

# THE CORRELATION BETWEEN STUDENTS' READING INTEREST AND STUDENTS' READING COMPREHENSION

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## Abstract

Penelitian ini bertujuan untuk menginvestigasi hubungan antara minat baca siswa dengan pemahaman membaca siswa. Penelitian ini merupakan penelitian kuantitatif. Sampel dalam penelitian ini sebanyak 30 siswa pada tahun ke dua di SMAN 1 Punggur. Teknik pengumpulan data yang digunakan adalah kuesioner dan tes membaca. Desain penelitian adalah *ex post facto design*. Hasil penelitian menunjukkan bahwa nilai korelasi antara kedua variable adalah 0.673 dan nilai pengaruhnya adalah 0.434. Hal itu terlihat ketika minat baca siswa tinggi maka nilai tes membaca mereka tinggi. Berdasarkan pada hasil penelitian dapat disimpulkan bahwa ada hubungan antara minat baca siswa dan pemahaman membaca mereka. Dengan mempunyai minat baca tinggi, maka siswa akan lebih baik memahami bacaan daripada mereka yang mempunyai minat baca rendah.

The objective of this research was to investigate the relationship between students' reading interest and students' reading comprehension. This research was a quantitative research. The sample of the research consisted of thirty students of second grade at SMAN 1 Punggur. The data collecting technique that used were questionnaire and reading test. The design of the research was *ex post facto design*. The results of this research showed that the coefficient correlation was 0.673 and the coefficient influences value of both variables was 0.434. It was shown when the students got high score in interest score; they also got high score for their reading comprehension. Based on the results of the research it could be concluded that there was correlation between students' reading interest and their reading comprehension. By having high reading interest, students were able to read better than those who have low interest.

**Keywords:** reading comprehension, reading interest, correlation.

## **INTRODUCTION**

In 2006 Senior High School Curriculum (KTSP), there are four language skills in language learning, i.e., listening, speaking, reading and writing. Reading is one of language skills that plays important roles in many aspects of life. Since much of information or literature is still written in English so that reading skill is very important and it is needed in comprehending the texts. It is not only important to those who are studying in school or college, but also for people who are not studying there anymore. It is more than just assigning foreign language sounds to written words. It requires the comprehension of what is written in the text as a process to gain information. So, mastering reading skill becomes a must for all of the students who are studying English as a foreign language.

In reality during pre observation, most of the students of SMAN 1 Punggur have problems in reading. They were not able to perform their English subject well. Most of them got low mark in comprehending a text. They failed to comprehend the reading text well that was indicated with the fact that they did not pass the standard quality of the school (KKM). There are some factors affecting this condition as Purwanto (1986) said, there are some factors that can influence learning achievement i.e.:

1. Internal factor that is the factor which comes from the students' inherent condition for instance: interest, intelligent, attention, motivation and attitude.
2. External factor that is the factor which comes from outside, for instance: family, school, friends, teacher and society. For the school itself there are some factors which also influence the learning activity, such as curriculum teachers, motivation, education material of text book, etc.

From several factors above, interest is one of the learner's internal factors. This factor cannot be ignored in teaching reading comprehension. It may have a significant influence on the student's reading skill so that the researcher is interested to find out the correlation between interest and reading comprehension.

Henning in Brantmeier (2006) surveys the Egyptian ESL students and concludes that interest is one of factor that affects in acquisition of language. Dönyei (2003) offers a review research on motivation to learn second language and includes interest as a factor involves in situational conception of second language a motivation. Keller in Brantmeier (2006) connects interest to motivation and asserted that interest is a positive response to stimuli based on existing cognitive structures (background knowledge) in such a way that the learner's curiosity is aroused and sustained. Keller concludes that interest is one of the main elements of motivation in second language learning. So far, there is no conclusive evidence about the effect of interest on foreign language reading comprehension.

In line with the descriptions above, the researcher is interested in investigating the correlation between students' interest and their achievement in reading comprehension. This research is intended to find out whether students' interest positively correlates with students' achievement especially in reading comprehension.

## **METHOD**

Descriptive quantitative is implemented in this research. According to Setiyadi (2006:144) quantitative design aims to investigate a theory that has been existed and the researcher should look for the data in order to support or reject it. The

design which is used in this research is *ex post facto design*. Ex post facto design is often used when the researcher does not have control over the selection and manipulation of the independent variable. The subject of this research was the second year students of SMA Negeri 1 Punggur in even semester of 2014/2015 academic year. Those were 30 students selected by using simple random sampling.

The instruments that were used in this research were questionnaire and reading tests. The researcher would collect the data regarding students' reading interest by giving questionnaire and doing a reading test to assess students' reading comprehension. Then, the researcher analyzed the correlation between two variables by using Pearson Product Moment Correlation. After finding the coefficient relationship, the researcher finds out the criterion of the hypothesis acceptance. There were two hypothesis,  $H_0 (r_{\text{value}} < r_{\text{table}})$  and  $H_1 (r_{\text{value}} > r_{\text{table}})$ .

## RESULT

The result of this research shows that most of the students' have average interest toward reading. It is found that 13,33 % students have high interest, 70 % students have average interest, and 16,66 % students have low interest.

The following table shows the students' interest score of second year students of SMA N 1 Punggur.

**Table1. Students' Interest Questionnaire Score**

Interval Score	Category	Number of the Students	Percentage
80 – 100	High	4	13,33%
51 – 79	Average	21	70 %
20– 50	Low	5	16,66 %

For reading comprehension test, it consisted of 35 items represent five of sort reading skills. The distribution scores result of reading comprehension can be seen on the table below.

**Table 2. Distribution Frequency of the Students' Reading Comprehension (RC) Test Scores**

<b>Score Interval</b>	<b>Frequency</b>	<b>Percentage</b>
73-80	2	6,66%
65-72	10	33,33 %
57-64	4	13,33%
49-56	1	3,33%
40-48	10	33,33%
31-39	3	10%

For reading test, the data show that two students (6.66%) gained score from 73 to 80. For the interval score 65-72, there were 10 students (33,33%). Four students (13,33%) who gained interval score 57-64. Only one student (3.33%) got interval score 49-56. 10 students (33,33%) got interval score 40-48. And three students (10%) got interval score 31-39. The highest score for this reading comprehension test was 80 and the lowest score was 31.4.

In order to know whether there is any correlation between students' reading interest and their reading comprehension, both variables were analyzed by using Pearson Product Moment Correlation on SPSS version 16. From the calculation of Pearson Product Moment Correlation, the researcher found that the coefficient correlation between students' reading interest and students' reading comprehension was 0.673 at significance level of 0.01. For the hypothesis, the coefficient correlation is higher than critical value of r-table ( $0.673 > 0.463$ ). Therefore, for the first hypothesis, the null hypothesis is rejected and the research hypothesis is accepted.

**Table 3. The Value of Correlation between Students' Interest and Students' Reading Comprehension**

	Mean	Std. Deviation	N
RI	65.33	12.186	30
RC	55.24	12.894	30

		RI	RC
RI	Pearson Correlation	1	.673**
	Sig. (2-tailed)		.000
	N	30	30
RC	Pearson Correlation	.673**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Further, simple regression was done to analyze how far the contribution of reading interest to students' reading comprehension. The result shows the coefficient determination was 0.434. The following table shows the computation result of the regression:

**Table 4. The Value of Coefficient Determination/Regression (SPSS)**

Mode	Variables Entered	Variables Removed	Method
1	RI <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: RC

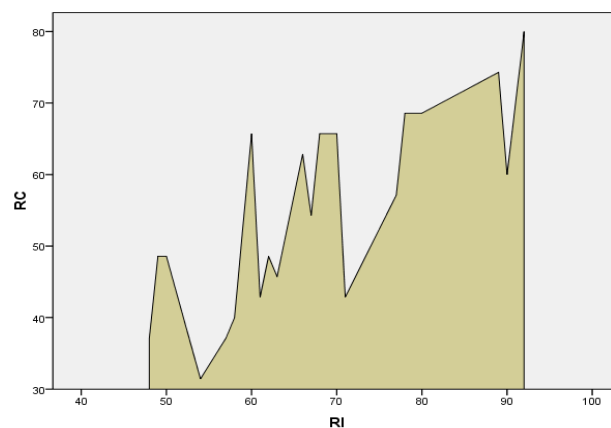
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.673 <sup>a</sup>	.453	.434	9.703

a. Predictors: (Constant), RI

From the analysis, Adjusted R Square shows 0.434, it is interpreted that Reading Interest influenced 43.4% toward reading comprehension and 56.6% influenced by other factors. The result of this research showed that there was positive correlation between students' reading interest and their reading comprehension with coefficient correlation 0.673.

The contribution of students' reading interest toward their reading comprehension was shown when the students got high score in interest score; they also got high score for their reading comprehension. For example student number 28, the student' interest score was 92 categorized as high interest student and for reading comprehension test the student got 80. It can be seen that by having high interest, students were able to read better than those who have low interest.

**Graphic 1. The Contribution of Students' Reading Interest toward their reading comprehension**



On the contrary, the students who were considered having low of interest, they also got low score in reading comprehension. For example student number 18, the interest score was 48 categorized as low interest students and for reading

comprehension test the student got 37,14. It can be inferred that the students who had low of interest, they also got low score of reading comprehension because they only had low of interest in reading.

The students who were considered having average of interest, they also got average score in reading comprehension. For example student number 7, the interest score was 69 categorized as average interest student and for reading comprehension test the student got 65,71. It can be inferred that the students who had average of interest, they also got average score of reading comprehension.

Even so, there was a student number 27 who had average interest (53), but the score of reading comprehension was low (31,43). The score was 31,43. This could happen because of other factors, maybe the student had average interest but for other factors such as self-esteem, level of anxiety and level of self confidence, the student was not really good.

Taking into consideration the graphic 1, it is obvious that students' interest towards language learning strongly affects the reading comprehension. In relation to the finding of the study, the coefficient correlation between students' interest to language learning and their reading comprehension was 0.673. The computation of the data analysis revealed that the  $r$  value was higher than the  $r$  table ( $0.673 > 0.463$ ) at significant level 0.01. Due to this fact, the null hypothesis ( $H_0$ ) was rejected and  $H_1$  was accepted.

In regard with the finding, interest to language learning is one of the main factors in second language learning that determine students' achievement. This affective



domain eventually directs to the success or failure in the study of language including in comprehending text because students' interest towards the learning situation contributes to the way students behave towards their present-ability and further reaching higher level of learning.

In the light of the discussion in the chapter of literature review, interest to language learning plays significant role in enabling learners to learn effectively and thus has an impact on their proficiency. This idea is in line with that of McKenna (1994). In his study on the relationship between interest and language learning, his finding showed positive correlation between them. Interest plays a role in the decision to read, in the level of engagement with the text during reading, and thus also in the product the reader creates in terms of comprehension of the text and learning from the text.

Additionally, the current research finding proved that there was significant correlation between students' reading interest to language learning and their reading comprehension. In regard with this result, the researcher drew conclusion that interest is one of factors influence reading comprehension. Learners who have more interest are inclined to have greater ability in comprehending text. The result is supported by a study conducted by Henning in Brantmeier (2006). That research showed that interest is one of factor affect in acquisition of language. Interest is one of internal factor that influences learning achievement. Interest as an affective domain in learning process affects psychomotor and cognitive domain. Students who have interest and positive attitude toward subject matter

may enjoy the learning process. When students read a text, the affective element of interest comes into play.

As mentioned in frame of theories, interest plays an important role in learning achievement. Purwanto (1986: 6) said that there are factors that can influence learning achievement; they are internal and external factor. Interests which include in internal factor that comes from students' inherent condition influence the desire of student to learn and explore the reading passage that they are more interested. An individual with high of interest feel exciting and channel energy into exploring the domain and expanding their knowledge of it. They are therefore expecting to be more highly engaged in reading about a content area in which they have an individual interest.

Besides, there are many other factors that can influence reading achievement. Interest is only one of many factors that influence reading achievement. Factors such as vocabulary mastery, good learning strategies, good oral language skill, background knowledge and any others factors also can influence learning achievement. We know that students with good oral language and with well-developed of world knowledge are more likely to become good learner. However, interest itself cannot be ignored in teaching learning process. It seems that students' interest have an impact toward students' reading comprehension. Students who have high interest toward reading tend easier to comprehend the passage that they read than the students who have low interest. Feeling interest in reading means enjoying the activity, when somebody is interested in particular phenomenon or activity, they are likely to attend to in and give time to it. Interest

plays a role in decision to read. Interest is one of characteristic of affective domain influence the successful in cognitive and psychomotor domain.

The finding of this research supports prior research in interest toward reading comprehension that there is positive correlation between students' interest and students' reading comprehension. This research also support prior research that interest should be not ignored in the learning process. The students select what they want to read, as they are more likely to read material in which they are interested.

## **CONCLUSION**

There was a correlation between students' interest and students' reading comprehension. It could be seen from the result of the computation, with r-value 0.673. Thus, prediction can be put forth that when the students have high interest toward reading in English, their reading English comprehension tends to be better. For the contribution value, it was found that the coefficient determination/regression value is 0.434 at the significant level 0.01. It means that the students' interest contributes 43,4 % to their reading English comprehension.

It is suggested that teachers have to enhance their ability to present enjoyable learning activities and to give more awareness about the positive outcomes from English learning. Since learners' interest towards language learning correlates with their comprehension in reading, every student should try to arouse their interest to the study of language, especially English, by realizing positive outcomes of learning English. Future research on similar issue can be conducted in lower or higher level of education. Additionally, further researches can also be

aimed at investigating the role of interest to language learning in other skill-achievements.

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