

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 its content. It is the ability to understand and to find out the information presented in written form even 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. It indicates that the reader's interest 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 message. 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.