

**THE CORRELATION BETWEEN STUDENTS' LANGUAGE
APTITUDE AND READING COMPREHENSION ABILITY AT
THE SECOND SEMESTER OF THE ELEVENTH GRADE AT
SMA NEGERI 1 WAY JEPARA IN ACADEMIC
YEAR OF 2022/2023**

A Thesis

Submitted as a Partial Fulfillment of the
Requirement for S1 Degree

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ABSTRACT

By:
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MLAT (Modern Language Aptitude Test) is a test to prediction the students' potential for learning foreign language. It refers to "the prediction of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time in under given condition. It usually used to teach reading comprehension. Reading comprehension is a skill to get specific information from the text. This research aimed to find out the correlation between modern language aptitude test and students' reading comprehension at the eleventh grade of SMAN 1 Way Jepara Lampung. The design of this research was Correlational Research. The population of the research was the second Semester students at eleventh grade which consisted of 345 students in 10 classes. The sample of this research was in 1 class only which consisted of 31 students. The technique for taking the sample used in this research was Cluster Random Sampling and the data were collected by the test of language aptitude and reading comprehension which consisted of 25 item for language aptitude and 25 items for reading comprehension after the validity of item tests. The researcher used SPSS 25.0 to analyze the data. Based on the data analysis, it was found that there was fair correlation between the students' modern language aptitude and the students' reading comprehension at the second semester at the eleventh grade of SMAN 1 Way Jepara Lampung Tengah in academic year 2023/2024. The correlation coefficient between the students' language aptitude and the students' reading comprehension in spoof text was 0.424. Based on this result it could be concluded that there was correlation between the students' modern language aptitude and the students' reading comprehension.

Keywords: Correlation Research, Modern Language Aptitude, Reading Comprehension.

ABSTRAK

MLAT (Modern Language Aptitude Test) adalah tes untuk memprediksi potensi siswa dalam mempelajari bahasa asing. Ini mengacu pada “prediksi seberapa baik, relatif terhadap individu lain, seseorang dapat belajar bahasa asing dalam waktu tertentu dalam kondisi tertentu. Biasanya digunakan untuk mengajarkan pemahaman membaca. Pemahaman membaca adalah keterampilan untuk mendapatkan informasi tertentu dari teks. Penelitian ini bertujuan untuk mengetahui hubungan antara tes bakat bahasa modern dengan pemahaman membaca siswa kelas XI SMAN 1 Way Jepara Lampung. Desain penelitian ini adalah Penelitian Korelasi. Populasi penelitian ini adalah siswa semester genap kelas sebelas yang terdiri dari 345 siswa yang tersebar di 10 kelas. Sampel penelitian ini hanya 1 kelas yang terdiri dari 31 siswa. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah Cluster Random Sampling dan pengumpulan data dilakukan dengan tes kemampuan bahasa dan pemahaman membaca yang terdiri dari 25 item untuk bakat bahasa dan 25 item untuk pemahaman bacaan setelah dilakukan uji validitas item. peneliti menggunakan SPSS 25.0 untuk menganalisis data. Berdasarkan analisis data, ditemukan bahwa terdapat hubungan yang cukup baik antara kemampuan bahasa modern siswa dan pemahaman membaca siswa pada semester kedua kelas sebelas SMAN 1 Way Jepara Lampung Tengah tahun ajaran 2023/2024. Koefisien korelasi antara bakat bahasa siswa dan pemahaman membaca siswa dalam teks spoof adalah 0,424. Berdasarkan hasil ini dapat disimpulkan bahwa ada korelasi antara kemampuan bahasa modern siswa dan pemahaman membaca siswa.

Kata Kunci: Penelitian Korelasi, Kemampuan Bahasa Modern, Pemahaman Membaca.

DECLARATION

The student's identity, the under signed below:

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and Reading Comprehension Ability.

I hereby declared that this the sisentitled "The Correlation between Language Aptitude Test and Reading Comprehension Ability" is fully my work. I'm fully aware that I have quoted some statements and ideas from various sources and they are propely acknowledged in this thesis.

Bandar Lampung, Juni 2023
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A research Thesis entitled: **THE CORRELATION BETWEEN STUDENT'S LANGUAGE APTITUDE AND READING COMPREHENSION AT THE SECOND GRADE OF SMA N 1 WAY JEPARA** by: **OLIVIA LIBERTI, NPM: 1811040182**, Study Program: **English Education**, was tested in the examination session held on: **Friday/ March 10th, 2023.**

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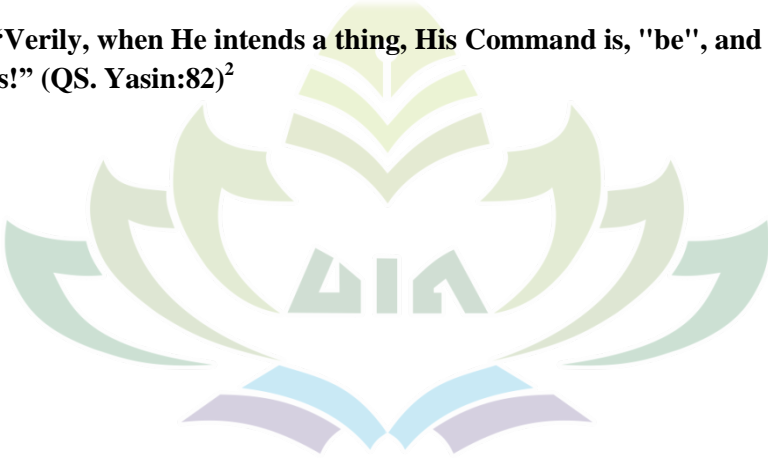
MOTTO

لَا الشَّمْسُ يَنْبَغِي لَهَا أَنْ تُدْرِكَ الْقَمَرَ وَلَا اللَّيْلُ سَابِقُ النَّهَارِ
وَكُلٌّ فِي فَلَكٍ يَسْبَحُونَ

“It is not possible for the sun to catch up with the moon and for the night not to precede the day. Each one circulates in its orbit.”
(QS. Yasin:40)¹

إِنَّمَا أَمْرُهُ إِذَا أَرَادَ شَيْئًا أَنْ يَقُولَ لَهُ كُنْ فَيَكُونُ

“Verily, when He intends a thing, His Command is, "be", and it is!” (QS. Yasin:82)²



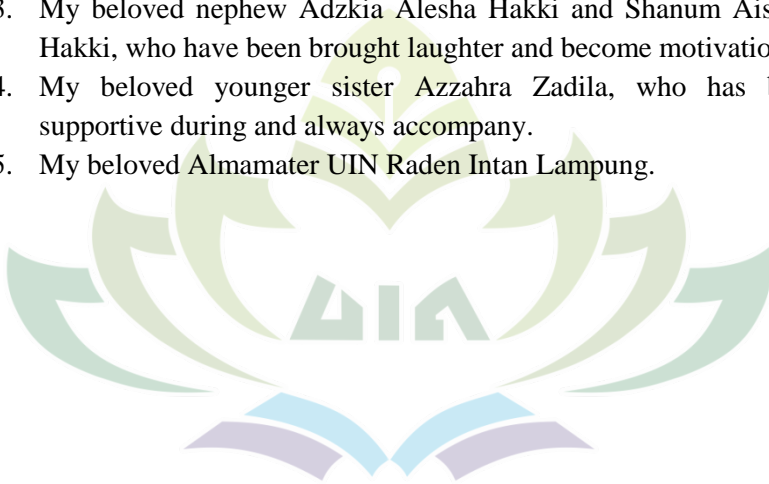
¹Abdulah Yusuf Ali, *The meaning Of The Noble Qur'an*, Holybooks, 2006, p.

²*Ibid*, p. 309

DEDICATION

I would like to dedicate this thesis to all my beloved people:

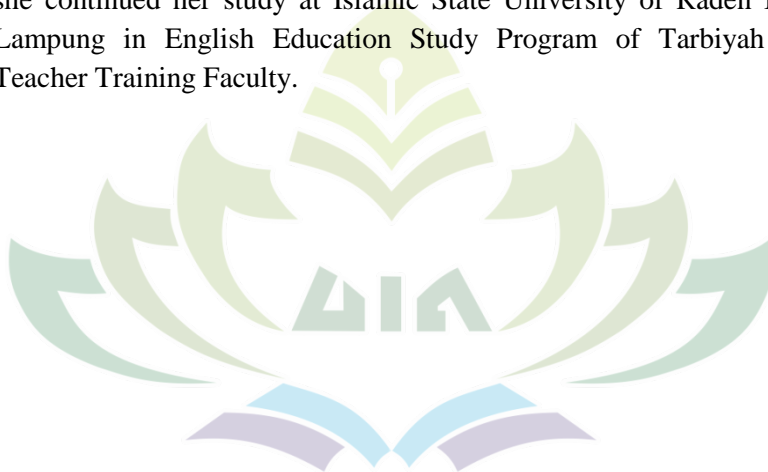
1. My beloved parents, Mr. Rohili Alm and Mrs. Rosmawati, who have educated and raised me with love and patience, as well as prayers and unending support so that I can work on this thesis smoothly and well.
2. My beloved sister Lidya Fitriyani, brother Roni Febri Kurniawan, Hafidz Hakki and younger brother Faridz Al-Azzam, thank you for your love and continued support, both spiritually and materially, and you are the biggest spirits in finishing this thesis.
3. My beloved nephew Adzkia Alesha Hakki and Shanum Aishwa Hakki, who have brought laughter and become motivation.
4. My beloved younger sister Azzahra Zadila, who has been supportive during and always accompany.
5. My beloved Almamater UIN Raden Intan Lampung.



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ACKNOWLEDGEMENT

Alhamdulillah. Thanks to Allah SWT, the almighty for the blessing mercy, and kindness. May sholawat and salam always be with the prophet Muhammad SAW which has brought us from the darkness to the lightness. This thesis entitled “The Correlation Between Language Aptitude Test and Reading Comprehension Ability ”is handed as acumpulsory fulfillment of the requirements for S-1

Degree of English Education Study Program atTarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

The writer is fully aware that she cannot complete this thesis without the assistance of many people. She has been thankful to a lot of people who has help, and pray infinishing this thesis. Therefore, she would to say thanks to them. They are follows:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty,Raden Intan Islamic State University Lampung with all staff, who has given the researcher an opportunity to study untill the end of this thesis composition.
2. Dr. M.Muhassin, M. Hum as the chairperson of English Education Study Program of Raden Intan Islamic State UniversityLampung.
3. Dr. Zulhanan, MA as the advisor who has patiently guided and helped the writer until the completion of this thesis as well.
4. Nurul Puspita, M. Pd as the co-advisor who has insightful ideas, time tocorrect this thesis, gives lot a suggestion and support for improvement of this thesis in order to a thesis as well.
5. All lectures of UIN Raden Intan Lampung especially in English Department who have taught the writer along her studyin UIN Raden Intan Lampung.
6. Suparwan, S.Pd M, Pd as the principal of SMAN 1 Way Jepara and all the teacher and staff who have helped the writer in collecting data.

7. Nurmalasari, S. Pd as English teacher of the curriculum at SMAN 1 Way Jepara who has given the guidance spirit on conducting this research.
8. My Besties Desliyona, and Aprilia who always give me spirit and support.
9. All friends A class thanks for help and motivation.
10. Last but not least, I wanna thank me for keep struggling and never give up. Thank you for being so strong and transparent, the world sees you even when you feel invisible. I wanna thank me for believing me and I am so proud to know that you have grown to acknowledge your.

Finally, nothing is perfect neither this thesis. The researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the reader to enhance the quality of this thesis.



Bandar Lampung, 2023
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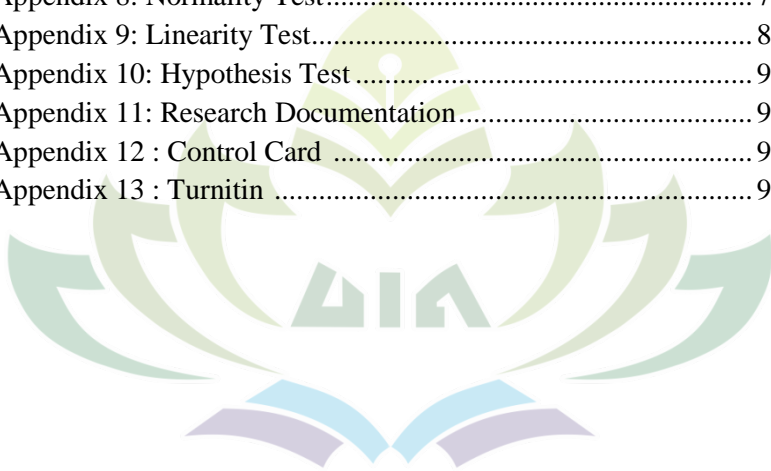
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CHAPTER 1

INTRODUCTION

A. Title Affirmation

As a step to understand this title, the researcher needs to give a little explanation about how the title is. Some of the important terms used in this study are defined to avoid ambiguity and to clarify them.

1. Reading Comprehension

Reading is the interaction between the reader and the writer. Reading is about understanding written text, for example novel, fiction and many more. Furthermore, comprehension is relating to the readers do not know or they get some new information. So, the point of reading comprehension is understanding. A person can read but it does not mean he understand what he reads. Reading comprehension is understanding what the writer's mind in interactions between the writer and the reader though the text.¹

2. Language Aptitude

Language aptitude refers to the potential's students to learn language. Language aptitude consists of relatively stable factors within an individual that promotes successful language learning. These include to helping the learners identify the preferences for learning language.²

3. (Language aptitude)

(Language aptitude) is to prediction a students' success in learning foreign language. (Language aptitude) is a test to prediction the students' potential for learning foreign

¹Nuttal, C. *Teaching Reading Skills in a Foreign Language; New Edition*. (Heinemann: Halley Court, Jordan Hill, Oxford OX2 8EJ, 2000), p. 2.

²Betty Lou Leaver et al, *Achieving Success in Second Language Acquisition*,(USA:Cambridge University Press, 2005), p. 56.

language. It refers to “the prediction of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time in under given condition.”³

B. Background of The Problem

Language aptitude is described as a theoretical construct that is operationalized in the form of a test to predict the phenomena which feature second language acquisition as well as the extent to which successful acquisition will result.⁴ Language Aptitude is measurable, it most similar to height, working-memory capacity, and intelligence quotient.

According to Dörnyei Language aptitude is described as a complex of basic requisite abilities that make foreign language learning easier. It includes distinguishing sounds and making associations between them and written symbols and identifying the regularities in the grammatical system of a language.⁵ Language aptitude is an umbrella-term for a collection of particular cognitive abilities and skills, for example phonological coding/decoding or working memory which are well above the skills typically measured to recognize linguistic aptitude.

Language aptitude refers to the specific ability for language learning which learners are hypothesized to possess. It is hypothesized that this capability is dependent on some characteristics of the language learners. Although it is commonly accepted that the best language learners are privileged by a specific knack for languages, which, compared to the others, helps them in learning languages more quickly.⁶ It is the term more

³Carroll, J. B., & Sapon, S. M. (*Language aptitude - Elementary*: -E. (Rockville, MD: *Second Language Testing Foundation*, 2002), p. 72.

⁴ Jordan, G, *Theory construction and second language acquisition*. Amsterdam, (Netherlands: John Benjamins, 2004), p.84

⁵ Dörnyei, Z, *The psychology of the language learner: Individual differences in second language acquisition*, (Mahwah, NJ: Lawrence Erlbaum, 2005), p.24

⁶ Cook, V, *Second language learning and language teaching (3rd ed.)*, (New York: Arnold, 2001), p.124

common in an academic context. The distinguished between the broad term knack and aptitude stating that the latter usually refers to differences in language learning and that aptitude has almost invariably been used in connection with students in classrooms whereas knack is a term used to refer to real-life contexts.

In learning English, there are four skills that should be mastered by the students. Those are listening, speaking, writing and reading. Reading comprehension is the important skill which must be learned and mastered by everyone. It enables students to open up wide world and comprehend any kind of texts. It is a must for students to master reading, because without mastering reading the students will get difficulties in comprehend any written texts.

Reading comprehension is the process of understanding something. In case of education, it is for understanding the text or passage. This skill should be mastered by the students in order to make them easier in comprehension something matter or some information. Reading Comprehension is a process in which readers make meaning by interacting with text. Comprehension is a very complex process which involves cognitive activities like summarizing, predicting, evaluating, synthesizing, etc.⁷ Nowadays most of all things are in written form, therefore someone needs an ability of reading to get the information.

Reading comprehension is deeper than just reading, so that the teacher should give more effort to the process of teaching and learning. There must be an activity of recognizing vocabularies and sentences meaning, the main idea, etc. These activities affect to the students' ability in learning reading. Generally, there are some problems that happens in the reading classroom such as; the students' have difficulties to know or identify the content of text,

⁷ Joderic C. Navarrete, *Reading Comprehension: Theories and Strategies Toward an Effective Reading Instruction*, (Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) DOI: 10.7176/JEP Vol.10, No.13, 2019).

they often hard to conclude the text in form of short explanation, and more similar problems.

Reading is a skill that could add someone's knowledge, because the more someone is reading, the more he/she could add the information or update the new information around worldwide. Comprehension involves thinking" and "as there are various levels in the hierarchy of thinking, so are their various levels of comprehension.⁸Reading considers as one of the basic ways of acquiring information in academic setting in particular. It can be assumed that the person who is not able to read well, they will face some difficulties in delivering ideas or arguing towards something, especially in what regards to the educational terms.

Comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning the text well the students can get new information. In other words, they learn new knowledge that is studying.

The process of learning reading could be separated from the collaboration between teacher and students. Both of them need to collaborate well each other in order to make the material clear and would not leave the confusedness. Teaching reading is not only about how to teach the students to read a text or passage but also teach them how to recognize all vocabularies and sentences meaning in a reading text. The context of reading must be understood by the students, because different context could deliver different meaning of sentences. The students would not comprehend the text well of they could not comprehend the context.

In the area of science, research indicates that many students lack prior knowledge and reading strategies to generate inferences, thus, the students comprehend texts poorly. It is also found that students lack the specific reading strategies to generate

⁸ Zentall, S.S., & Lee, J, A reading motivation intervention with differential outcomes or students at risk for reading disabilities, ADHD, and typical comparisons: "Clever is and clever does", Learning Disability Quarterly, 2013 35(4), 248-259.

inferences that aid in understanding of texts. Reading comprehension means how the students find the information from the text. Whenever students just read loudly but cannot understand the content of the text, it means they are failed.⁹

Davoudi and Yousefi have listed a number of EFL learners' reading difficulties and problems such as deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge and also poor reading strategies which is in fact very important to reduce the difficulties.¹⁰ The readers must be able to comprehend the meaning of printed words. The main goal of learning reading comprehension is to make students understand the idea and the meaning of the passage.

The general problem that often faced by the students in learning reading are cannot identify detail information in the text. They might know the content of the text, but they probably have difficulties to talk about detail information in the text such as recognizing unfamiliar words, supporting idea like where, when, how, etc. The students are also seldom to make mistake in reading aloud, especially to pronounce the words correctly. These problems could have effect to the students understanding about the text. The more they do not recognize words, the little comprehension they could get from the text.

to an entire reading selection. In teaching reading, most of teachers emphasize on explanation and definition of text, then they ask students to do exercise by answering questions based on the text given. There is a lack of guidance to comprehend text, while the idea of reading comprehension is getting the idea of the reading text.¹¹ Therefore, the crucial thing of teaching reading is

⁹Best, R. M., Rowe, M., Ozuru, Y., & McNamara, D. S, Deep-level comprehension of science texts the role of the reader and the text. *Topics in Language Disorders*, 2005, 25(1), 65-83. <https://doi.org/10.1097/00011363-200501000-00007>.

¹⁰ Davoudi, M., & Yousefi, D, *Comprehension Breakdown: A Review of Research on EFL Learners' Reading Difficulty and Problems*, (International Journal of Language and Applied Linguistics, 2015), 1, 58-72.

¹¹*Ibid.*

leading the students to engage their mind in the text. Then, by comprehending

Therefore, the students need to be taught by using appropriate way. One way of teaching that could increase the students' reading comprehension is (Language aptitude). It is where the students would be taught how to comprehend the text as detail and understand the words in the text. Through (Language aptitude) the students could memorize what they have learned last longer. It relates to the theory stated by Suzuki and Wendy that associative memory is the ability to learn and remember the relationship between unrelated items such as the name of someone we have just met or the aroma of a particular perfume. For example, there is novel information tell about the new people meet in the restaurant, someday we learn and remember a myriad of new information from the names of new people we meet to the best dish to order in restaurant to the location of new bike path. This process called consolidation, eventually stored in long-term memory. The structures of medial temporal for the ability to acquire new long-term memories.¹² This memory called declarative memory in human. Association memory tell about the capacity of people that remember something. If the students could memorize the information they have learned, then when they read new information, they could understand it faster.

The problems in reading are also faced by the students at SMANegeri 1 Way Jepara such as hard to find meaning of unfamiliar words, hard to pronounce the words well, hard to comprehend detail information. The researcher got this information from Interview with English teacher at this school, especially at the eleventh grade. The teacher said that the problem in reading at the eleventh grade was about pronouncing the words correctly and recognizing unfamiliar words, it has an effect to the student's reading comprehension. There was no detailed score of students' reading achievement because the teacher did not give it

¹²Suzuki, W. A, Associative learning and the hippocampus. *Psychological Science Agenda*, 19(2), 2005.

to the researcher. So, in this case the researcher just asked some questions to the teacher related to the use of (language aptitude) in teaching learning reading comprehension.

First previous research conducted by Ledda Rista. Ledda Rista aim to know the correlation between language aptitude and English achievement in learning English. In short, the result of this research shows there is significantly language aptitude and english achievement. The better the students' language aptitude, the better their English achievement and vice versa.

Furthermore, the second previous research was done by Peter Robinson, it was focused on aptitude has relation with SLA (Second Language Acquisition). In his study, he correlated aptitude with SLA (Second Language Acquisition). As the result, he found that aptitude has relation with SLA (Second Language Acquisition) by using some theoritical models of aptitude. ¹³

Regarding with the previous research above, the researcher takes a research about the correlation between language aptitude towards reading comprehension. Meanwhile, the first research focused to find out the correlation between language aptitude and English achievement. The second research focused to find out relation between aptitude and SLA (Second Language Aptitude). But in this research, the researcher will focus to find out the correlation between language aptitude test and reading comprehension. The purpose of the research is to find the correlation between language aptitude toward reading comprehension. Therefore, this research entitled "The Correlation between Students' Language Aptitude and Reading Comprehension Ability at the Second Semester of the Eleventh Grade at SMA Negeri 1 Way Jepara in academic year of 2021/2022".

¹³*Ibid.*

C. Identification of the Problem

Based on the background of problem above, the researcher identified some problems as follows:

1. The students find some difficulties of the reading comprehension.
2. The students find it hard to identify detail information in the text.
3. The students have difficulties to comprehend the text faster.
4. The students have difficulties to understand unfamiliar word in the text.
5. The students have difficulties to pronounce the words correctly.

D. Limitation of the Problem

This research focused on the correlation between students' language aptitude and reading comprehension ability at the second semester of the eleventh grade at SMANegeri 1 Way Jepara in academic year of 2021/2022

E. Formulation of the Problem

Based on the identification and limitation of the problem, formulation of the problem as follows: "is there any correlation between students' language aptitude and reading comprehension ability at the second semester of the eleventh grade at SMA Negeri 1 Way Jepara in academic year of 2021/2022?"

F. Objectives of the Research

In view of research questions above, the objective of the research was to know whether there is correlation language aptitude towards reading comprehension at the second semester of the

eleventh grade at SMA Negeri 1 Way Jepara in academic year of 2021/2022.

G. Significant of the Research

This research was about finding out for there were or not correlation between students' language aptitude and reading comprehension ability at the second semester of the eleventh grade at SMA Negeri 1 Way Jepara in academic year of 2021/2022".Theoretically, this research is expected to give contribution and also to verify the theories dealing with theories about language aptitude test in the students' reading comprehension ability. Practically, the result of this research hopefully can be used as reference, information or consideration for teacher to understand learners type in learning language, especially in reading.

The significances of the research are:

1. For the students

1. The students are suggested to learn about language aptitude with deeper understanding because language aptitude is quite difficult to understand.
2. The students need to understand each aspect of language aptitude such as spelling clue, number learning, word in sentence, etc.

2. For the teacher

1. The teacher is suggested to teach the aspect of language aptitude one by one, so that the students could understand the aspects clearly.
2. The teacher is suggested to give more explanation and example about language aptitude that relates to some texts.

3. For the school

1. The school is suggested to make the facility of learning available for the students and teacher for example the books in library, projector in the classroom, etc, so that the process of teaching learning could run well.
2. The school is suggested to make space outside the classroom for learning, so that the students could have much inspirations.

H. Relevant Research

The first study was undertaken by Syafi'i, a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. As the matter of fact, there are a lot of previous researches regarding the language aptitude and students' learning achievement. One of them was conducted by Lambert W.E entitled "Language Aptitude, Intelligence, and Second-Language Achievement".¹⁴ In his research, he found that the measures of intelligence are relatively independent of both language aptitude and second-language achievement, moreover, that different second-language skills are related to different abilities. By conducting research on 96 high school students, he found that the factors included in language aptitude correlated to second language achievement were dependent upon different abilities. Meaning that, the language aptitude determines the achievement of second-language acquisition, related to intelligence aspects.

The second study by Mardiah conducted research entitled "The Relationship of Students' Learning Habit to Their Achievement in Learning English at the Second Year of Junior High School 020

¹⁴Gardner, Robert C., and Wallace E. Lambert. "Language aptitude, intelligence, and second-language achievement." *Journal of Educational Psychology* 56.4 (1965): 191.

Pekanbaru”.¹⁵ In her quantitative research, she focused her research on the relationship between learning habit and learning achievement of the students. In her research, she found out that the result of students’ learning habit was 2.99 which were categorized as ‘average’. For the other research variables, she found out that the students’ learning achievement result was around 68 that their learning achievement was categorized as ‘enough’. Furthermore, she also found out that the students’ learning habit was significantly correlated with the students’ learning achievement in English subject. Based on her research conclusion, she suggested to the students in Junior High School 020 Pekanbaru should improve their learning habit especially in making schedule at home or at school, she also suggested to the teacher of English to be able to increase the students’ learning achievement by asking the students to have good learning habit. The researcher finds the similarity to her research with Lambert in terms of language aptitude and learning achievement in English with Mardiah. But, her research does not exactly the same as previous research because she only focuses on correlation between language aptitude and students’ English learning achievement.

The third study by Claudia Soledad who led research about analysis of aptitude and motivation in English L2 learning.¹⁶ She expresses that the research set inside the setting of individual contrasts and their impact in language learning. Two of individual contrasts have regularly discovered to be the most grounded predictors of unfamiliar or second language learning achievement. The examination not just distinguishing the connection among language aptitude, motivation and achievement especially in foreign language learning. As the outcome, the exploration with respect to the connection among aptitude, motivation and achievement in foreign language.

¹⁵Mardiah, The Relationship of Students’ Learning Habit to Their Achievement in Learning English at the Second Year of Junior High School 020 Pekanbaru, Students’ thesis, 2011

¹⁶Mansilla Ojeda, Claudia. "Analysis of aptitude and motivation in English L2 learning." (2017).

From statement above, it can be assumed that language aptitude has relation with English achievement and motivation. In this research, we concern with the relation between language aptitude test in reading comprehension, is there any significant influence and how much the influence between language aptitude in reading comprehension.

I. Systematics of the Research

To provide a systematic and easy-to-understand description, this proposal is structured with a systematic discussion as follows:

1. Chapter I Introduction, consists of title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevant study, research method including population, sample and sampling technique, research variable, operational definition of variables, research instrument, data collecting technique and systematic of the research.
2. Chapter II Review of Literature, consists of the frame of theories involve concept of language aptitude, the language aptitude testing, theories of language aptitude, component of language aptitude, the nature of language aptitude, definition of reading and reading comprehension, the importance of reading, reading aspects, and the purpose of reading.
3. Chapter III Presentation of Research Fact and Data, consists of general description of the object and the presentation of facts and data needed during research including the criteria for evaluating students' reading, validity and reliability of the Instrument.
4. Chapter IV Research Finding and Discussion.
5. Chapter V Conclusion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher described some theories related to the title of research. They are; language aptitude test, modern language aptitude test, component of language aptitude test, reading comprehension, teaching and learning reading, component of teaching reading, principles of teaching reading, the relation between language aptitude test and reading comprehension, and hypothesis.

A. Language Aptitude

In general definition of language aptitude is the ability to learn foreign language. Language aptitude is how someone's capacity to learning foreign language. In fact that all researchers agree that language aptitude is the capacity to learning foreign language, the variety of the components of the people's capacity to learn.¹⁷ In the other hand, according to Dörnyei aptitude is a general ability that facilitates learning. It is the capacity as an aspect of learning.¹⁸ Beside that, Grigorenko, Sternberg and Ehrman assign that language aptitude in terms of the ability to deal with novelty in foreign language learning.¹⁹ In view of the announcement above, language aptitude refers to focus on the potential's students to learning foreign language.

The role of language aptitude in predicting success in the framework of focus-on-form foreign language instruction, and the stability of language aptitude and phonological short-term

¹⁷Merriam-webster.com, Definition of Language Aptitude, 2020, Merriam-webster. Available on [Learnersdictionary.com/definition/aptitude](https://www.learnersdictionary.com/definition/aptitude). Accessed on June, 20 2022.

¹⁸Dörnyei, Z, Researching motivation: From integrativeness to the ideal L2 self. *Introducing applied linguistics: Concepts and skills*, 2010, 3(5), 74-83.

¹⁹Grigorenko, E.L., Sternberg, R.J., & Ehrman, M.E, A Theory based Approach to the Measurement of Foreign Language Learning Ability: The Canal FT Theory and Test, *The Modern Language Journal*, 2010, 84, 390-405.

memory in the course of language learning.²⁰ It means that in the context of focus-on-form foreign language training, the function of language aptitude in predicting success and the stability of language aptitude and phonological short-term memory during language learning are discussed.

Language aptitude in the modern era witnessed its characterized by the development and use of several language aptitude tests that are still prevailing today.²¹ Among these, the influence of the pioneering work from the American educational psychologist John Carroll was particularly profound and far-reaching. Language aptitude refers to an individual's initial state of readiness and capacity for learning a foreign language given sufficient time and motivation.²² It means that an individual's initial level of preparation and potential for learning a foreign language, given enough time and effort, is referred to as language aptitude.

B. Reading

1. The Definition of Reading

Reading is the most useful ability for everyone, from reading we can find messages or information in it. Reading ability is more important than speaking and writing. in language lessons or reading a language is one of the most important skills because it can help a person learn a new language. Carnie states, reading is defined as getting information from texts and interpretations. In other words, Carnie said that reading is the ability to get information from

²⁰Sáfár, Anna, and Judit Kormos. "Revisiting problems with foreign language aptitude." (2008): 113-136.

²¹Spolsky, B, *Prognostication and language aptitude testing*, *Language Testing*, 2005, 12, 321– 340.

²²Stansfield, C. W., & Reed, D. J, The story behind the Modern Language Aptitude Test: An interview with John B. Carroll (1916-2003). *Language Assessment Quarterly: An International Journal*, 2004, 1, 43-56

text.²³ According to Burns, reading is a way of sharing insights, joys, sorrows, or other people's creative efforts.²⁴ So the ability to read can help a person in seeking profit, discovering unvisited places, and also to avoid disaster. Furthermore, according to Clark et. al defines reading as an active process, mainly cognitive interacting with print or monitoring comprehension to construct meaning which means that the brain does most of the work.²⁵ From the opinion of Clark et. al can be concluded that reading is the process of finding meaning or meaning in the text. when someone reads it means he is trying to understand the meaning in the text.

There are important learning principles to be applied in the mastery of students' reading skills. such as the principles applied in reading by Shepherd, namely²⁶: (1) Reading requires purpose and motivation (interests, needs), (2) Reading requires meaning for the learner, (3) Teachers must bring a lot of background information to each reading assignment, (4) Reading is an active process that demands active learners in learning to read, (5) Reading skills need habit formation, (6) Knowledge of important syntactic and vocabulary structures, (7) Reading requires practice time on assignments, (8) Good attitude important for effective reading, (9) Reading ability is different for every student, And (10) The reason reading is important to be an effective reader. These learning principles are very important to be applied to students so that students' mastery of reading skills becomes more efficient and effective.

²³Carnie, "Instruction Reading", (Columbus Ohio: Meril Publishing Company 1990), p. 30.

²⁴Burns (et. al). Teaching Reading in Today's Elementary School (3rd edition), (New York: Longman 1994), p. 3

²⁵Edithia Gloria Simanjuntak. "Developing Reading Skills for EFL Students". (Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan 1998), p.15

²⁶Ibid, p.18.

There are many different purposes of reading, such as people who just want to read for pleasure, people who read to find information or study material, and people who read to find out the direction set. Of course, reading a novel seems to be different when reading a science book. The reader's purpose determines the way he determines a passage and what comprehension skills he uses. Because, according to Hennings, what readers get from reading also depends on what they bring into the reading of choice and the purpose of reading it.²⁷ On the other hand, it is explained that the purpose of reading can affect the skills used or needed, and also the skills not only to learn knowledge, but also to be able to process information.

2. The Definition of Comprehension

In reading comprehension is something that is very important in the reading process, understanding is the level of a person's ability to understand the meaning or concept after reading. Students really need this ability because it helps students understand concepts presented in written or printed form, use what they read for a relevant purpose, think about material, and read. Comprehension is a process in which one understands the meaning of written or spoken language.²⁸ It means that one can understand a meaning in written form or listen intently.

Comprehension is the relationship between the elements of reading skills, namely competence, reading techniques, and good understanding.²⁹ This means that it depends on several cognitive processes, including word recognition, decoding and knowledge. Understanding is a different thing for each person,

²⁷Dorothy Frant Hennings, "Reading with Meaning, (Edinburg: Education Limited 2003), p.2.

²⁸Jack Richards, John Platt, and Heidi Weber. "Longman Dictionary of Applied Linguistics". Harlow, Essex, (England: Longman 1998), p.558.

²⁹Sukirah Kustaryo. "Reading Technique for College Students". (Jakarta: Publication Ltd 2000), P.67

indeed understanding is not a unified phenomenon but rather a skill and activity. Comprehension is also the main goal of the reader to know the material or content in the printed material itself. If it is understood, it means that the reader has achieved the purpose of reading.

3. The Definition of Reading Comprehension

Reading comprehension is a reading activity or activity in which the reader builds an understanding of a text. so that the reader not only reads well and correctly but also builds understanding of a text so that the reader can interpret the text that has been read in his own language, or opinion. From this statement, understanding is the most important thing when reading, because understanding the text is the ultimate goal of reading. According to Grabe and Stoller, reading comprehension is the ability to understand or obtain information from a text.³⁰ Then, according to Brown reading comprehension is the basic problem to develop a good, appropriate, and effective comprehension strategy³¹. This means that understanding is the ability to get information or understand a text to get information. From this statement, reading comprehension is an ability to get information or understand with a meaning that exists or is contained in a reading text or a paragraph to be able to answer a question related to the main idea, supporting idea, detail, and vocabulary in context. There are several aspects of Brown's language assessment theory that we must know in reading comprehension, namely:

a. Main Idea

The main idea is the most important thing from a reading text or a paragraph because if the reader does not know

³⁰Grabe William, and Fredricka L Stoller, "Teaching and Researching Reading". (New York: Longman 2002), p. 7

³¹ H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p.306

the main idea, it means that the reader does not understand the content of a reading. According to Alexander et.al, the main idea is a main idea that the author wants the reader to know and understand about the content of the topic.³²

b. Inference (implied detail)

Inference is a question to guess something indirectly stated in the text. According to Hatch, inference questions are questions that ask for information that is implied in the passage rather than stated directly.³³

c. Expression/idiom/phrase in context

The question of expression/idiom/phrase that is in the context is a general phrase or word that has a culturally understandable meaning or meaning that differs from what is suggested by the denotation of the compound word³⁴. in other words, a passage that has multi-meaning and special words, so that the reader can identify which meaning is obtained from the information.

d. Grammatical Features (reference)

According to Dummet, reference is a relationship obtained from expressions and expressions used by speakers to talk about information³⁵. meaning that the reference is the relationship of an object to connect it with other objects where there is one object that acts as an object to connect it.

³²sandralunamccone, vi cain alexander, and e. donicemccone, cliffs notes praxis ii, (canada: wilcy publishing, 2009), p. 12.

³³lisazimmer hatch, scott hatch, amy hackney blackwell, *lsat for dummies*, (london: wileypublisher, 2004), p. 27.

³⁴english-language idioms, https://en.wikipedia.org/wiki/english-language_idioms.accessed on tuesday march 20th, 2018 7 p.m.

³⁵michealdummett, *philosophy of language*, (new york: harper and row publisher, 1973),p. 204.

e. Detail (scanning for a specifically stated detail)

This skill is often called scanning, in contrast to reading for the core, reading details to find out specific details³⁶. which means the reader must read with comprehension to get the gist of reading the details in the text.

f. Excluding fact not written

is not meant in facts and is not a written question asking for information in a text that does not explain directly.

g. Supporting idea

Supporting idea is a description to describe or underline the main idea to provide strong evidence or meaning in a text³⁷. meaning that supporting ideas are things that can clarify the main ideas in the reading text.

h. Vocabulary in context

Vocabulary questions in context are questions that ask the meaning of a vocabulary used in reading³⁸. which means is a question that asks a meaning of the vocabulary.

Furthermore, Goodman states that reading comprehension is an interaction between mind and language.³⁹ meaning, from reading we can generate thoughts, and then we think, then we can get questions to ask someone. There is an important factor that influences understanding, namely the importance of the background of the reader's experience. The following factors, among others, affect the understanding of written material Otto⁴⁰: (1) The development of spoken language is related to objects, experiences, and real images.

³⁶Jeremy harmer, *the practice of english language teaching* (3rd ed), (Washington, D.C.:longman, 2001), p. 215.

³⁷sandalunamccune, et. al. op.cit. p. 13.

³⁸H. douglas brown, *language assessment: principle and classroom practice*,(Washington, D.C. : pearson education, 2004), p. 206.

³⁹Otto, Wayne, “ How to Teach Reading”. (Philippines: Addison-Wesley Publishing Company, Inc1997). p. 70

⁴⁰*Ibid.* p. 76

(2) The ability to listen with understanding of the story that is read. (3) Direct experience with people, objects, and places. (4) Continuous development of the syntactic and semantic features of our language. And (5) the development of spoken language, the syntactic and semantic characteristics of our language.

Based on the explanation above, it can be concluded that reading comprehension is the reader trying to understand the content of the text, while reading is to get an information or purpose in the text.

4. Type of Reading

Based on the purpose of reading, reading is divided into two reading activities, namely:

a. Intensive Reading

One of the reading activities is done seriously to be able to understand the contents of the reading. In Intensive Reading usually read shorter texts. The purpose of intensive reading itself is not only to obtain information but also to determine a subject from the reading text so that it can or cannot be used as discussion material. According to Mikulecky and Jeffries, the term intensive reading refers to a detailed focus on the construction of reading texts that occurs usually not always in class.⁴¹ if we do intensive reading then we can get benefits such as we can know the contents of a text properly, know the background of writing the text clearly, and we can have a longer memory about the contents of the text.

b. Extensive Reading

Reading activities that involve students reading texts for fun or to practice reading skills. such as reading story

⁴¹Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*. (united State of America Pearson Logman.2000)p. 3

books, knowledge books, magazines, and newspapers. Nation explains Extensive reading is reading that focuses on the meaning and development of fluency of this course, depending on the level of books read by students.⁴² the benefits of extensive reading are that we can become good readers, have a lot of motivation from reading have good comprehension, and can improve our writing skills.

c. Reading for pleasure

Reading for pleasure is the reader reading the text that he wants or likes. This activity can make the reader enjoy the reading in the text.⁴³

C. Announcement text

1. Definition of Announcement

One of short functional texts that students should master is announcement text. Based on the Oxford dictionary, announcement is:

- i. a statement in spoken or written form that makes something known publicly,
- ii. the action of announcing something.

Mustriana and Kurniawati in Ratna state that “an announcement is something said, written or printed to make known what has happened or what will happen. In writing an announcement, include the title/type of event, date/time, place, and who to contact”.⁴⁴ Bailey and Walker mention some important things about a

⁴²I.S.P.Nation, teaching ES/EFL Reading and Writing, (New York: Taylor and France Group,2009).p.50

⁴³Terms. Reading for Meaning Material for Bahasa Inggris MKU, Hasnuddin university(Makassar 2010).p.17

⁴⁴Ratna, Nyoman Kutha, *Teori, Metode dan Teknik Penelitian Sastra*, (Yogyakarta: Pustaka Pelajar, 2014), p.5

good announcement. “An announcement should include what, when, where, and who. Often it includes why and how. An announcement should be brief.”⁴⁵ Every announcement, whether it is spoken or written, should answer five questions. The five questions are as follows:

1. Who is giving the program or exhibit?
2. What kind of program or exhibit is it?
3. When will it be held?
4. Where will it be held?
5. Who is invited to come?

Announcement is a statement in spoken or written form that makes something known publicly. It could be kind of information or news. An announcement should be brief but it is clear and interesting. A good announcement should answer what, when, where, and who. Often it includes why and how. The examples of announcement are announcement about giving the news of a birth, a wedding, or other events. Text announcement is a noticed writing addressed to the general public / specific group that contains the information or news notifications.

1. The purpose of Announcement are:
 1. This text serves convey certain information to the public
 2. To information us what has happened or what will happen
2. Indicators of Announcement Text
 3. Writer : the text that contains name of the person who will becontacted

⁴⁵Bailey and Walker, *The Learning Factory*, (America: Univ. Press of America Inc, 1956)

4. Content : the text what event will be held
5. Time (Including date and day) : the text that contains when the event will be held
6. Place : the text that contains where the event will be held
7. Receiver : to whom the announcement is informed
3. Language features of announcement text:
 8. Using simple present tense and simple future tense
 9. Directed for general
 10. Using imperative sentences

2. Types of Announcement

There are many kinds of Announcement that should be taught for the students at Junior High School. This text is based on the school curriculum, they are:

a. Personnel Announcements

Personnel Announcements can be simple and brief (as brief as 2-3 paragraphs) and should always focus on the person – not the organization or the official (s) making the announcement. Use the person's professional name and exact title and include the limited personal information relevant to the job. This is compile information for the release by asking the individual to supply a current resume. Most personnel announcement feature a single person.

b. Event Announcement

Organizations conduct meetings, seminars, clinics, healthy screenings, concerts, exhibitions, rallies and many other activities as part of their routine operations.

Pre- event announcement releases should be distributed to local media at least two weeks in advance. Large regional or national events announced 2-3 months in advance are often promoted by issuing a series of supplemental announcement that contain additional important details not announced previously. Releases about fundraising events should stress the societal benefits of the activity.

c. Speeches and Presentation Announcement

Speeches are a specific type of event that can be especially useful because the speaker usually articulates key message important to an organization or cause in a legitimate news setting that is often held under the auspices of an outside organization. Advance announcement about a speech should include the name, position and affiliation of the speaker, title or topic of the speech, location, time, date, place and information addition.

d. Product Announcement

New product announcement can include pre-announcement about plans to market a product available (soft launch) or news releases announcing a product's availability (hard launch). Following a successful product introduction, marketers often strive to issue a series of product.

e. Awards and Honors Announcement

Awards received and awards presented routinely generate positive media exposure. Releases announcing awards received should focus on the award including the exact name of the award, a brief description of the award's purpose and the reason that the award's presenter. When announcing the presentation of the awards, always focus on the recipients, not the client presenting them. Based on the types of announcement text above, I choose the

Event announcement because in my research focus towards announcement of events organization.

D. Hypothesis

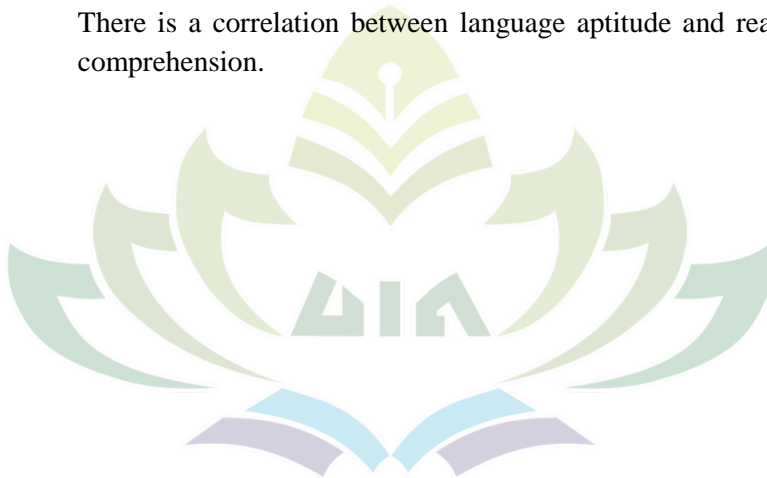
The statistical hypothesis of this research as follows:

1. Null Hypothesis (H_0)

There is no correlation between language aptitude and reading comprehension.

2. Alternative Hypothesis (H_a)

There is a correlation between language aptitude and reading comprehension.



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