variable List. Put variable X and Variable Y
- Click statistic with choose scale if item deleted. While other test choose is ignored.

4. Then pres Ok for finish analysis procedure. Shown SPSS to do analysis work and shown SPSS output.

It is conducted steps for seek for correlation value using SPSS program version 15.0 as follows:

1. From main menu File, choose menu New, then click mouse on data. Then click mouse on sheet tab Variable New.

Filling variable X

- Name, appropriate to case, type Variable X
- Width. For uniformity, type 8
- Decimals. For uniformity, type 0.
- Ignore other part, and press CTRL+T for back to DATA VIEW

2. To fill a variable X column, pres pointer on line 1 that column, then type down in appropriate to data
3. For process a data, choose menu Analyze. Then choose submenu Correlate. From test chose serial in according to case choose Bivariate.

For data feeling:

- Test Variable List. Put variable X and Variable Y
- For test type, because in case will be tested normal distribution or not, click mouse on choice Spearman. While other test choose is ignored.

4. Then pres Ok for finish analysis procedure. Shown SPSS to do analysis work and shown SPSS output.

Research result

Based preliminary research toward 10 person students as respondent to test research questionnaire feasibility has obtained reliability and validity values using SPSS 15.0 as follows:

Table 4
Research instrument validity test result
Using corrected Total item correlation.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	70.70	30.011	.522	.902
VAR00002	70.80	32.622	.370	.904
VAR00003	70.80	29.956	.600	.898
VAR00004	70.70	29.344	.769	.891
VAR00005	71.10	32.322	.469	.901
VAR00006	70.50	31.833	.701	.895
VAR00007	70.70	32.678	.454	.901
VAR00008	70.40	28.711	.854	.887
VAR00009	70.20	31.067	.681	.895
VAR00010	70.10	31.878	.549	.898
VAR00011	70.00	31.778	.612	.897
VAR00012	70.60	33.156	.574	.899
VAR00013	70.50	31.833	.701	.895
VAR00014	70.50	33.167	.412	.902
VAR00015	70.50	33.167	.412	.902
VAR00016	71.00	31.778	.612	.897
VAR00017	70.30	32.011	.525	.899
VAR00018	70.50	33.389	.365	.903

From above table is obtained information that all question items in research questionnaire identified valid. It is based correlation coefficient value (Corrected Item-Total Correlation)

more than 0.300 with validity value range among 0.365 up to 0.854. An item said reliable, if it is having reliability coefficient above 0.700 From counting result using SPSS 15.0 is obtained reliability coefficient result as follows:

Table 5
Instrument reliability test result using Alpha Cronbach

Reliability Statistics	
Cronbach's Alpha	N of items
.903	18

From that Table 5 is known that reliability coefficient value of Alpha Cronbach (0.903) > 0.700. So research instrument is identified reliable with valid item total as much as 18 items of question. Therefore, that questionnaire is having good reliability to measure read interest with student study performance. It is shown that research questionnaire is feasible to use for research. For know a student answer about read interest and study then it is detailed a performance in frequency distribution table form.

Table 6
Show attractiveness on various symbol and sign when read a IPS subject

No	Show attractiveness on various symbol and sign when read a IPS subject	F	%
1	Very agree	7	20.0
2	Agree	15	42.0
3	Uncertain	2	5.7
4	No agree	10	28.6
5	Very not agree	1	2.9
Total		35	100

Based Table 6 that student answer toward indicator "Show attractiveness on various symbol and sign when read an IPS subject" who say very agree 7 peoples (20.0%), agree 15 persons (42.9%). Uncertain 2 people (5.7%), not agree 10 persons (28.6%), and very not agree 1 person (2.9%). Furthermore, student majority has said agree that they are interested on various symbol and sign when read an IPS subject.

Table 7
Interest to scrutinize reading in IPS subject

No	Interest to scrutinize reading in IPS subject	F	%
1	Very agree	6	17.1
2	Agree	13	37.1
3	Uncertain	4	11.4
4	No agree	10	28.6
5	Very not agree	2	5.7
Total		35	100

Based Table 7 that student answer toward indicator "Interest to scrutinize reading in IPS subject" who say very agree 6 peoples (17.1%), agree 13 persons (37.1%), uncertain 4 people (11.4%), not agree 10 persons (28.6%), and very not agree 2 person (5.7%). Furthermore, student majority has said agree that they are interested to scrutinize reading in IPS subject

Table 8
Interest to scrutinize reading in IPS subject

No	Interest with related activity with read an IPS matter	F	%
1	Very agree	7	20.0
2	Agree	14	40.0
3	Uncertain	2	5.7
4	No agree	5	14.3
5	Very not agree	7	20.0
Total		35	100

Based Table 8 that student answer toward indicator "Interest with related activity with read an IPS matter" who say very agree and very not agree each 7 person (20.0%), agree 14 persons (40.0%), uncertain 2 people (5.7%), not agree 5 persons (14.3%). Furthermore, student majority has said agree that they are Interest with related activity with read an IPS matter.

Table 9
Interest to scrutinize reading in IPS subject

No	Tell a related event/opinion with IPS subject	F	%
1	Very agree	6	17.1
2	Agree	13	37.1
3	Uncertain	4	11.4
4	No agree	11	31.4
5	Very not agree	1	2.9
Total		35	100

Based Table 8 that student answer toward indicator "Tell a related event/opinion with IPS subject" who say very agree 6 peoples (17.1%), agree 13 persons (37.1%), uncertain 4 people (11.4%), not agree 11 persons (31.4%), and very not agree 1 person (2.9%). Furthermore, student majority has said agree that they are feel enjoy to tell a related event/opinion with IPS subject.

Table 10
Reveal interest things in IPS subject

No	To reveal interest things in IPS subject	F	%
1	Very agree	4	11.4
2	Agree	10	28.6
3	Uncertain	9	25.7
4	No agree	11	31.4
5	Very not agree	1	2.9
Total		35	100

Based Table 10 that student answer toward indicator "To reveal interest things in IPS subject" who say very agree 4 peoples (11.4%), agree 10 persons (28.6%), uncertain 9 people (25.7%), not agree 11 persons (31.4%), and very not agree 1 person (2.9%). Furthermore, student majority has said agree that they are feel enjoy less to reveal interest things in IPS subject.

Table 11
Making story related IPS material

No	Making story related IPS material	F	%
1	Very agree	7	17.1
2	Agree	15	42.9
3	Uncertain	3	8.6
4	No agree	9	25.7
5	Very not agree	1	2.9
Total		35	100

Based Table 11 that student answers toward indicator "Making story related IPS material" who say very agree 7 peoples (20.0%), agree 15 persons (42.9%), uncertain 3 people (8.6%), not agree 9 persons (25.7%), and very not agree 1 person (2.9%). Furthermore, student majority has said agree that they are feel enjoy to making story related IPS material.

Table 12
Like to see a picture in IPS subject book

No	Like to see a picture in IPS subject book	F	%
1	Very agree	5	14.3
2	Agree	13	37.1
3	Uncertain	8	22.9
4	No agree	3	8.6
5	Very not agree	6	17.1
Total		35	100

Based Table 12 that student answers toward indicator "Like to see a picture in IPS subject book" who say very agree 5 peoples (14.3%), agree 13 persons (37.1%), uncertain 8 people (22.9%), not agree 3 persons (8.6%), and very not agree 6 person (17.1%). Furthermore, student majority has said agree that they are feel like to see a picture in IPS subject book story related IPS material.

Table 13
Have enough attention range in read IPS book

No	Have enough attention range in read IPS book	F	%
1	Very agree	5	14.3
2	Agree	11	31.4
3	Uncertain	8	22.9
4	No agree	11	31.4
5	Very not agree	0	0.0
Total		35	100

Based Table 13 that student answers toward indicator "Have enough attention range in read IPS book" who say very agree 5 peoples (14.3%), agree 11 persons (31.4%), uncertain 8 people (22.9%), not agree 11 persons (31.4%), and there is not one to say very not agree. Furthermore, student majority has said agree that they are have enough attention range in read IPS book.

Table 14
Tell a story from a picture in IPS material

No	Tell a story from a picture in IPS material	F	%
1	Very agree	8	22.9
2	Agree	14	40.0
3	Uncertain	1	2.9
4	No agree	12	34.3
5	Very not agree	0	0.0
Total		35	100

Based Table 14 that student answers toward indicator "Tell a story from a picture in IPS material" who say very agree 8 peoples (22.9%), agree 14 persons (40.0%), uncertain 1 people (2.9%), not agree 12 persons (34.3%), and there is not one to say very not agree. Furthermore, student majority has said agree that they are feel enjoy to tell a story from a picture in IPS material.

Table 15
Borrowing IPS book for brought home

No	Borrowing IPS book for brought home	F	%
1	Very agree	6	17.1
2	Agree	14	40.0
3	Uncertain	4	11.4
4	No agree	5	14.3
5	Very not agree	6	17.1
Total		35	100

Based Table 15 that student answers toward indicator "Borrowing IPS book for brought home" who say very agree 6 peoples (17.1%), agree 14 persons (40.0%), uncertain 4 people (11.4%), not agree 5 persons (14.3%), and very not

agree 6 persons (17.1%). Furthermore, student majority has said agree that they are borrowing IPS book for brought home

Table 16
Bring IPS book to school

No	Bring IPS book to school	F	%
1	Very agree	3	6.6
2	Agree	14	40.0
3	Uncertain	6	17.1
4	No agree	10	28.6
5	Very not agree	2	5.7
Total		35	100

Based Table 16 that student answers toward indicator "Bring IPS book to school" who say very agree 3 peoples (8.6%), agree 14 persons (40.0%), uncertain 6 people (17.1%), not agree 10 persons (28.6%), and very not agree 2 person (5.7%). Furthermore, student majority has said agree that they are bring IPS book to school.

Table 17
Try to know certain words in IPS book assumed difficult

No	Try to know certain words in IPS book assumed difficult	F	%
1	Very agree	3	8.6
2	Agree	20	57.1
3	Uncertain	1	2.9
4	No agree	9	25.7
5	Very not agree	2	5.7
Total		35	100

Based Table 17 that student answers toward indicator "Try to know certain words in IPS book assumed difficult" who say very agree 3 peoples (8.6%), agree 20 persons (57.1%), uncertain 1 people (2.9%), not agree 9 persons (25.7%), and very not agree 2 person (5.7%). Furthermore, student majority has said agree that they are try to know certain words in IPS book assumed difficult.

Table 18
Can define something in IPS subject clearly

No	Can define something in IPS subject clearly	F	%
1	Very agree	6	17.1
2	Agree	15	42.9
3	Uncertain	3	8.6
4	No agree	10	28.6
5	Very not agree	2	2.9
Total		35	100

Based Table 16 that student answers toward indicator "can define something in IPS subject clearly" who say very agree 6 peoples (17.1%), agree 15 persons (42.9%), uncertain 3 people (8.6%), not agree 10 persons (28.6%), and very not agree 1 person (2.9%). Furthermore, student majority has said agree that they can define something in IPS subject clearly.

Table 19
Can to give example applying IPS subject in daily life

No	Can to give example applying IPS subject in daily life	F	%
1	Very agree	4	11.4
2	Agree	15	42.9
3	Uncertain	4	11.4
4	No agree	7	20.0
5	Very not agree	5	14.3
Total		35	100

Based Table 16 that student answers toward indicator "can to give example applying IPS subject in daily life" who say very agree 4 peoples (11.4%), agree 15 persons (42.9%), uncertain 4 people (11.4%), not agree 7 persons (20.0%), and very not agree 5 person (14.3%). Furthermore, student majority has said agree that they can to give example applying IPS subject in daily life.

Table 20
Assume that important to read an IPS material

No	Assume that important to read an IPS material	F	%
1	Very agree	3	8.6
2	Agree	12	34.3
3	Uncertain	9	25.7
4	No agree	9	25.7
5	Very not agree	2	5.7
Total		35	100

Based Table 16 that student answers toward indicator "assume that important to read an IPS material" who say very agree 3 peoples (8.6%), agree 12 persons (34.3%), uncertain and not agree each 9 persons (25.7%), and very not agree 2 person (5.7%). Furthermore, student majority has said agree that they are assume that important to read an IPS material.

Table 21
Assume that useful to read an IPS material

No	Assume that useful to read an IPS material	F	%
1	Very agree	3	8.6
2	Agree	11	31.4
3	Uncertain	9	25.7
4	No agree	11	31.4
5	Very not agree	1	2.9
Total		35	100

Based Table 21 that student answers toward indicator "assume that useful to read an IPS material" who say very agree 3 peoples (8.6%), agree and not agree each 11 persons (31.4%), uncertain 9 peoples (25.7%), and very not agree 1 person (2.9%). Furthermore, the number of student to answer agree and not agree are same number related to indicator useful to read an IPS material.

Table 22
Able to say a difficult sentence in IPS subject

No	Able to say a difficult sentence in IPS subject	F	%
1	Very agree	7	20.0
2	Agree	10	28.6
3	Uncertain	8	22.9
4	No agree	3	8.6
5	Very not agree	7	20.0
Total		35	100

Based Table 22 that student answers toward indicator "able to say a difficult sentence in IPS subject" who say very agree and very not agree each 7 peoples (20.0%), agree 10 persons (28.6%), uncertain 8 people (22.9%), not agree 3 persons (8.6%). Furthermore, student majority has said agree in IPS subject they are able to say a difficult with fluent.

Table 23
Ability to make appropriate facial expression and movement when read IPS material

No	Ability to make appropriate facial expression and movement when read IPS material	F	%
1	Very agree	5	14.3
2	Agree	13	37.1
3	Uncertain	6	17.1
4	No agree	8	22.9
5	Very not agree	3	8.6
Total		35	100

Based Table 23 that student answers toward indicator "Ability to make appropriate facial expression and movement when read IPS material" who say very agree 5 peoples (14.3%), agree 13 persons (37.1%), uncertain 6 people (17.1%), not agree 8 persons (22.9%), and very not agree 3 persons (8.6%). Furthermore, student majority has said agree that they are Ability to make appropriate facial expression and movement when read IPS material.

Table 24
Student reading interest answer category

No	Reading interest	F	%
1	Good	20	57.1
2	Enough	5	14.3
3	Fewer	10	28.6
Total		35	100

Based Table 24 that student answers category about reading interest, there are majority in good category that is 20 persons (57.1%). Further, reading interest in fewer categories as much as 10 persons (28.6%), and enough category 5 persons (14.3%).

Table 25
Student study performance answer category

No	Study performance	F	%
1	Good	17	48.6
2	Enough	8	22.9
3	Fewer	10	28.6
Total		35	100

Based Table 25 that student answer category about study performance, there are majority in good category that is 17 persons (48.6%). Further, study performance in fewer categories as much as 10 persons (28.6%), and enough category 8 persons (22.9%). To know relation among read interest with study performance, the researcher using data analysis with correlation coefficient of spearman rank (rs).

Hypothesis:

Ho : $p = 0$ (there is no relation among read interest with study performance)

Hi : $p \neq 0$ (there is relation among read interest with study performance)

A counting result for answer the proposed hypothesis can be seen on table at below:

Table 26
Relation among Read Interest (X) with Study performance (Y)
Correlation

		Y
Spearman's rho x	Correlation	.485**
	coefficient	.003
	Sig. (2-tailed)	35
	N	

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

On table 26 can be seen correlation coefficient of Spearman's Rank (rs) as much as 0.485. Significance test result is obtained value of p-value (sig. (2-tailed) as much as 0.003 with $\alpha = 0.05$. Then it can be seen significance value (0.003) < significance level (0.05) so Ho is rejected. Furthermore, it can be concluded that there is relation among read interest (X) with study performance (Y). By use Guilford criterion, correlation coefficient as much as 0.485 between criterions > 0.40 – 0.70 shown that relation among read interest with study performance are significant enough relation. Following detailed relation among sub variable using correlation Rank Spearman.

Table 27
Relation among attractiveness toward Read activity (X₁) with cognitive aspect (Y₁)
Correlation

		Y
Spearman's rho x	Correlation	.621**
	coefficient	.000
	Sig. (2-tailed)	35
	N	

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

On table 27 can be seen correlation coefficient of Spearman's Rank (rs) as much as 0.621. Significance test result is obtained value of p-value (sig. (2-tailed) as much as 0.000 with $\alpha = 0.05$. Then it can be seen significance value (0.000) < significance level (0.05) so Ho is rejected. Furthermore, it can be concluded that there is relation among attractiveness toward Read activity (X₁) with cognitive aspect (Y₁). By use Guilford criterion, correlation coefficient as much as 0.621

between criterions > 0.40 – 0.70 shown that relation among attractiveness toward Read activity (X₁) with cognitive aspect are significant enough relation.

Table 28
Relation among attractiveness toward Read activity (X₁) with affective aspect (Y₂)
Correlation

		Y
Spearman's rho x	Correlation	.513**
	coefficient	.002
	Sig. (2-tailed)	35
	N	

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

On table 28 can be seen correlation coefficient of Spearman's Rank (rs) as much as 0.513. Significance test result is obtained value of p-value (sig. (2-tailed) as much as 0.002 with $\alpha = 0.05$. Then it can be seen significance value (0.002) < significance level (0.05) so Ho is rejected. Furthermore, it can be concluded that there is relation among attractiveness toward Read activity (X₁) with affective aspect (Y₂). By use Guilford criterion, correlation coefficient as much as 0.513 between criterions > 0.40 – 0.70 shown that relation among attractiveness toward Read activity (X₁) with affective aspect are significant enough relation.

Table 29
Relation among attractiveness toward Read activity (X₁) with psychomotor aspect (Y₃)
Correlation

		Y
Spearman's rho x	Correlation	.552**
	coefficient	.001
	Sig. (2-tailed)	35
	N	

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

On table 29 can be seen correlation coefficient of Spearman's Rank (rs) as much as 0.552. Significance test result is obtained value of p-value (sig. (2-tailed) as much as 0.001 with $\alpha = 0.05$. Then it can be seen significance value (0.000) < significance level (0.05) so Ho is rejected. Furthermore, it can be concluded that there is relation among attractiveness toward Read activity (X₁) with psychomotor aspect (Y₃). By use Guilford criterion, correlation coefficient as much as 0.621 between criterions > 0.40 – 0.70 shown that relation among attractiveness toward Read activity (X₁) with psychomotor aspect are significant enough relation.

Table 30
Relation among do things related read activity (X₂) with cognitive aspect (Y₁)
Correlation

		Y
Spearman's rho x	Correlation	.418**
	coefficient	.012
	Sig. (2-tailed)	35
	N	

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

On table 30 can be seen correlation coefficient of Spearman's Rank (rs) as much as 0.418. Significance test result is obtained value of p-value (sig. (2-tailed) as much as 0.012 with $\alpha = 0.05$. Then it can be seen significance value (0.012) < significance level (0.05) so H_0 is rejected. Furthermore, it can be concluded that there is relation among attractiveness toward Read activity (X2) with cognitive aspect (Y1). By use Guilford criterion, correlation coefficient as much as 0.621 between criterions > 0.40 – 0.70 shown that relation among do things related read activity with cognitive aspect are significant enough relation.

Table 31
Relation among do things related read activity (X₂) with affective aspect (Y₂)
Correlation

		Y
Spearman's rho x	Correlation	.372**
	coefficient	.028
	Sig. (2-tailed)	35
	N	

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

On table 31 can be seen correlation coefficient of Spearman's Rank (rs) as much as 0.372. Significance test result is obtained value of p-value (sig. (2-tailed) as much as 0.028 with $\alpha = 0.05$. Then it can be seen significance value (0.028) < significance level (0.05) so H_0 is rejected. Furthermore, it can be concluded that there is Relation among do things related read activity (X2) with affective aspect (Y2). By use Guilford criterion, correlation coefficient as much as 0.372 between criterions > 0.20 – 0.40 shown that relation among do things related read activity with affective aspect are low relation but certain.

Table 32
Relation among do things related read activity with psychomotor aspect (Y₃)
Correlation

		Y
Spearman's rho x	Correlation	.407**
	coefficient	.015
	Sig. (2-tailed)	35
	N	

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

On table 32 can be seen correlation coefficient of Spearman's Rank (rs) as much as 0.407. Significance test result is obtained value of p-value (sig. (2-tailed) as much as 0.015 with $\alpha = 0.05$. Then it can be seen significance value (0.015) < significance level (0.05) so H_0 is rejected. Furthermore, it can be concluded that there is relation among attractiveness toward Read activity (X2) with psychomotor aspect (Y3). By use Guilford criterion, correlation coefficient as much as 0.407 between criterions > 0.40 – 0.70 shown that relation among do things related read activity with psychomotor aspect are significant enough relation. Based research result, then student read interest already in good category (57.1%). Also study performance in good category (48.6%). This is shown

that largely students have good read interest in IPS subject and have also good study performance. Based counting result is obtained result that significant correlation among student read interest with study performance. It is correlation as much as 0.485 with significant enough correlation category. Similarly with every sub variable has significant correlation that is attractiveness toward read activity with cognitive aspect (0.621), attractiveness toward read activity with affective aspect (0.513), attractiveness toward read activity with psychomotor aspect (0.552), do things related read activity with cognitive aspect (0.418), do things related read activity with affective aspect (0.372), do things related read activity with psychomotor aspect (0.407).

Conclusion

The research result has shown that student read interest grade IV SDN I pagerwangi Lembang is good enough. It is based student answer category counting result on read interest variable as much as 57.1%. While student study performance grade IV in IPS subject at SDN I pagerwangi Lembang is good enough. It is based student answer category counting result on study performance variable as much as 48.6%. so can be seen that there is significant correlation among read interest with student study performance on IPS subject grade IV SDN I pagerwangi Lembang. It is based counting result with significant value (0.003) < significance level (0.05) with correlation coefficient of Spearman Rank (rs) as much as 0.485 is significant enough relation. This research has recommended I order to teacher of IPS subject demanded to intensive their student to take whatever material of school subject task through learn media/facility or school library which attractive in order to student can be more interest so the read interest of IPS subject book can be more increase and eventually the national education goals is reached thoroughly.

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