BACHELOR THESIS

THE CORRELATION BETWEEN READING INTEREST AND READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF SMPN 1 SUKAWATI IN ACADEMIC YEAR 2021/2022

UNMAS DENPASAR

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MAHASARASWATI DENPASAR
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Bachelor Thesis
As Partial Fulfillment of the Requirement for the
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MOTTO

"Do something today that your future self will thank you for"

-Sean Patrick Flanery-

APPROVAL SHEET

1

This Bachelor Thesis entitled "The Correlation between Reading Interest and Reading Comprehension of the Eighth Grade Students of SMPN 1 Sukawati in Academic Year 2021/2022" has been approved and accepted as partial fulfillment for *Sarjana Pendidikan* Degree in English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar.

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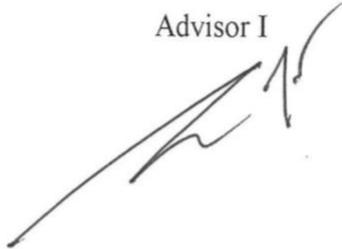
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STATEMENT OF AUTHENTICITY

The researcher hereby declares that this Bachelor Thesis is her own writing, and it is true and correct that there is no other's work or statement, except the work or statement that is referred in the references. All cited works have already been quoted in accordance with the ethical code of academic writing.

Denpasar, 19th January 2022

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Denpasar, 28th December 2021
Researcher

I Gede Kori Sandika

ABSTRACT

Sandika, I. G. (2021). The Correlation between Reading Interest and Reading Comprehension of the Eighth Grade Students of SMPN 1 Sukawati in Academic Year 2021/2022. The First Advisor: I Gde Putu Agus Pramerta, S.Pd., M.Pd. and The Second Advisor: Ni Made Wersi Murtini, S.Pd., M.Pd.

The study aims to find out whether there is any correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati. The problem of this study was: is there any significant correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati in Academic Year 2021/2022? The population of this research consist 400 students from the eighth-grade students of SMPN 1 Sukawati in academic year 2021/2022. The samples of this study are 39 students which were taken by cluster random sampling technique. The data were collected from questionnaire about reading interest and a multiple choice for reading comprehension which were collected online via Google form and Whatsapp. The obtain data were statistically analyzed by using Pre-requisite Analysis and Hypothesis testing. The result of normality test was 0.283 for reading interest and 0.398 for reading comprehension and the result of homogeneity test was 0.168. The next analysis could be done by using Pearson product-moment correlation and T-test. Based on the finding, it was found that correlation coefficient obtained is 0.617. It shows that there is a positive and high correlation between reading interest and reading comprehension. In addition, the results revealed the alternative hypothesis was accepted. In conclusion, there is significant correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati in academic year 2021/2022.

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

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

In English, there are four skills must be mastered, they are: listening, speaking, reading and writing. Reading is an activity that gives information to the reader. Reading is not a passive activity but an active process in which readers relate information in the text to what they already know. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaningful and the goal of reading is comprehension. The reading skill is an important subject of study, because reading is one of the factors that can make students' success of their study depending on their greatest part of reading ability. Reading is needed by the students to get information and knowledge. Sometimes the students need more time to comprehend text slowly. It will be problem, when the students should comprehend text in limited time. In this case, the writer will focus on learning reading comprehension.

Linda (2005) stated that reading is a complex process involving a network of cognitive actions that work together to construct the meaning. For most of the learners, reading is the most important skill to master that is to build knowledge from the information they read. When students read the text, the cognitive action should work together to create the meaning and to carry out information. People read a text to get the knowledge requires the reader to identify the printed words and sentences from beginning to end. The reader will be successful in reading if they can identify the meaning to get information. In relation to the statement above,

Moreillon (2007) said that reading is making meaning from print or from visual information.

In reading process, comprehend the text is the more important point. without proper comprehension skills, students lack the ability to understand what they read.Richards in Nur Afni (2014) state that reading comprehension perceives a written text in order to understand it content. It is the ability to understand and to find out the information presented in written form event the information is explicitly stated or not in passage. According to Boardman (2007), reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types). Based on that, information of the text that the students read will be worth. The students can get many new knowledge as the result of comprehending the reading text.

In addition, student interest is a strong motivation that energizes students in reading. Suzanne Hidi in Amirah (2018) defined interest as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increased attention, concentration and affect. It means that interest can influence the students' mindset become positive in reading. The positive mindset gives more attention and concentration for the students in reading. According to Shnayer in Erdiyasa (2021), high interest produced greater comprehension which often enabled a child to read beyond his measured reading ability.Itindicates that the reader'sinterest takes an

important part in the process of understanding the reading text. Therefore, the teacher should provide the interest text and create the interesting environment in the class. As suggested by Donoghue (2006), there are some factors that influence reading comprehension. They are purpose, active reader, types of the text, the quality of literacy instruction, interest and independent practice. It means that, there is a correlation between these factors on reading comprehension.

Moreover, to support the theory above, there are some previous studies that confirm that reading interest and reading comprehension have a significant correlation. First, research by Okti (2019) found that there is a significant correlation between reading interest and reading comprehension of the second semester students of English education study program Universitas Muhamadiyah Palembang. Likewise, Amirah (2018) found that there is a significant correlation between reading interest and reading comprehension of the eleventh-grade of SMA YP Unila Bandar Lampung.

Thus, in accordance with the explanation above, reading Interest can influence the reading comprehension of student and it can give an impact on the learning process. Moreover, based on the background above, the researcher was curious and highly motivated to measure the significant correlation between reading interest and reading comprehension.Therefore, the researcher is interested to conduct aresearch entitled "The Correlation between Reading Interest and Reading Comprehension of the Eighth Grade Students of SMPN 1 Sukawati in Academic Year 2021/2022".

1.2 Research Problem

Research begins with a problem. Moreover, formulating a research problem in doing investigation is important and useful for the researcher before doing the research. Based on what has been described in the background of the study above, the researcher held research on the correlation between reading interest and reading comprehension of eighth-grade students of SMPN 1 Sukawati. Moreover, the researcher is interest in finding out the significant correlation of reading interest and reading comprehension of the students in junior high school. Therefore, the research problem in this study can be formulated in the form of question as follows: is there any significant correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati?

1.3 Objective of the Study

Every research has its own objective. Research objectives describe concisely what the research is trying to achieve. A study is expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Furthermore, the aims of any activities which are related to the scientific investigation are always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Concerning the problem above, the objectives of this research is to find out whether there is a significant correlation between reading interest and reading comprehension of eighth-grade students of SMPN 1 Sukawati.

1.4 Limitation of the Study

In this research, the researcher intends to focus on "The Correlation between Reading Interest and Reading Comprehension of the Eighth Grade Students of SMPN 1 Sukawati". Reading comprehension here refers to the text of English, and the interest of reading here also refers to the text on English. In this study, reading comprehension is focused in identifying general information, specific information, textual meaning, and textual references in descriptive text about place and person. Then, the aspects of reading interest in this study are pleasure, willingness, consciousness and attention.

1.5 Significance of the Study

The significance of the results of the study is as follows:

1. The theoretical significance

   To prove whether there is a correlation study between student's reading interest and reading comprehension in eighth-grade of junior high school students. Through this research, it is hoped that it can increase knowledge for both teachers and the community. So that it can be used as a reference in improving and developing reading skills at school. The researcher also hopes that this research can make a big contribution to the development of education in Indonesia.

2. Practical significance

   The results of this study expected provide information to be used as a starting point whether increase student's reading interest and increase students' reading comprehension, and teachers can improve the teaching and learning process, especially in teaching and learning skills by paying

attention to increased reading interest. Students in foreign language classes should have confidence in the ability to understand the material they read and explain what they already know, because when we learn to read in English lessons. Usually, students often hesitate to show their results for fear of being wrong, especially in comprehension. Therefore, the authors hope that it can help students be more confident in reading comprehension by using reading habits without being forced. So that students can foster interest in reading without coercion and increase student comprehension.

1.6 Definition of the Key Terms

In order to avoid misinterpretation and misunderstanding in reading this paper, the definitions of the term used in this research, given as follows:

1. Reading Interest

   Reading interest operationally defined as the level of reading interest of the eighth-grade students of SMPN 1 Sukawati in reading. The students should awareness and motivated to read and to respond effectively to increase student knowledge.

2. Reading Comprehension

   Reading comprehension operationally defined as the process of the eighth-grade students of SMPN 1 Sukawati in comprehends general information, specific information, textual meaning and textual reference of descriptive text.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is the basis used as guidance in writing this research report. The existing theory is based on references and structured as the stages in analyzing the problem are then used to support and build this research. In this chapter, the researcher explains the important points which include a theoretical review related to the literature in this study. This study discusses the correlation between reading Interest and reading comprehension. This study was conducted based on the following theoretical framework drawn from experts. There are several important points to explain and discuss based on the relevant theoretical reviews taken by researchers. The theoretical review included reading interest and reading comprehension.

2.1.1 Reading Interest

Reading interest is one motivational aspect that causes people to have high attention in reading a text. The students will read actively if they are interested in reading activity. Thus, they will consider reading activity as habitual activity for them. "Interest is very influence for reading activeness. Achievements in reading are also dependent upon the student's motivational reading and poor reading or reading failure may be caused by lack of interest. To achieve in reading, the students must want to read (Dechant, 1982)."

According to Herman in Yunita (2011), reading interest is a strong and deep concern accompanied by feelings of pleasure to reading, so that it can lead someone

to read on their own accord. In addition, Sinambela in Rahayu (2015) has stated that reading interest is a condition when someone can feel happy in reading and also know the advantages of reading.

According to Sadoski (2004), reading interest is motivated reader to comprehend the main idea of reading. Rahim (2005) is pointed out that reading interest is a strong desire accompanied by someone Efforts to read.According to Skinner in Nurul (2020), there are four aspects that can be affecting the students' interest as follows:

1. Pleasure

   Pleasure will emerge one's interest to objects of the people that satisfy them.

2. Willingness

   This motivational desire will produce a will, attention, and concentration to a given object, then the interest of the individual will appear.

3. Consciousness

   A person can be said to be interested in something if he/she has consciousness.

4. Attention

   When the students observe an object, he perceives only what he/she pays attention to or interested in.

The researcher can know the students' interest on English text from the four of aspects above. From indicator pleasure, the researcher can know the students' interest because pleasure seems to be derived from simply watching the movements of the objects. From willingness, reading interest will be known because it's mean that a motivational desire that directed to the purpose of life controlled by thought.

The researcher can also be known the students' interest on English text from their consciousness to read a particular English text and consciousness can exist in an individual when the students have a will. It also be known from the students' attention in English text, whether students try to comprehend the text or not. When the students read an English text, they perceive only what they pay attention to.

In conclusion, having an interest in reading means having the motivation to read and responding effectively to seeking self-understanding and our sense of self-worth through reading.

2.1.2 Reading Comprehension

Based on Oxford Advanced Learner's Dictionary the word "comprehension" is a part of the communication process getting the thoughts that were in the author's mind into the readers' mind. Comprehension is the essence of reading because the goal of written language is communication of massage. In addition, comprehension also involves the recovery and interpretation of the abstract deep structural relations underlying sentences.

Reading is the act of linking one idea to another. It is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language. Of the elements of the reading process working together as a text is read to create a representation of the text of the readers mean

According to Johnson (2008), comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are the thinking processes, broken down into steps that are used to comprehend. It

means that comprehension is a process of understanding a text or a process of constructing meaning from a text. Comprehension is a construction process because it involves all.

In addition, Snow (2002) stated the ability of processing the text and the understanding the meaning is called reading comprehension. It can be defined as all of the processes. Which the meaning of the text needs to be understood. Reading comprehension involves the activity of extracting and establishing the meaning at the same time which can be obtained through the collaboration of the written language. Students could take the expectation from reading text. They have to comprehend the text to get the point of what they read.

Besides, Janette (2007) stated reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means in comprehending the text, the students take the expectation to get the point of what they read. The comprehension skills categories are cumulative, in that one is built on the other. Based on the language assessment theory of Brown (2003:206), especially in reading, there are some criteria are commonly used measuring students reading comprehension ability, they are:

a. Main idea (topic)

b. Expression/idiom/phrases in context

c. Inference (implied detail)

d. Grammatical features

e. Detail (scanning for a specifically stated detail)

f. Excluding facts not written (unstated detail)

g. Supporting ideas

h. Vocabulary in context.

Based on the definition above, in this study, reading comprehension is looking for the information suggested from the text or written language, the readers comprehends general information, specific information, textual meaning and textual reference of the reading text is selections.

2.2 Empirical Review

An empirical review is a review, which is the information and theories currently available concerning the topic, and the historical background of the topic is reviewed. In addition, empirical research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. One of the purposes of an empirical review is to show that the problem being studied has been done or not before in the way proposed by the writer. There are two studies that are relevant to this study and the researcher decided to review those studies as empirical review as follows:

The first study was conducted by Dwi Okti Silviana (2019) on her research entitled "The Correlation between Reading Interest and Reading Comprehension Achievement of The Second Semester Students of English Education Study Program In Universitas Muhammadiyah Palembang". The objective of this study was to find out whether or not there was a significant correlation between Reading Interest and Reading Comprehension Achievement of the Second Semester Students of English Education Study Program Universitas Muhammadiyah Palembang. The samples are 42 students taken by purposive sampling. The data

were collected through with two techniques. The first one was through a ready-made questionnaire by Dr. Allan. The second was analyzed by Pearson Product Moment Correlation. Based on the data analysis, the value of correlation between reading interest and reading comprehension achievement (r-obtained) was 0.565 in two tailed testing at 0.05 of significant level of 42 samples (r-table) = 0.297. It means that there was a significant correlation between reading interest and reading comprehension achievement.

The second similar study was conducted by Amirah Widia Adiarti (2018) on her research entitled "The Correlation between Students Reading Interest and Students Reading Comprehension Ability at the First Semester of The Eleventh Grade of SMA YP UNILA BANDARLAMPUNG Academic Year 2018/2019". The objective of this research was to find out the correlation between students' reading interest and students' reading comprehension ability at the first semester of the eleventh grade of SMA YP Unila Bandar Lampung in the academic year of 2018/2019. By using random sampling, the researcher took 30 students of 133 population of eleventh-grade students of SMA YP Unila Bandar Lampung in the academic year of 2018/2019.The data was collected by using the test to find out students' reading comprehension and questionnaire to find out students' reading interests. The data were processed by using Pearson Product Moment. Based on the analysis data, the x y result achieved was 0.59. The result reveals that the value, 0.59, was higher than the r table, 0.37. Referring to the table at a significant level of 0.05, the result means that there is a significant correlation between students' reading interest and their reading comprehension.

In conclusion, from the study above gained the same results in which the findings showed that there was a significant correlation between reading interest and reading comprehension. The first study using purposive sampling to taken the sample and the second study using random sampling to taken the sample. Both of research above using questionnaire to collected the data.

Thus, in this present study the researcher used cluster sampling to take the sample. There were 39 students as the samples. The instrument that the researcher used in this study were questionnaire for students' reading interest and multiple choice for reading comprehension. The platform that used to collect the data are WhatsApp and Google form.

2.3 Hypothesis

A hypothesis is a prediction of what will be found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. To answer the research problem in this study, the researcher assumed that there was correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis is stated as follows: there is a significant correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

The research method used in this research is ex-post facto research (correlational design), because it correlates two variables of the data which were the correlation between reading interest and reading comprehension.

Correlational research method is a quantitative approach. According to Creswell (2012) defines a correlation as a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. There are two variables investigated in this study, where the independent variable is students' reading interest (X) and the dependent variable is reading comprehension (Y).

Ary et al. (2010:332) state that ex-post facto research is conducted after variation in the variable of interest has already been determined in the natural course of events. This method is sometimes called causal-comparative because its purpose is to investigate the cause-and-effect relationship between independent and dependent variables. The ex-post facto study is to state the research problem, usually in the form of a question. In addition, there are two types of ex-post-facto research designs, proactive and retroactive. The proactive design begins with the subjects grouped on the basis of preexisting independent variables. The retroactive design begins with subjects grouped on the basis of preexisting dependent variables. In the present study, the researcher used ex-post facto research design; moreover, it is specified on the correlation research design.

3.2 Population and Sample

In the research project, participants are the most significant element in conducting research. To collect the data in ex-post facto research, the researcher needed a way how to choose the participants in the research. It plays an important role in research to go well and successfully. Moreover, population and sample are the terms that refer to the resource of the data that are used in the present study. In addition, population and sample are essential parts of the research in order to limit the focus of the study. Therefore, the researcher must prepare a sample design for the study or they must plan how the samples should be selected and the size of the samples. The researcher determined the population and samples as follows.

3.2.1 Population

A population is all of subject of research. A population is a group of individuals who have the same characteristic. Richards and Schmidt (2002) state that population is all members of any well-defined class of people, events or objects. It means that the population is the whole individuals to which the researcher intends the generalize the finding of the study. Population can be defined as all members of any well-defined class of people, events or object (Ary et.al, 2006). Population can also be defined as a group of individuals with the same characteristics. For example, all teachers would make up the population of teachers, and all high school students would comprise the population of students. As these examples illustrate, population can be small or large. Large or small number of populations will affect on the research that will be conducted. Therefore, the population of this research consist 400 students from the eighth-grade students of SMPN 1 Sukawati in academic year 2021/2022.They are considered as population because they had the same

opportunity to be selected. When it is possible, the researcher prefers to study all of the populations of interests, but it can spend more budgets to do it. In addition, the researcher will need more time in carrying out the study for the population.

3.2.2 Sample

Sample is a part of the number and characteristics possessed by the population. The researcher decided to choose the samples carefully before the research was conducted. Fraenkel and Wallen (2009:95) state that cluster random sampling is the selection of groups or clusters of subjects randomly rather than individuals. Cluster random sampling is usually used because there are times when it is not possible to select a sample of individuals from a population. The advantages of cluster random sampling are it can use when it is difficult or impossible to select a random sample of individuals, it is far easier to implement in school and it is frequently less time consuming. From the population above the researcher selected 39 students from eighth-grade students of SMPN 1 Sukawati as the samples chosen by cluster random sampling through lottery system by using spin the wheel-random picker application. There are some steps in selecting the sample that show as follows:

1. The researcher found the data of the eighth-grade students of SMPN 1 Sukawati.

2. The researcher opened the application (spin the wheel-random picker application).

3. The researcher clicked(add new) in the application, and then choose (new wheel/empty).

4. The researcher entered the wheel title. Then the researcher adds the class name of the eighth-grade (8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J) who become a sample.

5. After that the researcher clicked the spin on the application and then clicked spin one again.

6. The chosen classes were considered as the samples.

3.3 Research Instrument

The research instrument is an important thing in conducting research. A research instrument is a tool used to obtain, measure, and analyze data from subjects around the research topic or a research instrument is a tool that is used by the researcher to collect the required data. According to Fraenkel and Wallen (2009:110) state that generally, the whole process of preparing to collect data is called instrumentation. Therefore, in collecting the data, a research instrument is used to collect the data. The researcher strives to make the instrument valid and reliable. It involves not only the selection or design of the instruments but also the procedures and the conditions under which the instruments are administered. Furthermore, this research instrument should be valid and reliable in order to be a research instrument so that it can be used by the researcher to collect valid and reliable data for the present study. The preparation and construction of valid and reliable research instruments are an important step in any scientific study. A researcher's decisions about location, time, frequency, and administration are always affected by the kinds of instruments to be used. Every instrument no matter what kind, must allow researchers to draw accurate conclusions about the capabilities or other characteristics of the people being studied.

The instruments of this research were questionnaire and a multiple choice. The questionnaire was about students' reading interest in English. Then, a multiple choice focused on examining students' reading comprehension.

3.3.1 Questionnaire

The questionnaire was the data collection technique done by gave a set of questionnaires written statement to the respondents. The researcher distributed the questionnaire to the sample in order to get the information about the students reading interest on explanation text in learning English and the questionnaire was written in *Bahasa Indonesia*. There were 40 items in the questionnaire which was adopted from Erdiyasa (2021). The data have collected the form of a set of Likert Scale questionnaires and then gave to the respondents directly to be filled. The respondents chose response category of Strongly Agree (*Sangat Setuju*/SS), Agree (*Setuju*/S), Undecided (*Ragu-ragu/*RG), Disagree (*Tidak Setuju/*TS), Strongly Disagree (*Sangat Tidak Setuju*/STS) by giving a checkmark (√) to the respondents' choice. The score of questionnaires was quantified using the rating scale as follows:

Table 3.1

Likert Scoring Table

	Scoring				
Positive Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
	Scoring				
Negative Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	1	2	3	4	5

In constructing the questionnaire of students' reading interest, the researcher used the aspects of interest and principles that can be affecting the students' interest as the indicators. There are four aspects mentioned by Skinner in Nurul (2020) as follows:

Table 3.2

The Blueprint of Students' Reading Interest Questionnaire

Concept	Indicator	Item number		Total
		Positive	Negative	
Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has the interest to read, if they read, it means that he or she will get a good achievement. On the other side, if the reader has no interest to read, it can influence his or her achievement.	1. Pleasure	1, 9, 17, 34, 36, 39	5, 13, 21, 25	10
	2. Willingness	2, 6, 32, 33	10, 14, 22, 24, 29, 18	10
	3.Consciousness	3, 11, 19, 27, 37, 38	7, 15, 23, 31	10
	4. Attention	4, 8, 12, 16, 20, 28, 30, 35	24, 40	10
		Total		**40**

3.3.2 Reading Comprehension Test

In this section of collecting data the researcher used multiple choices was adapted from Nurul (2020), with four options: A, B, C, or D. Focus on identifying four aspects of reading: general information, specific information, textual meaning, and textual reference of descriptive texts. There were 30 questions in a multiple choice. There were 6descriptive texts in the test, and the text consisted of several paragraphs. Each text contained some questions related to identifying general information, specific information, textual meaning, and textual reference.

Table 3.3

The Blueprint of Reading Comprehension Test

Concept	Indicator	Item number	Total
Reading comprehension represents how well readers' understand literal comprehension which concentrates on explicit meaning and inferential comprehension on implicit meaning in the reading text.	1. General information	7, 16, 23, 26	4
	2. Specific information	1, 2, 3, 8, 9, 11, 12, 14, 15, 18, 19, 20, 21, 22, 25, 27, 28, 29	18
	3. Textual meaning	6, 10, 24, 30	4
	4. Textual reference	4, 5, 13, 17	4
		Total	**30**

3.3.3 Validity

Validity is the extent to which a concept, conclusion or measurement is well-founded and likely corresponds accurately to the real world. The word "valid"

is derived from the Latin validus, meaning strong. Miller et al. (2009:70) state that validity is adequacy and appropriateness of the interpretations and uses of the assessment result. According to Gronlund (2003:24) validity refers to the appropriateness and meaningfulness of the inferences we make from assessment results for some intended use. Ary et al. (2010:226) state that the process of gathering evidence to support (or fail to support) a particular interpretation of the test scores is referred to as validation. In addition, Cohen et al. (2007:133) validity is an important key to effective research. If a piece of research is invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative/naturalistic research. In other words, an instrument can be said valid if it can show data of variables that are being researched correctly.

In the present study, the instruments are constructed in the questionnaire and reading test which were used to measure reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati in academic year 2021/2022. In addition, in order to have valid tests, the research instruments were considered to have a good face, construct, and content validity to be applied. The face validity of the present research instruments could be seen from the clear instructions and the format of the tests that had a standardized typing format. Moreover, in terms of construct validity, the research instruments have already followed the principles of the test construction.

3.3.4 Reliability

Reliability is a measure of accuracy, consistency, dependability or fairness of score resulting from administration of particular examination. Reliability of test

can be defined as the extent to which a test produces consistent result when administered under similar conditions (Hatch and Farhady, 1982).

According to Brown (2004:20), if the same test is given to the same student or matched student on two different occasions, the test should be yield similar results. Reliability is a measure of consistency over time and over similar samples. Cohen et al. (2000:117) state that a reliable instrument for a piece of research F yields similar data from similar respondents over time. Mackey and Gass (2005:128) state that reliability in its simplest definition refers to consistency, often meaning instrument consistency. For example, one could ask whether an individual who takes a particular test would get a similar score on two administrations of the same test. This differs from validity, which measures the extent to which the test is an indication of what it purports to be.

In the present study, the research instrument would be questionnaire and reading test. A good test that is used as a research instrument should be reliable. The instruments were good enough to collect appropriate and accurate data. A reliable research instrument is needed to obtain more appropriate and accurate data. In the present investigation, the research instrument had been well constructed based on the theory of reliability which was proposed by Brown (2004:20) states that a reliable test is consistent and dependable.

3.4 Data Collection

Data collection is the process of collecting data by administering the research instrument. Validity and reliability performed the quality of research instrument whereas the appropriateness of the manner to collect the data performed quality of data collection. In this research, there are two instruments were utilized

to obtain the data. There were questionnaire and reading comprehension test. The platform that used to collect the data is WhatsApp and Google form, because teaching and learning process in this year is still online learning.

3.5 Data Analysis

In this research, all data were gained from the result of the questionnaire and reading comprehension test score in the form of numbers. All data therefore were analyzed quantitatively. Since this research was to know the correlation between two variables, the analysis of the required data can be explained by some tests in Pre-requisite analysis that the researcher does before test the hypothesis. The tests are followed; normality, homogeneity, and hypothesis testing.

3.5.1 Prerequisite Analysis

The first analysis that should be done in the present study is prerequisite testing. Prerequisite testing is a basic analysis requirement before doing hypothesis testing. Moreover, prerequisite includes normality and homogeneity testing. In the present study, the prerequisite testing was computed using IBM SPSS Statistic 25.0 version for windows. Furthermore, before the Pearson product-moment and t-test are conducted, normality and homogeneity of the data should be carefully computed as it is important to do the inferential analysis. To summarize, these two tests are very important to do before inferential analysis could be conducted in order to know whether the data normal and homogenous distribution.

3.5.1.1 Normality test

To know whether the collected data were normally distributed, the researcher would conduct a normality test. The main reason for conducting normality testing is that it is necessary for the researcher to know whether the data involved in the research is in a normal distribution. The data was from questionnaire and reading comprehension test. Then, the normal distribution is measured using Shapiro-Wilk. Moreover, a low significant value (less than 0.05) indicated that the distribution of the data differed significantly from a normal distribution. In other words, the data can be categorized as having normal distribution if the significant value is higher than 0.05.

3.5.1.2 Homogeneity test

Homogeneity testing is the next analysis that should be done after the normality test. Homogeneity testing is needed to ensure that all of the groups of the samples were homogenous to each other. In addition, homogeneous means the same in structure or composition. Moreover, the test claims that the distribution of the responses is the same (homogeneous) across groups. The testing is statistically computed through Levene's test to assess if the groups have equal variance. A low significant value (less than 0.05) indicated that the distribution of the data differed significantly from a homogenous. In other words, the data can be categorized as homogenous if the significant value is higher than 0.05.

3.5.2 Hypothesis Testing

After calculating the prerequisite analysis of normal distribution and homogeneity of variance in which the data were normally and homogenously distributed, hypothesis testing is then conducted to analyze whether there is a correlation

between two variables. Hypothesis testing is used to determine the probability that the given hypothesis is true. In the present study, the hypothesis is that there is a significant correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati in the academic year 2021/2022. Furthermore, the hypothesis testing is computed using IBM SPSS Statistic 25.0 version for windows. Moreover, hypothesis testing consisted of Pearson product-moment and t-test. In conclusion, these two analyses were very important to do.

3.5.2.1 Pearson product-moment

Pearson product moment correlation is used to analyze the data in the research study. Pearson's product moment correlation coefficient or Pearson's r is used to measure of the linear relationship between two interval or ratio variables and it can have a value between -1 and 1. In other word, using Pearson's r is simple way to assess the association between two variables. According to Bachman (2004:50), calculating the Pearson product moment correlation coefficient, the two variables will calculate with respect to each other and with respect to how much each one varies individually. All in all, an alternative to calculate the Pearson product moment correlation coefficient is calculated it directly using IBM SPSS Statistic 25.0 version for windows. To interpret the result of the correlation of two paired variable, based on the first and the second study that state on empirical review the researcher using the crude criterion. There are five interpretations of correlation adopted from Sudijono (2012:192) to evaluate the magnitude of coefficient. The interpretations of correlation are presented in Table 3.4:

Table 3.4
The Interpretation of Correlation
Adopted from Sudijono (2012: 192)

The r Score Scale	Interpretation of r Correlation
0.800 – 1.00	Very High
0.600 – 0.800	High
0.400 – 0.600	Moderate
0.200 – 0.400	Low
0.000 – 0.200	Very Low

3.5.2.2 T-test

The T-Test is performed after the data were normally and homogeneity distribute is used to determine whether the mean difference between two sets of which is used to test the hypothesis. There are three kinds of t-test namely independent-sample, paired-samples, and one-samples. In this research, the researcher is used the paired samples t-test to find out the result of the t-test which is sometimes is called as dependent sample t-test is a statistical procedure that observations is zero. The data can be categorized as significant correlated if the coefficient correlation is less than 0.05, then the hypothesis is accepted. Meanwhile, the data can be categorized as not significant correlated if the coefficient correlation is more than 0.05, then the hypothesis is rejected.

CHAPTER IV
FINDING AND DISSCUSION

4.1 Finding

The data presented in this chapter shows reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati. The data was collected by administering the research instrument which were questionnaire and reading comprehension test. The types of the test were chosen response category the questionnaire forstudents' reading Interest in English. Then, a multiple choice focused on examining students' reading comprehension.The platform that used to collect the data are WhatsApp and Google form. The research was conducted on 30th October 2021 to 39 samples of the eighth-grade students of SMPN 1 Sukawati in the academic year 2021/2022.

The students' responses on questionnaire about reading interest were analyzed and treated as variable (x) in the left column and the scores of students' reading comprehension test were calculated and paired as variable (y) in the right column. Based on the tests were given to the students, the total score of the eighth-grade students of SMPN 1 Sukawati is 5350 for the reading interest and 2993 for the reading comprehension. The result can be seen on table 4.1 as follows:

Table 4.1

The Tabulation of Data Shows Students' Score of

Reading Interest and Reading Comprehension

SAMPLE	READING INTEREST (X)	READING COMPREHENSION (Y)
Sample 1	148	83
Sample 2	140	90
Sample 3	125	57
Sample 4	128	70
Sample 5	134	67
Sample 6	129	70
Sample 7	134	83
Sample 8	113	57
Sample 9	131	63
Sample 10	140	73
Sample 11	135	63
Sample 12	127	63
Sample 13	128	70
Sample 14	143	70
Sample 15	139	77
Sample 16	140	97
Sample 17	132	80
Sample 18	140	83
Sample 19	125	67
Sample 20	134	77
Sample 21	147	77
Sample 22	148	83
Sample 23	143	90
Sample 24	125	77

Sample 25	147	90
Sample 26	149	83
Sample 27	138	73
Sample 28	140	67
Sample 29	131	67
Sample 30	147	97
Sample 31	143	87
Sample 32	136	70
Sample 33	168	93
Sample 34	127	73
Sample 35	137	80
Sample 36	120	83
Sample 37	149	73
Sample 38	147	77
Sample 39	143	93
TOTAL	**5350**	**2993**

After calculating all the sample final scores of variables reading interest and reading comprehension, the data analysis of this study was carried on investigating the correlation between both variables. This was analyzed by some tests that should be done to make a good analysis of the study. Normality testing, Homogeneity testing, Pearson product-moment and T-testing were done as below:

4.1.1 Normality Test

Normality testing was done by IBM SPSS Statistic 25.0 version for windows using One-sample Shapiro-Wilk Test. Normality testing is used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed. The researcher obtained the result as follows:

Table 4.2

Normality Test of Reading Interest and Reading Comprehension

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Reading Interest	.097	39	.200[*]	.966	39	.283
Reading Comprehension	.100	39	.200[*]	.971	39	.398
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

As the table showed above, the result of the distribution data was normal. According to Hinton et al. (2014), when the result of data was greater than 0.05 the data was assumed to be normal. Based on the table above, it could be seen that the probability number (asymptotic significance) of Reading Interest was $0.283 > 0.05$ and for the reading comprehension was $0.398 > 0.05$, which means that the data distribution was normal.
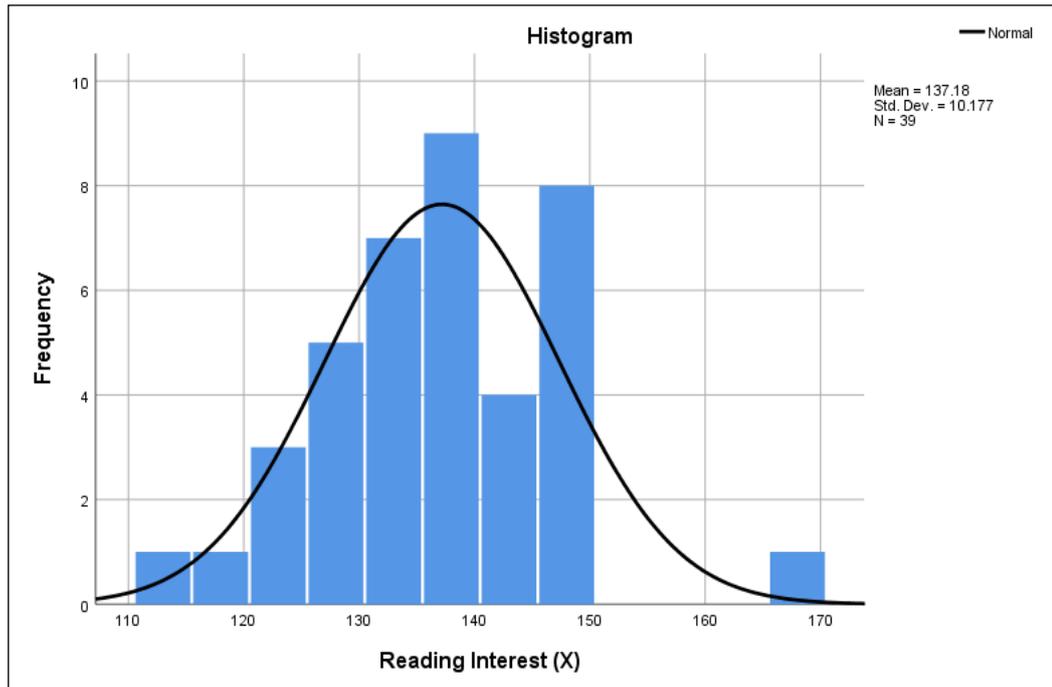
Graph 4.1 Histogram of Normality Test of Reading Interest
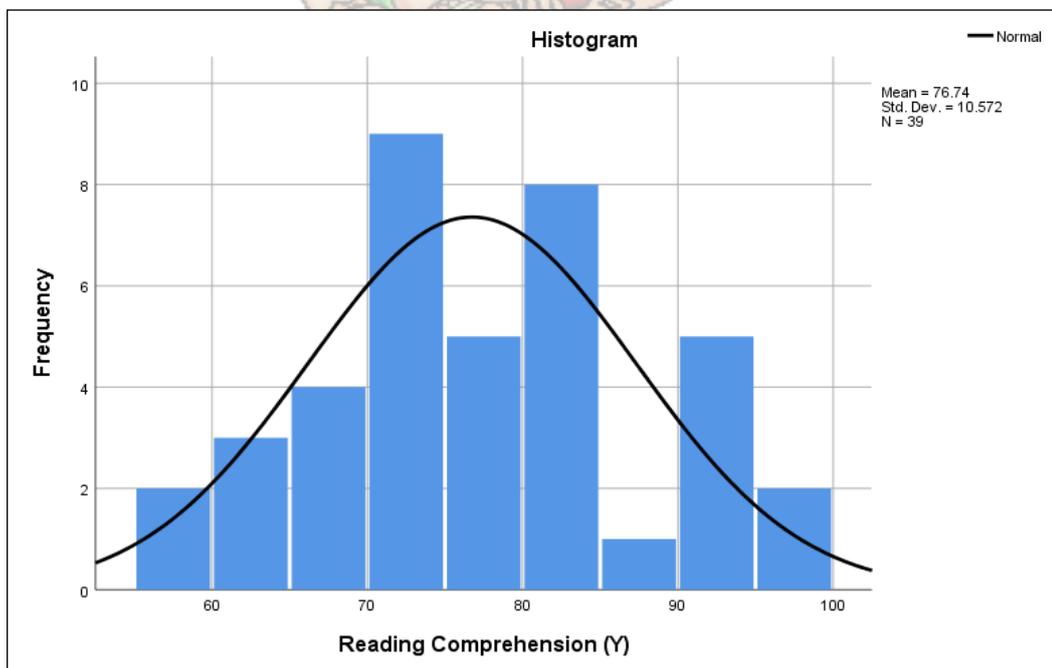
Graph 4.2 Histogram of Normality Test of Reading Comprehension

4.1.2 Homogeneity Test

      After getting the normality of the variables, it continued by finding the homogeneity of the data. Sujianto (2009) states that homogeneity testing is intended to make sure that the collected data are analysis is truly taken from a population that is to differentiate each other. To know the homogeneity, the researcher used One Way Anova with IBM SPSS Statistic 25.0 version for windows. The researcher obtained the result as follow:

Table 4.3
Test of Homogeneity of Variance

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Reading Comprehension	Based on Mean	1.662	9	19	.168
	Based on Median	1.072	9	19	.426
	Based on Median and with adjusted df	1.072	9	11.190	.448
	Based on trimmed mean	1.589	9	19	.189

      Based on the table above, it could be seen that the F value for reading comprehension was 1.662 with a Sig. (p) value of 0.168. According to Gray and Kinner (2012:188), when the result of homogeneity is greater than 0.05, it means the variances can be assumed to be homogenous. Because of the Sig. value was greater than the alpha of 0.05 (p > 0.05). The assumption of homogeneity of variance was met.

4.1.3 Hypothesis Testing or Pearson Product Moment Test

The statistical calculation of 39 students' reading interest score and reading comprehension score were calculated. The total students' reading interest score was 5350 and the students' reading comprehension test score got the total score 2993. The researcher got the result of each variable. This was the result of correlation between reading interest and reading comprehension.

Table 4.4

Pearson Product Moment Test

Correlations		Reading Interest	Reading Comprehension
Reading Interest	Pearson Correlation	1	.617**
	Sig. (1-tailed)		.000
	N	39	39
Reading Comprehension	Pearson Correlation	.617**	1
	Sig. (1-tailed)	.000	
	N	39	39
**. Correlation is significant at the 0.01 level (1-tailed).			

The table showed the correlation coefficient equaled r = 0.617, which indicated there was a correlation between two variables. From the r number (0.617) the researcher could use it to know the strength of correlation between two variables. According to Sudijono (2012:192) this coefficient is classified into the high class of 0.600 – 0.800, which means that there is a high correlation between two variables. It was clear that there was a significant correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati.

4.1.4 T-Testing of Data

There are two types of t-test, one sample and a paired-sample. The researcher used a paired-sample test in t-testing. A Paired-sample t-test is used to compare the mean values of both samples (Sujarweni and Utami 2019:271). Based on statistical computation by using IBM SPSS Statistic 25.0 version for windows, the result of paired-sample t-testing of the data was described as follows:

Table 4.5

Paired-samples Statistic

					95% Confidence Interval of the Difference				
Paired Samples Test									
			Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1	Reading Interest - Reading Comprehension	60.436	9.087	1.455	57.490	63.381	41.536	38	.000

By checking table 4.5 of a paired-samples test, it can be found at the result of the t-test is significantly accepted because 0.000 < 0.05, Pallant (2007:239). Moreover, the result of t-counted on table 4.5 was 41.54 and the result of degree freedom was 38. Based on the table degree of freedom of it can be seen 38 means 1.686. Therefore, the result of t-counted was 41.54 > 1.686.It means that Ha is accepted.

4.2. Discussion

The result of this study showed that Ha was accepted. It means that there is a significant correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati in academic year 2021/2022. Most of the students have high score of reading interest and also have a high score of reading comprehension.

In this study, the researcher had conducted the data collection. The data was collected by using two instruments. The first was a questionnaire that was given to all students as participants in this research. The students were asked to fill the items of statements on the questionnaire. The questionnaire was used to know the level of students' reading interest. The second instrument used was the reading comprehension test. The test was a multiple choice focused on examining students' reading comprehension. This research was conducted by the researcher used in the form of Google form which was provided via WhatsApp group that created by the researcher.

Based on the calculation above, the researcher found the normality test was $0.283 > 0.05$ for reading interest and for the reading comprehension was $0.398 > 0.05$ Based on One-Sample Shapiro-Wilk, which means that the data distribution was normal. In this study, based on the calculation data of homogeneity the result was 0.168. It can be concluded that the data in this study is homogenous because $0.168 > 0.05$. The result of the correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati, the result of Person Product Moment was 0.617. It indicates that there is a high correlation between two variables (reading Interest and reading comprehension) of the eighth-

grade students of SMPN 1 Sukawati. Meanwhile, the result of T-test was 41.54. According to the T-table with df 38 was 1.686 while counted was 41.54, it concluded that 41.54> 1.686 there was a significant correlation between reading interest and reading comprehension. In conclusion, the alternative hypothesis was accepted.

Based on the previous study, Dwi Okti (2019) found that there is a significant correlation between reading interest and reading comprehension achievement of the second semester students of English education study program Universitas Muhamadiyah Palembang. Likewise, Amirah (2018) found that there is a significant correlation between reading interest and reading comprehension of the eleventh-grade of SMA YP Unila Bandar Lampung.

The result of the data analysis showed that there was a significant correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati. In this research, the researcher concludes that reading interest has a significant correlation effect for students' reading comprehension. It means that students will get higher scores of reading comprehension tests if they have higher reading interest scores.

CHAPTER V
CONCLUSION AND SUGGESTION

The discussion throughout the present investigation which dealt with the use of the correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati in academic year 2021/2022 could be concluded in this chapter. Besides, in this chapter, some suggestions which were related to the findings were further recommended so that the findings could bring significant results in the related area. The findings of the present study could give significance impact to the English teacher, the eighth-grade students of SMPN 1 Sukawati and other researchers who may conduct similar research.

5.1 Conclusion

The analysis showed that whole data of this study was normal. Based on the table 4.2, it could be seen that the probability number (asymptotic significance) of Reading Interest was 0.283 > 0.05 and for the reading comprehension was 0.398 > 0.05, which means that the data distribution was normal. In addition, the homogeneity of the data is Sig. 0.168 which also bigger that the value 5%. It means that the data was homogenous.

Moreover, the researcher also found that there is a significant correlation between variables X and Y. It can be seen by the value of correlation interpretation found 0.617. It is described the coefficient of Pearson-product moment. In addition, the significant value of Sig. was found 0.000, means the correlation was significant. It proved the correlation coefficient is under 0.05 in a positive direction. It can be concluded that the correlation between variables X and Y have a positive

significance with a high category of correlation.

Additionally, it also proved by T-testing that has done by the researcher. Paired-sample T-test is used and found the value t-counted is 41.54 and the t-table is 1.686. Ha is accepted if the t-counted > t-table. Therefore, Ha is accepted because 41.54> 1.686. It means that there is a significant correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati in academic year 2021/2022.

5.2 Suggestion

In conducting the present study, the researcher found some fundamental things which were necessary to be improved by each element that might be related to the present investigation which was concerned the correlation between reading interest and reading comprehension of the eighth-grade students of SMPN 1 Sukawati in academic year 2021/2022. Based on the findings of the present ex post facto research and the conclusion that has been previously stated in the present study, there were some practical suggestions that the researcher would like to offer, first to the English teacher, second to the eighth-grade students of SMPN 1 Sukawati and the last to other researchers.

First, for the English teacher of SMPN 1 Sukawati is suggested observe the students reading interest and their reading comprehension. It can be done by constructing a planning lesson that involves some strategy that is relevant to improve students reading skill, particularly of the reading interest and reading comprehension. For examples by asking the students to read the English books that interest students before the learning process begins, or give homework for students

to read English book they like and after that ask the students to make a summary of what they read. By doing those things, their reading interest will be increased. The teacher should give more chances to the students in practicing their reading skill. Automatically, their reading comprehension will be improved as well as their reading skill gets greater.

The second suggestion is proposed to eighth-grade students of SMPN 1 Sukawati. The students should realize that their reading comprehension is influenced by their reading interests. It must be hard to understand the context of the text if students have no interest in reading the text they read. The students should increase their reading interest and their reading comprehension. Reading a new text in a newspaper, article or book is a good way of practicing their reading skill. They have to practice their reading skill as much as possible. Reading skill is really good to be mastered in learning English. The students should make it balance among the four skills in English.

The last, for the other researchers, this research can be used as a reference in conducting similar research. If they want to conduct the further research on this component, they also can use the research instrument of the present study as the model in correlation between reading interest and reading comprehension of the eighth-grade students. This thesis can be useful to enrich the knowledge and provides material for the other researchers in undertaking further research.

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APPENDICES

APPENDIX 1

Name of the Sample

SAMPLE	NAME
Sample 1	ANAK AGUNG RATIH RIYASTITI
Sample 2	DESAK AGUNG GANGGA SWARI
Sample 3	DEWA MADE AGUS SATRIA WIGUNA
Sample 4	I KADEK WIRAYUDA
Sample 5	I KOMANG GEDE RAMAJAYA
Sample 6	I KOMANG TRI PERMANA
Sample 7	I MADE ADNYANA WIGUNA
Sample 8	I MADE AGUS PRANACITA
Sample 9	I MADE DEDIK PRAMANA
Sample 10	I MADE KRISNA DWIPAYANA
Sample 11	I MADE MEGA DWIJANATA
Sample 12	I PUTU ARYA SAKA MURDIANA YASA
Sample 13	I WAYAN ARCA MAESA PRADYTIA
Sample 14	I WAYAN BALIK JULIASTRA
Sample 15	I WAYAN GEDE ADI SEPTRIANA
Sample 16	IDA AYU DIAH SANGGAWATI
Sample 17	IDA AYU NYOMAN MELANI TRIANA PUTRI
Sample 18	KADEK AMELIA PUTRI PARDHIKA
Sample 19	KADEK DIKA JAYA HENDRAWAN
Sample 20	KADEK DWITA KIRANA APRILLIA
Sample 21	NI KADEK DWI ANTARI
Sample 22	NI KADEK HASNA DEWI
Sample 23	NI KADEK RIA ANDINI
Sample 24	NI KADEK SETIAWATI
Sample 25	NI KETUT ANASTASIA PUTRI
Sample 26	NI KOMANG AYU SILVIA DEWI

Sample 27	NI KOMANG EGA MAHESA RANI
Sample 28	NI NYOMAN AYU ANJANI
Sample 29	NI PUTU ALISYA REVADIANTY
Sample 30	NI PUTU AYU DINA
Sample 31	NI PUTU AYU LISTYA DEWI
Sample 32	NI PUTU DIAH MERIANI
Sample 33	NI PUTU REVA ANGGRENI PUTRI
Sample 34	NI PUTU SASHA MAHARANI
Sample 35	NI WAYAN ANANDA PARAMAYANTI
Sample 36	NI WAYAN NESA PURNAMI
Sample 37	PIUR ANGDAM DEWI
Sample 38	PUTU AGUS EGA MAHENDRA PUTRA
Sample 39	SRI DIANA PRADNYAWATI

APPENDIX 2

KUESIONER

Petunjuk Umum:

1. Tuliskan nama dan nomer absen anda.

2. Jawab pertanyaan ini dengan jujur.

3. Berikan tanda checklist (√) yang sesuai dengan pilihan anda.

4. Tidak ada jawaban benar atau salah. Beberapa pertanyaan tampak memiliki arti yang hamper sama.

5. Anda cukup menjawab langsung sesuai dengan apa yang pertama kali muncul dipikiran anda.

6. Kerjakan sesuai kemampuan anda sendiri.

7. Adapun keterangan jawaban:

   SS   : Sangat Setuju

   S   : Setuju

   RR   : Ragu- Ragu

   TS   : Tidak Seuju

   STS   : Sangat Tidak Setuju

Nama : _____

No   : _____

Kelas : _____

No	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1	Saya tetap tertarik membaca sebuah buku meskipun judulnya tidak menarik.					
2	Di sekolah, guru selalu mengingatkan akan pentingnya membaca buku 15 menit sebelum jam pelajaran di mulai.					

3	Apabila meminjam buku, saya meluangkan waktu saya untuk membacanya.					
4	Dalam sehari, saya berusaha membaca satu buku pelajaran.					
5	Banyak membaca buku pelajaran tidak membantu meningkatkan prestasi saya.					
6	Membaca novel atau buku fiksi membuat saya ketagihan untuk terus membacanya.					
7	Saya tidak membaca ketika waktu luang.					
8	Melalui kebiasaan membaca, banyak wawasan dan informasi baru yang di dapat.					
9	Dalam satu minggu, saya minimal membaca satu buku di luar buku pelajaran.					
10	Meskipun saya tidak rajin membaca, belum tentu tidak mendapatkan nilai maksimal.					
11	Menjelang ujian, saya membaca semua materi yang diberikan oleh guru.					
12	Saya akan terus meningkatkan kemampuan dan kebiasaan membaca.					
13	Saya tidak mempunyai waktu luang untuk membaca buku pelajaran.					
14	Pada hari libur, saya tidak ingin membaca buku pelajaran.					
15	Karena harga buku terlalu mahal, saya tidak suka membaca buku pelajaran.					
16	Saya membaca buku minimal 1 jam perhari.					
17	Sampul buku yang unik dan lucu sangat menarik untuk dibaca.					
18	Membaca buku komik dan novel saat waktu luang, hanya membuang waktu saja.					

19	Ketika saya sedang bosan, saya menganggap bahwa membaca menjadi salah satu aktifitas yang mengurangi kebosanan.					
20	Saya membaca untuk kesuksesan akademik saya.					
21	Saya membaca buku ketika ujian saja.					
22	Membaca buku dengan kosa kata yang sulit membuat saya cepat bosan dan mengantuk.					
23	Saya membaca karena perintah dari guru.					
24	Saat ada waktu luang, lebih baik bermain dari pada membaca buku pelajaran.					
25	Apabila membaca dan menemukan kata baru, saya enggan untuk melanjutkan membaca.					
26	Selain membaca buku, saya juga membaca bacaan popular seperti surat kabar, majalah, bulletin, atau bacaan lainnya.					
27	Saya membaca novel Bahasa inggris 1 jam setiap hari.					
28	Saya menyediakan waktu 15-30 menit untuk membaca sebelum pelajaran di mulai.					
29	Bermain handphone atau mengobrol dengan teman sebelum jam pelajaran dimulai lebih menyenangkan dari pada harus membaca buku pelajaran.					
30	Membaca buku dapat melatih daya ingat.					
31	Saya tidak melengkapi catatan saya dengan penjelasan lebih detail sehingga saya tidak membaca Kembali materi yang saya dapat di sekolah.					
32	Saya membaca Kembali materi yang telah diberikan oleh guru sepulang sekolah					

33	Dalam membaca, saya membutuhkan waktu 3 hari untuk menyelesaikan bacaan saya					
34	Saya membaca untuk mendapatkan nilai yang baik					
35	Saya senang membaca buku novel atau komik sebelum tidur					
36	Buku pelajaran yang bergambar dan berwarna menarik minat saya untuk membaca					
37	Meluangkan waktu 1 jam untuk membaca pada malam hari itu penting dan bermanfaat					
38	Saya merasa jauh lebih tenang ketika membaca buku.					
39	Saya banyak membaca buku berbagai genre dalam 3 bulan.					
40	Saat sedang santai, saya lebih memilih bermain game dari pada membaca buku					
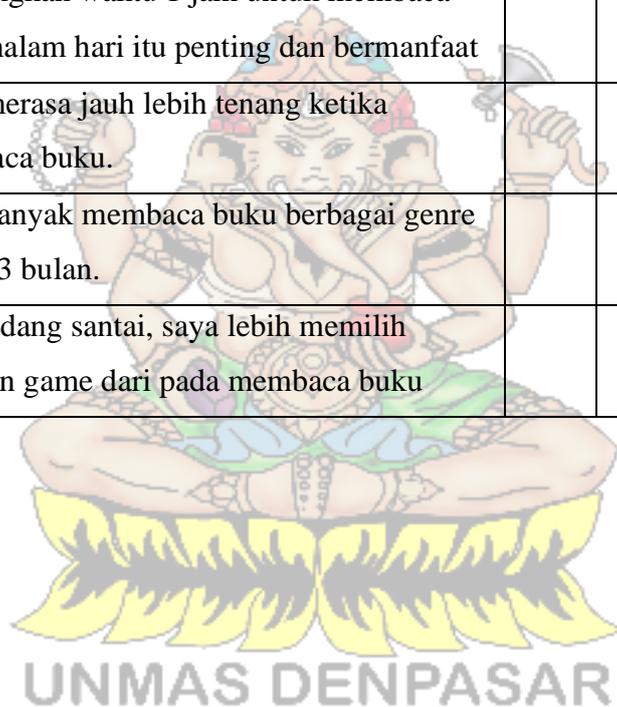
APPENDIX 3

READING TEST

School   : SMP NEGERI 1 SUKAWATI

Subject   : English

Class   : VIII

Date   :

Instructions

1. Before answering the questions, please write your own identity on the answer sheet!
2. Read the following text carefully!
3. Choose the correct answer from the option A, B, C, or D!
4. Answer the questions from the easiest one!
5. Answer the question honestly without discussing it with your friend or cheating!
6. Check your answer again before submitting the test!
7. Do the test in 40 minutes!
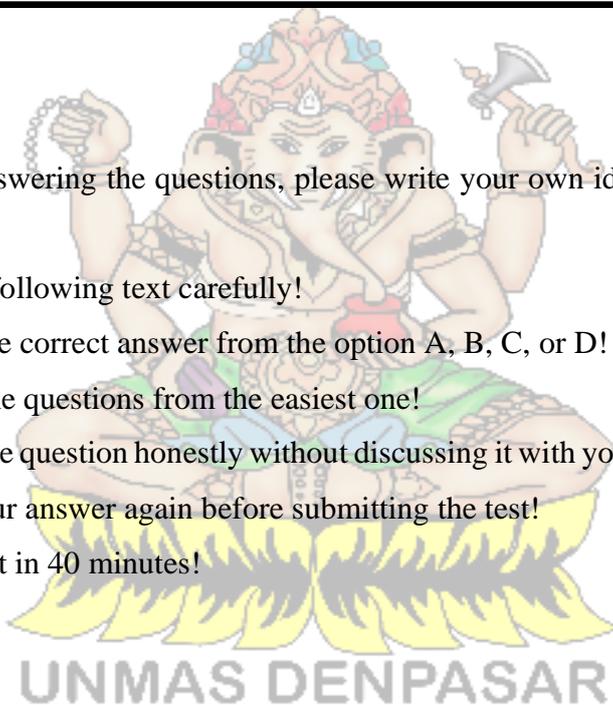
- Good Luck -

**The text below is for question number 1 – 10**

Peter

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

(Adapted from: Nurul 2020)
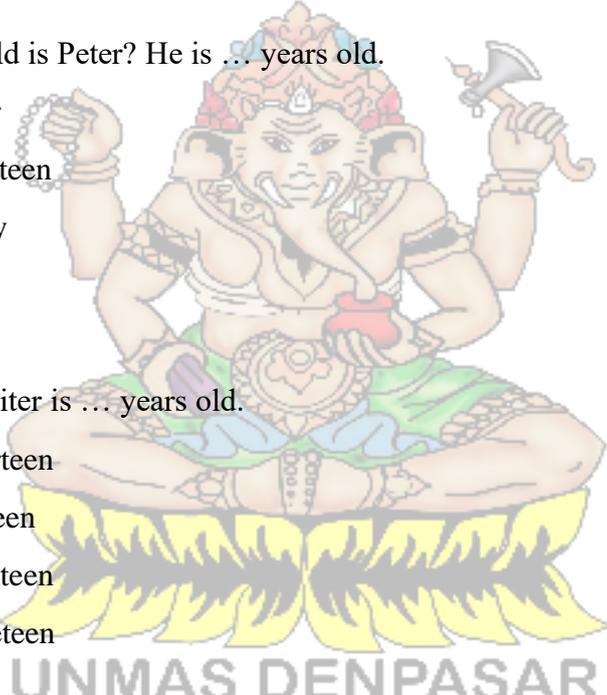
1.   How old is Peter? He is … years old.

A. four

B. fourteen

C. forty

D. ten

2.   The writer is … years old.

A. fourteen

B. sixteen

C. eighteen

D. nineteen

3.   Which of the following statement is not true about Peter?

A. He has long and curly hair.

B. He has bright eyes.

C. He is interested in sports.

D. He plays football and tennis.

4.   According to the passage, we know that Peter is ….

A. The writer's youngest brother

B. The writer's elder brother

C. A naughty boy

D. The writer's youngest brother

5. "He is fourteen years old . . . Than me." The underlined word refers to ….

    A. Peter

    B. The writer

    C. The writer's sister

    D. the writer's family

6. "But he usually does what he is asked to do." The phrase "usually does" means …

    A. He does anything he wants.

    B. He always asks.

    C. He is lazy.

    D. He is diligent.

7. What is the text mostly about?

    A. Peter

    B. Peter's hobby

    C. Peter's family

    D. peters' elder brother

8. It is implied in the passage that …

    A. Peter is naughty.

    B. Peter is lazy.

    C. Peter is unfriendly.

    D. Peter is diligent.

9. From the text, we may conclude that …

    A. Many people do not like Peter.

    B. People is older that the writer.
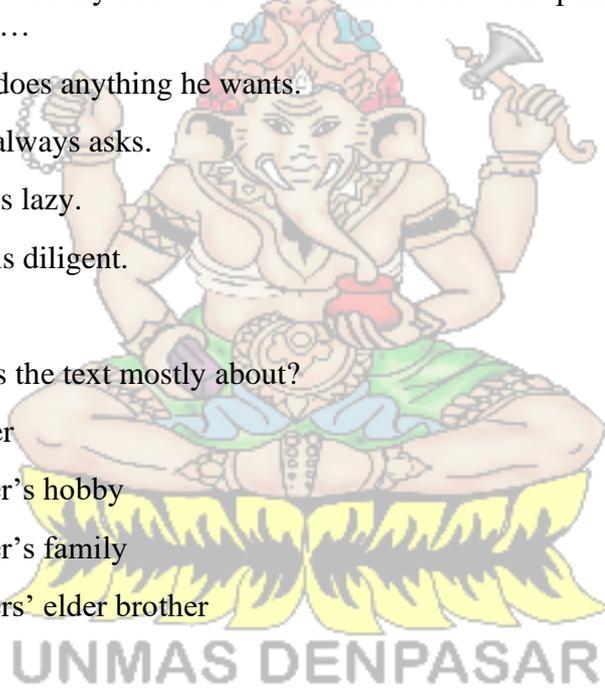
C. Peter is a welcoming person.

D. Peter is not diligent at all.

10. "Peter is interested in sports very much, and at school he plays football and tennis." The phrase "interested in" can be replaced by ….

A. Dislike sport

B. Really likes sport

C. Hates sport very much

D. Finds sport not really entertaining

The text below is for question number 11 – 15

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

(Adapted from: detik-detik UN bahasa Inggris: 2005/2006)

11. Fruji is the … on Wingo Island.

A. name of a river

B. name of a mountain

C. name of a tree

D. name of someone who lives

12.   What are the chairs and tables in that island made of?

A. Iron

B. Moss

C. Trees

D. Fruji trees

13.   "They happen when too many animals fly around at the same time" (Paragraph 3). The underline word refers to?

A. Moss

B. The sand

C. Windstorm

D. Animal

14.   Where do the people of the island live in?

A. In the houses

B. In the forest

C. In the tree holes

D. In the big-gloos

15.   According to passage, which of the following is not true?

A. Wingo is an island.

B. Many sharks are in Wingo island.

C. The weather in Wingo Island is tropic all the time.

D. Rain always falls in Wingo Island

The text below is for question number 16 – 19

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in

fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

(Adapted from: Nurul 2020)
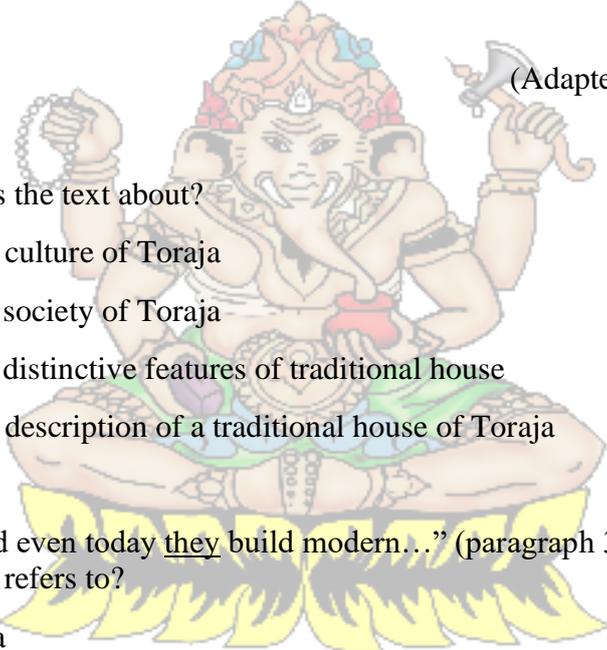
16.   What is the text about?

A. The culture of Toraja

B. The society of Toraja

C. The distinctive features of traditional house

D. The description of a traditional house of Toraja

17.   "… and even today they build modern…" (paragraph 3). The underlined word   refers to?

A. Raja

B. Mountain regions

C. Society

D. Toraja people

18.   What are the ordinary people commonly called?

A. Tongkonan

B. Makaka

C. Celebes

D. Rengnge

19.   Which of the following does not symbolize a buffalo?

        A. Cowardice

        B. Courage

        C. Strength

        D. Status

The text below is for question number 20 – 22

        Hello! My name is Boby Fudam. I come from Dundee. A town on the east coast of Scotland, but I'm a student at Durham University, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work!

        I live in Durham Castle, because the Castle is part of the University, with about thirty other students. The course started two years ago, and I'm in my third year. After the course, I'm going to work in France, but I don't know where yet.

        (Adapted from: www.englishadmin.com)

20.   Boby can speak these languages below, except…

        A. German

        B. Spanish

        C. English

        D. Dutch

21.   What's Boby going to do after course?

        A. To get a job in France.

        B. To enjoy in Germany.

        C. To study in England.

        D. To learn in Spanish.

22.   Boby Fudam is … student at Durham University.

        A. a lazy

        B. a diligent

C. a dull

D. a shy

The text below is for question number 23 – 25

My Special Friend

I have a special friend. She is my classmate and sits beside me. Her name is Rohma. Rohma is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohma comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohma and her brother work part-time to earn some money. Rohma sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

(Adapted from: www.englishadmin.com)

23.   What does the second paragraph tell you about?

A. Rohma and her family

B. Rohma and her father

C. Rohma and her brother

D. Rohma and her friends

24.   "…Rohma and her brother work part-time to earn some money." What do the words "work part-time" mean?

A. Work for the whole of working week

B. Work for only part of each day or week

C. Work for the purpose of getting money as much as possible

D. Work for family

25. Where did the writer sit?

   A. In front of Rohma

   B. Behind Rohma

   C. Next to Rohma

   D. Far from Rohma

The text below is for question number 26 – 30

<div align="center">Mr. Targo</div>

Mr. Targo is my math teacher at school. He teaches us at class IX. He is a smart teacher. He can teach us very well. He is a strict teacher. He doesn't like his students came late at class. He will be very angry. Besides that he doesn't like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation.

Besides that Mr. Targo always does the same things every day. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in her desk, he will look at and greet us formally. Then he will put on her glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit**.**

<div align="right">(Adapted from: www.englishadmin.com)</div>

26. What is the writer's purpose to write the text?

   A. To show his dislike of his teacher.

   B. To get attention of his teacher.

   C. To make the readers know the character of his teacher.

   D. To make the readers impressed by his teacher.

27. Mr. Targo teaching in the class….

   A. VIII

   B. IX

   C. X

D. XI

28. The writer describes Mr. Targo as a …

   A. Serious man

   B. Humorous man

   C. Easy going man

   D. Friendly than

29. The writer can tell Mr. Targo habit precisely because …

   A. He always comes to school early

   B. He admires Mr. Targo character

   C. He sees Mr. Targo does the same thing everyday

   D. He pays attention to Mr. Targo's explanation

30. "I was really amazed by his habit." The word "amazed" is closest in meaning to …

   A. Scared

   B. Surprised

   C. Ashamed

   D. Nervous
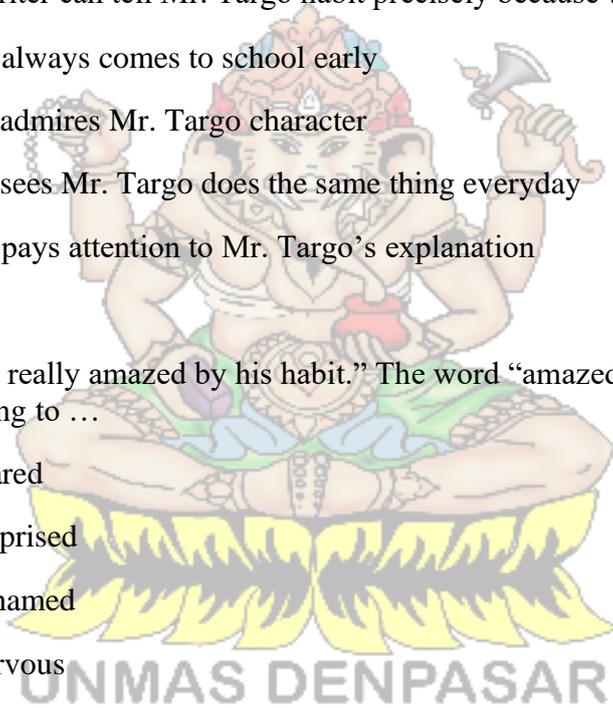
APPENDIX 4
ANSWER KEY OF MULTIPLE CHOICES

|		
1. B	11. C	21. A
2. C	12. D	22. B
3. A	13. C	23. A
4. A	14. D	24. B
5. A	15. C	25. C
6. D	16. D	26. C
7. A	17. D	27. B
8. D	18. B	28. A
9. C	19. A	29. C
10. B	20. D	30. B

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APPENDIX 5

The Tabulation of Data Shows Students' Score of Reading Interest and Reading Comprehension

SAMPLE	READING INTEREST (X)	READING COMPREHENSION (Y)
Sample 1	148	83
Sample 2	140	90
Sample 3	125	57
Sample 4	128	70
Sample 5	134	67
Sample 6	129	70
Sample 7	134	83
Sample 8	113	57
Sample 9	131	63
Sample 10	140	73
Sample 11	135	63
Sample 12	127	63
Sample 13	128	70
Sample 14	143	70
Sample 15	139	77
Sample 16	140	97
Sample 17	132	80
Sample 18	140	83
Sample 19	125	67
Sample 20	134	77
Sample 21	147	77
Sample 22	148	83
Sample 23	143	90
Sample 24	125	77
Sample 25	147	90

Sample 26	149	83
Sample 27	138	73
Sample 28	140	67
Sample 29	131	67
Sample 30	147	97
Sample 31	143	87
Sample 32	136	70
Sample 33	168	93
Sample 34	127	73
Sample 35	137	80
Sample 36	120	83
Sample 37	149	73
Sample 38	147	77
Sample 39	143	93
TOTAL	**5350**	**2993**

APPENDIX 6

NORMALITY TEST

Result of Normality Testing

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Reading Interest (X)	39	100.0%	0	0.0%	39	100.0%
Reading Comprehension (Y)	39	100.0%	0	0.0%	39	100.0%

Descriptives			Statistic	Std. Error
Reading Interest (X)	Mean		137.18	1.630
	95% Confidence Interval for Mean	Lower Bound	133.88	
		Upper Bound	140.48	
	5% Trimmed Mean		137.14	
	Median		138.00	
	Variance		103.572	
	Std. Deviation		10.177	
	Minimum		113	
	Maximum		168	
	Range		55	
	Interquartile Range		14	
	Skewness		.270	.378
	Kurtosis		1.201	.741
Reading Comprehension (Y)	Mean		76.74	1.693
	95% Confidence Interval for Mean	Lower Bound	73.32	
		Upper Bound	80.17	
	5% Trimmed Mean		76.72	
	Median		77.00	
	Variance		111.775	
	Std. Deviation		10.572	
	Minimum		57	
	Maximum		97	
	Range		40	
	Interquartile Range		13	
	Skewness		.145	.378
	Kurtosis		-.668	.741

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Interest (X)	.097	39	.200[*]	.966	39	.283
Reading Comprehension (Y)	.100	39	.200[*]	.971	39	.398
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

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Histogram — Normal

Mean = 137.18
Std. Dev. = 10.177
N = 39

Reading Interest (X)

Histogram — Normal

Mean = 76.74
Std. Dev. = 10.572
N = 39

Reading Comprehension (Y)

Normal Q-Q Plot of Reading Interest (X)

Normal Q-Q Plot of Reading Comprehension (Y)

Detrended Normal Q-Q Plot of Reading Interest (X)

Detrended Normal Q-Q Plot of Reading Comprehension (Y)

Reading Interest (X)

Reading Comprehension (Y)
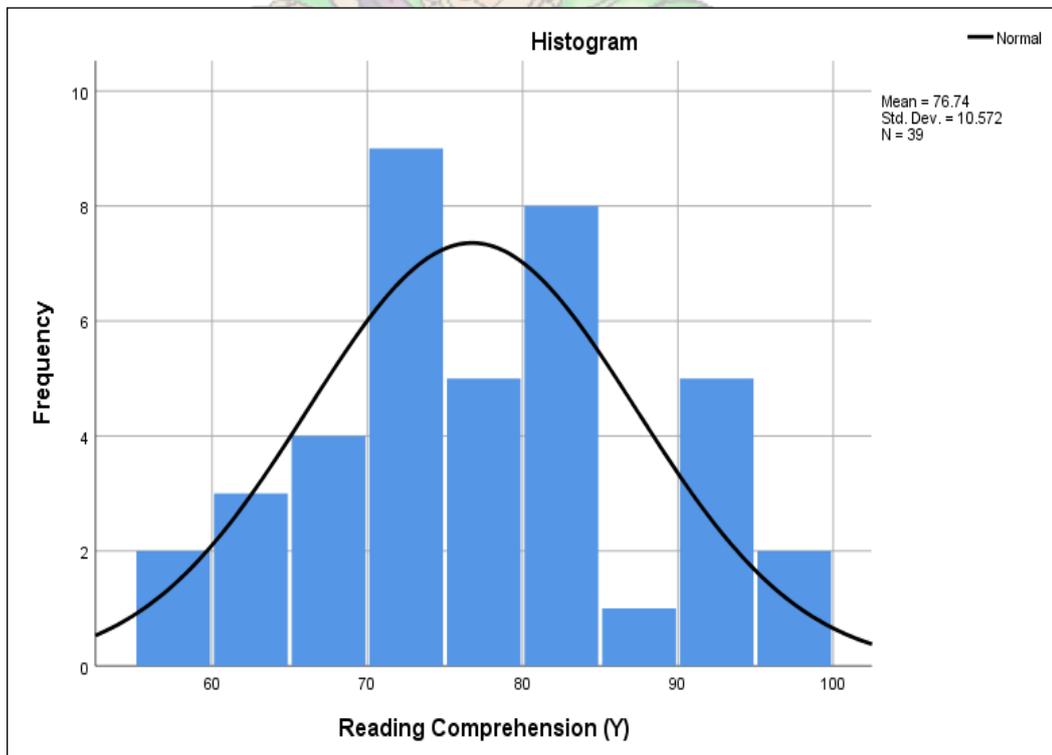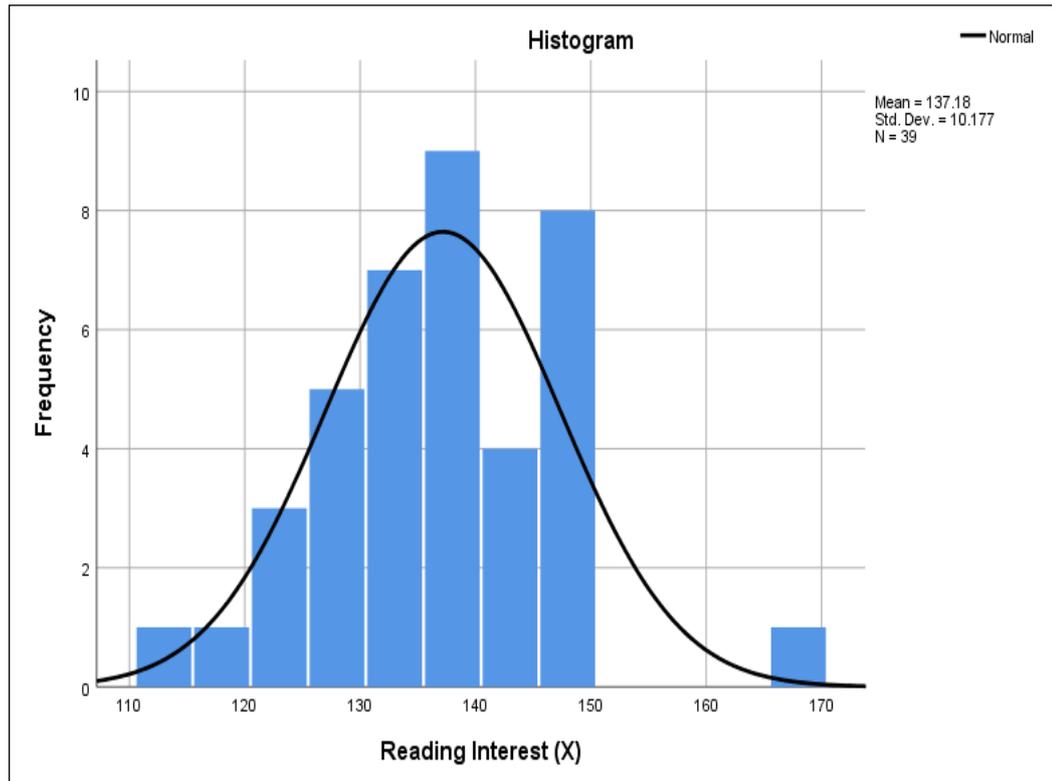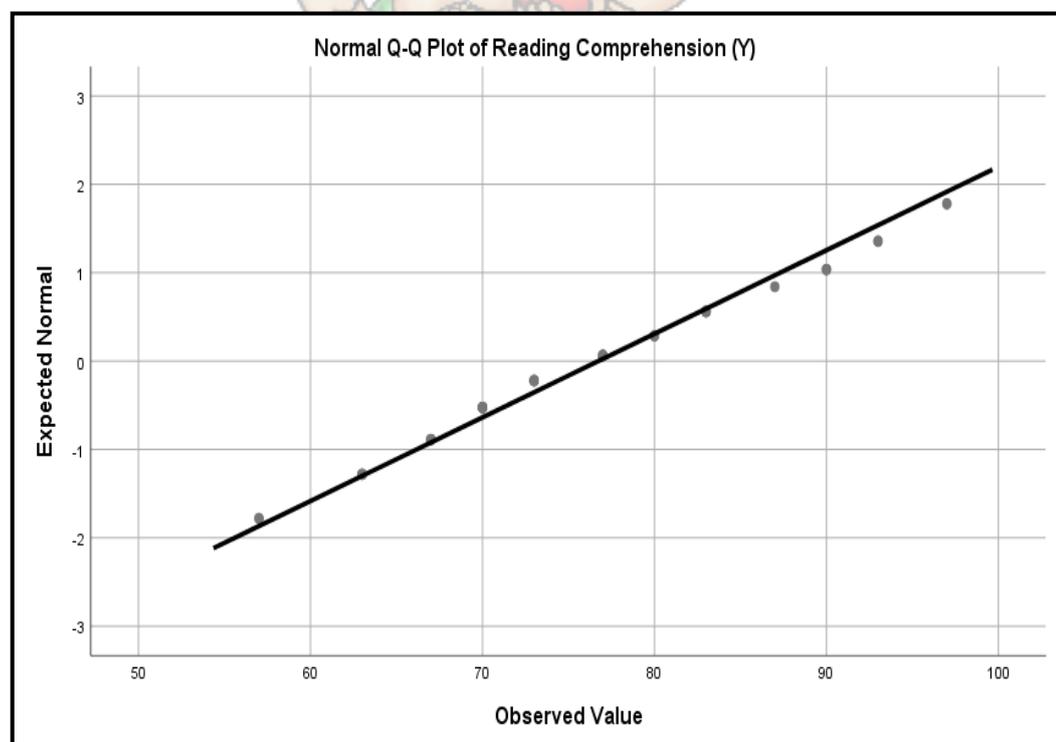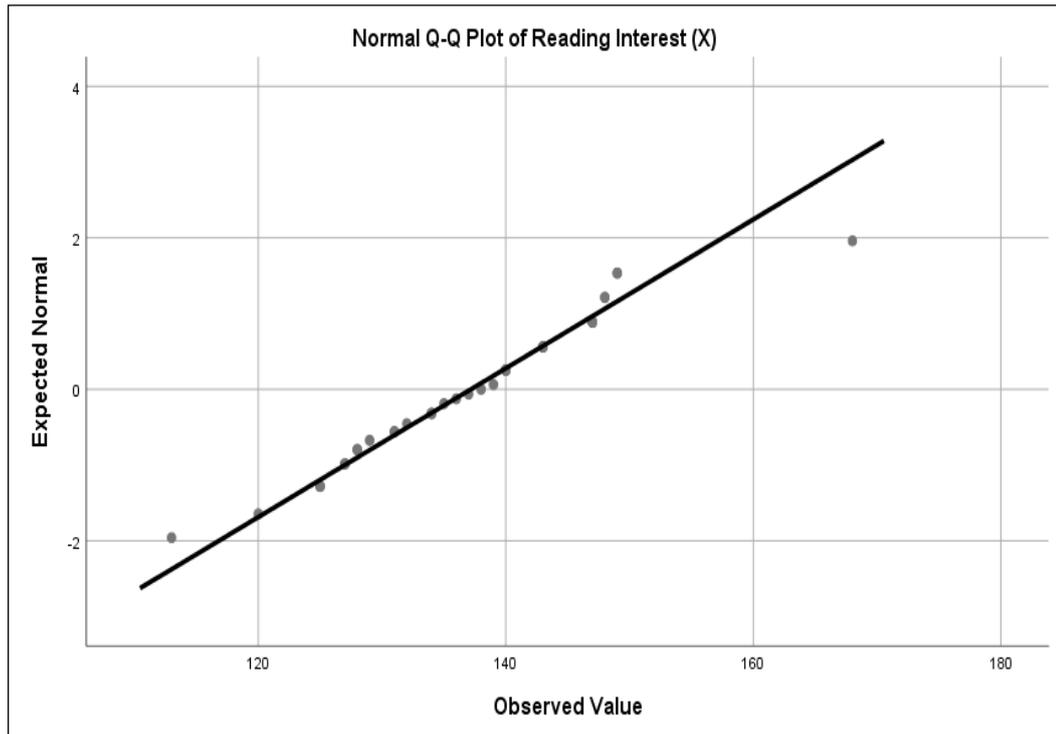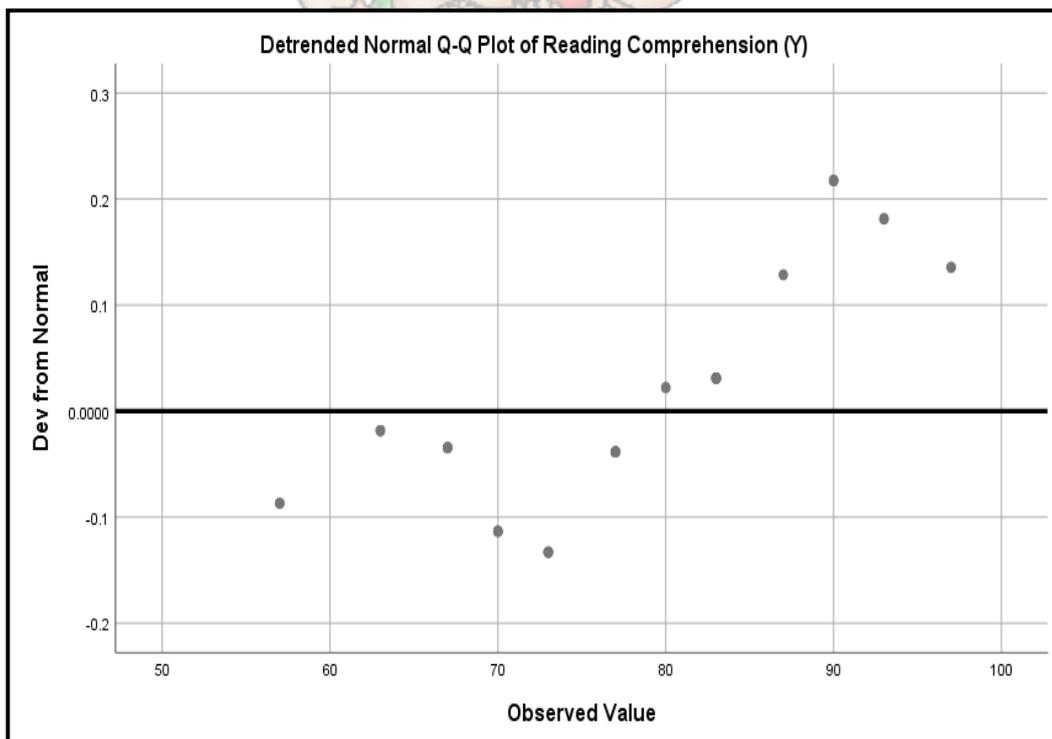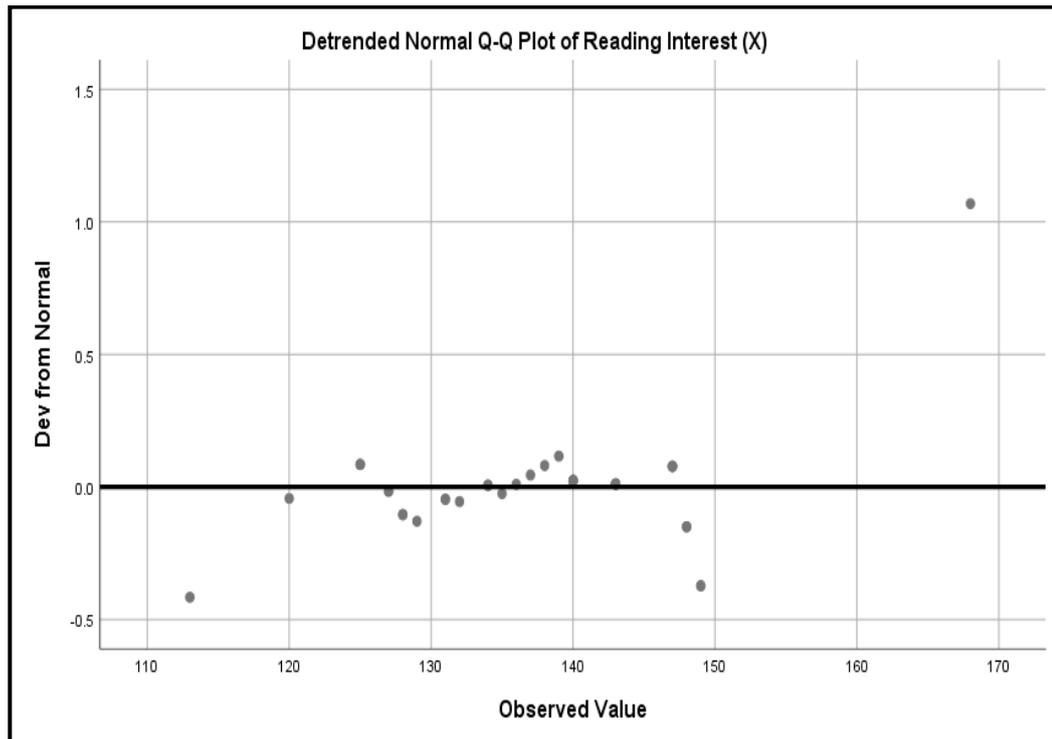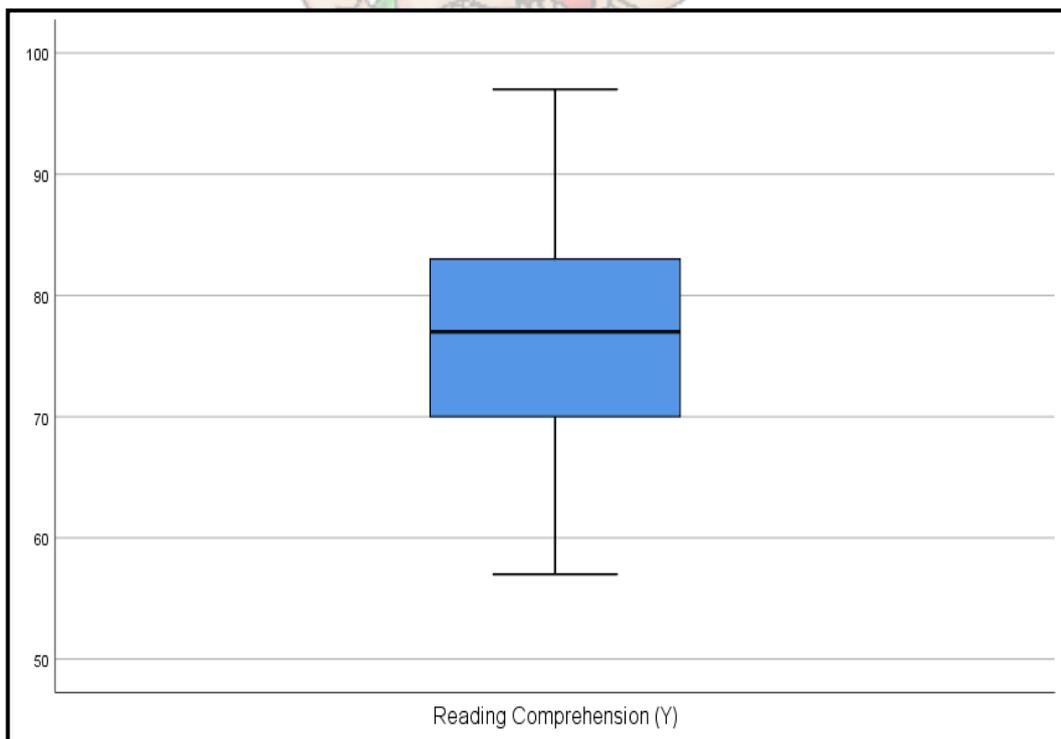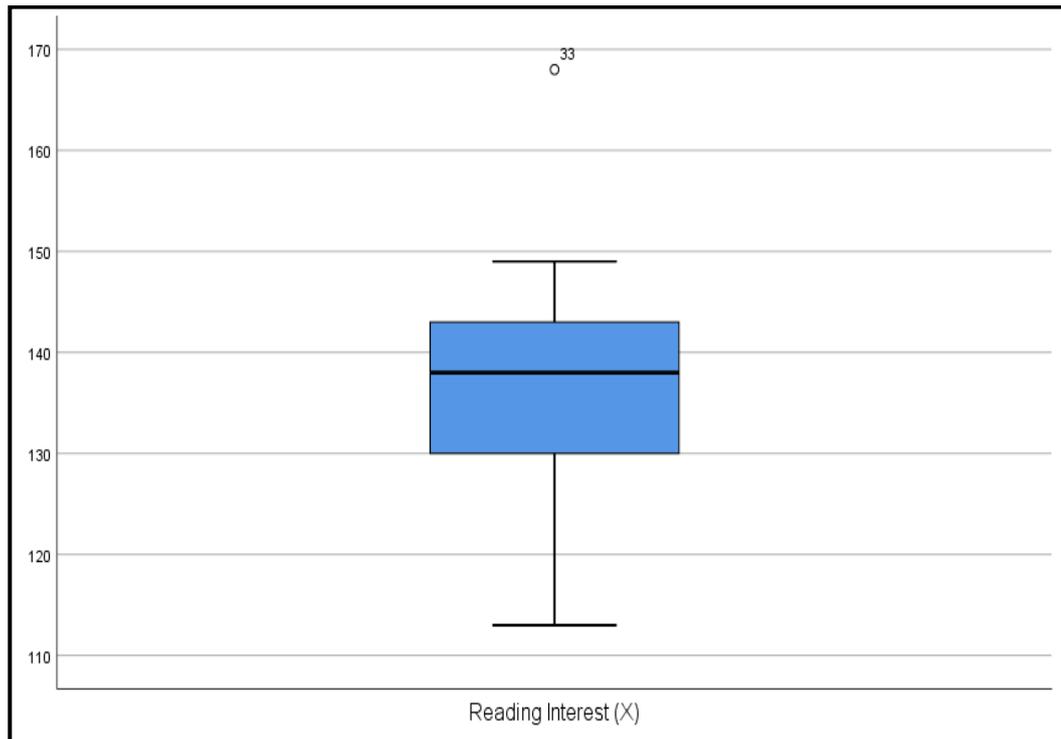
APPENDIX 7

HOMOGENEITY TEST

READING COMPREHENSION

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Reading Comprehension (Y)	Based on Mean	1.662	9	19	.168
	Based on Median	1.072	9	19	.426
	Based on Median and with adjusted df	1.072	9	11.190	.448
	Based on trimmed mean	1.589	9	19	.189

ANOVA					
Reading Comprehension (Y)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2598.019	19	136.738	1.575	.165
Within Groups	1649.417	19	86.811		
Total	4247.436	38			

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APPENDIX 8

PEARSON PRODUCT MOMENT TEST

Correlations		Reading Interest (X)	Reading Comprehension (Y)
Reading Interest (X)	Pearson Correlation	1	.617**
	Sig. (1-tailed)		.000
	N	39	39
Reading Comprehension (Y)	Pearson Correlation	.617**	1
	Sig. (1-tailed)	.000	
	N	39	39
**. Correlation is significant at the 0.01 level (1-tailed).			

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APPENDIX 9

T-TEST

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Reading Interest (X)	137.18	39	10.177	1.630
	Reading Comprehension (Y)	76.74	39	10.572	1.693

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Reading Interest (X) & Reading Comprehension (Y)	39	.617	.000

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Reading Interest (X) - Reading Comprehension (Y)	60.436	9.087	1.455	57.490	63.381	41.536	38	.000

UNIVERSITAS MAHASARASWATI DENPASAR
FakultasKeguruan dan Ilmu Pendidikan
Program Studi Pendidikan Bahasa Inggris
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Website: http://bahasainggris.unmas.ac.id , E-mail: pspbahasainggris@unmas.ac.id

SURAT PENGAJUAN IJIN PENELITIAN

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi Program Studi Pendidikan (PSP) Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Mahasaraswati Denpasar (Unmas Denpasar), menyatakan bahwa mahasiswa:

|	
Nama	: I Gede Kori Sandika
NPM	: 1801882030075
Semester	: VII.C
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Alamat Rumah	: Jln. Sedap Malam, Gg. Ratna VII, Kesiman
Judul Penelitian	: The Correlation between Reading Interest and Reading Comprehension of the Eight grade students of SMPN 1 Sukawati in academic year 2021/2022

Telah dibimbing oleh kedua Dosen Pembimbing Skripsi dan instrumen penelitian sudah siap digunakan untuk mengumpulkan data yang diperlukan. Oleh karena itu, yang bersangkutan mohon diijinkan untuk mengajukan surat ijin penelitian.

Demikian surat keterangan ini dibuat, untuk digunakan sebagaimana mestinya.

Denpasar, 28 September 2021

Dosen Pembimbing I,

I Gde Putu Agus Pramerta, S.Pd., M.Pd.
NPK. 82 8813 400

Dosen Pembimbing II,
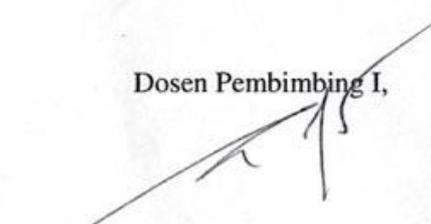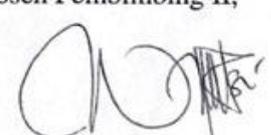
Ni Made Wersi Murtini, S.Pd., M.Pd.
NPK. 82 8810 336

UNIVERSITAS MAHASARASWATI DENPASAR

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Nomor	: K.623/B.01.01/FKIP-Unmas/IX/2021
Lampiran	: 1 (Satu) Gabung
Hal	: Ijin Penelitian

Kepada   : Yth. Bapak/Ibu Kepala SMPN 1 Sukawati

di-

Tempat

Dengan Hormat,

Melalui surat ini kami mohon ijin kehadapan Bapak/Ibu untuk mahasiswa kami :

Nama	: I Gede Kori Sandika
NPM	: 1801882030075
Semester	: VII (Tujuh)
Fakultas	: Keguruan dan Ilmu Pendidikan Universitas Mahasaraswati Denpasar
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jln. Sedap Malam Gg Ratna VII, Kesiman

Untuk melakukan kegiatan penelitian pada Sekolah/Lembaga yang Bapak/Ibu pimpin dengan judul : THE CORRELATION BETWEEN READING INTEREST AND READING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF SMPN 1 SUKAWATI IN ACADEMIC YEAR 2021/2022.

Sebagai bahan pertimbangan Bapak/Ibu bersama ini kami lampirkan proposal penelitian.

Demikian surat permohonan ini disampaikan atas perhatian dan perkenan Bapak/Ibu kami haturkan terima kasih

Mengetahui

A.n.Rektor Unmas Denpasar

Wakil Rektor I

Denpasar, 28 September 2021

A.n.Dekan FKIP Unmas Denpasar

Wakil Dekan I

Dr.I Wayan Gde Wiryawan, S.H.,M.H

NPK.82.7610.352

I Made Dharma Atmaja, S. Pd., M. Pd

NPK.82.8710.345

PEMERINTAH KABUPATEN GIANYAR

DINAS PENDIDIKAN

SMP NEGERI 1 SUKAWATI

Alamat : Jln Kopral I Wayan Limbak Sukawati – Gianyar

Telp (0361) 298257 Email. Smpn1sukawati@gmail.com

SURAT KETERANGAN

Nomor : 421.3/1542 /SMPN1/Skw

Yang bertanda tangan di bawah ini :

Nama	: I Made Cikera, S.Pd.,M.Pd
NIP.	: 19651231 200501 1 080
Jabatan	: Kepala Sekolah

Menerangkan dengan sebenarnya bahwa:

Nama	: I Gede Kori Sandika
NPM	: 1801882030075
Jurusan	: Pendidikan Bahasa Inggris

Memang benar yang bersangkutan telah melakukan penelitian di SMP Negeri 1 Sukawati yang dilaksanakan dari tanggal 30 Oktober 2021 sampai dengan 10 Nopember 2021 dengan Judul :
"The Correlation Between Reading Interest and Reading Comprehension of the Eighth Grade Students of SMPN 1 Sukawati in Academic Year 2021/2022"

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya

Sukawati,18 Desember 2021

Kepala SMP Negeri 1 Sukawati

I Made Cikera, S.Pd.,M.Pd

NIP. 19651231 200501 1 080

BIOGRAPHY

I Gede Kori Sandika, the familiar name is Kori was born in Denpasar on 05th October 1999. He is originally from Nusa Lembongan village, Nusa Penida district, Klungkung regency**.** He lives in Kesiman village, East Denpasar district, Denpasar city. His father and his mother, I Putu Predana, S.T and Ni Wayan Sutanti have inspired him a lot in doing his life and they always suggest him that the education is the most important thing that that must be owned and achieved. Furthermore, his educational background was started in TK Widya Kumara in 2005 and he continued to elementary school at SDN 1 Lembongan in 2006. In addition, after six years, he continued his junior high school at SMPN 4 Nusa Penida in 2012. He graduated his high school at SMKN 3 Denpasar in 2018. Thus, after graduating from the vocational high school, he decided to continue his study at Universitas Mahasaraswati Denpasar. He chose English Language Education Study Program, Faculty of Teacher Training and Education. He got a lot of unforgettable experience while studying in Universitas Mahasaraswati Denpasar. For example, he became an actor of English Drama Fiesta in 2020, participant of Academic English Gathering Program in 2018, Seminar Nasional 2019 and others. He did the teaching practice in SMPN 1 Sukawati for three months in his seventh semester. He is really grateful since he could be a part of Universitas Mahasaraswati Denpasar especially in C class when he could gain a lot of experience.