CHAPTER I

INTRODUCTION

1.1   Background of the Study

Reading is an activity or cognitive process that seeks to find various information (Rayner & Reichle, 2010). It is an activity through which the students spend their time to get much information and to expand their knowledge. In other words, students always spend much of their time reading such as fiction and non-fiction to get knowledge or to pass a certain test. It is clear that reading is an important activity in any language class, not only as the source of information and pleasure but also as a means of consolidating and extending knowledge of a language. Hence, the ability to read a text in many forms will contribute a great deal of advantages life such as gaining success in school, university or other educational institutions.

Reading is a constantly developing skill. They will get better at reading by practicing (Johnson, 2008). However, if they do not practice, they will not get better and their skills may deteriorate. Besides, reading integrates visual and nonvisual information. During the act of reading the visual information found on the page combines with the nonvisual information contained in their mind to create meaning. Thus, to know how much they can get the information from reading tests through visual and nonvisual information, it is important to administer a test or reading comprehension assessment.

Reading comprehension measures generally on recalling as the primary indicator of students' understanding. Furthermore, comprehension is typically measured by requiring students to read a short passage and then answer multiple-

1

choice or short answer questions or by using a cloze task (Carlson et al., 2014). These traditional measures of reading comprehension provide only a basic indication of how well students understand the text and offer little information about how they use cognitive and metacognitive processes. They do not help them diagnose specific comprehension problems.

At SMPN 4 Sukawati, reading is one of the standars and should be mastered in the English Language. In reading, the student have to comprehend the meaning of the text such as descriptive text. The target of the curriculum in this school expecially in reading comprehension where the student should be able to find main ideas, supporting ideas, identify the vocabularies in the text, locating reference, and makes references. Interest in learning expecially in reading is one of the important to master reading. Based on the explanation above, the researcher would like to know whether or not there is a correlation between students reading interest and reading comprehension in SMPN 4 Sukawati.

1.2   Research Problem

Based on the description of the problem stated in the background of the study, the seventh grade students in SMPN 4 Sukawati still had difficulties to find general information, specific information, textual reference and textual meaning in reading. The researcher is interested in finding out more about the significant correlation between reading interest and reading comprehension. Therefore, the research problem can be formulated as follows: is there any significant correlation between reading interest and reading comprehension of the seventh-grade students of SMPN 4 Sukawati in academic year 2023/2024?

1.3   Objective of the Study

In relation to what has been described above, the purposes of this study are to answer and to solve the research problem which has been formulated. The objective of this study should be in line with the background and the research problem. The objective of the study is the goal which the researcher arranges to do or achieve during the study. Based on the research of the problem above, the objective of the study here is to find out whether there is a significant correlation between reading interest and reading comprehension of the seventh-grade students of SMPN 4 Sukawati in academic year 2023/2024.

1.4   Limitation of the Study

Limitation of the study is very important to avoid discussion outside the main topic. It is needed to present the study as accurate, deeper and specific as possible. Therefore, for this topic, this study is to reveal whether or not there is a significant correlation between reading interest and reading comprehension of the seventh-grade students of SMPN 4 Sukawati in academic year 2023/2024. Accordingly, the researcher focuses on examining the correlation between students' reading comprehension which is focused on a descriptive text which describes a person, place, and animal. Therefore, in reading interest the researcher focuses on discussing there are two types of interest; individual interest and situational interest.

1.5   Significance of the Study

Every research is carried out for its significance, and it also happens to the present research. The result of this study is expected to be important and useful for both theoretical and practical significance as follows:

2. Theoretically, the finding of the present investigation is expected to strengthen and enrich the existing theories of similar research findings with more empirical evidence in the correlation between reading interest and reading comprehension of the seventh-grade students of SMPN 4 Sukawati in academic year 2023/2024.

3. Practically, the result of the study is useful for the teacher, students, and other researchers. For the teachers, it can give information that can be used for better results about the correlation of students' reading interest and reading comprehension. For the students, they know that it is important to have the reading skill to get more knowledge and information. For other researchers, the findings of the present study are expected to be useful as references in conducting future research about the correlation between reading interest and reading comprehension.

1.6   Definition of the Key Term

The title of the present study is "The Correlation between Reading Interest and Reading Comprehension of The Seventh-Grade students of SMPN 4 Sukawati in Academic Year 2023/2024". Before discussing the research deeply, the researcher should give clear definitions that are related to the terms of this research. They are reading interest and reading comprehension. Moreover, the researcher operationally defines important key terms as follows:

1. Reading interest is defined as the students' activities carried out with great pleasure, concentration and attention without force from the others but rather done with pleasure to read a descriptive text.

2. Reading comprehension in the present study is operationally defined as the ability in identifying general information, specific information, textual meaning and textual references in the text.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1   Theoretical Review

Theoretical review is a review theory for the research study. Therefore, is used to support and build this study. In this review theory for the research study and this chapter discusses a theoretical review which refers to the literature based on the topic. This research allows the readers to understand the foundation from the research. Scientific research should be conducted on the basis of some relevant theoretical constructs. There are two areas which are described and discussed in this chapter as follows: reading interest and reading comprehension.

2.1.1   Reading Interest

Reading is a process of understanding the meaning of words that helps readers to get information on a reading text that they have been reading (Oakhill et al., 2015). Reading is an important activity in life which can update knowledge and also can be a tool for academic success. A learning process will run well if students have an interest in reading activity. This is because interest in reading has a great influence on the learning process. Interest may foster greater selective allocation of attention resulting in slower text processing (McDaniel et al., 2000). Besides, interest in reading can create a conducive situation or condition; by paying attention to the content of reading texts and also enjoying several activities in the learning

process, Generally, interest is always followed by feelings of pleasure and from there a separate satisfaction can be obtained. It can be concluded, interest has an important influence in learning, because if the learning material does not match

with the students' interests, they will not focus on the learning process and vice versa.

Interest implies focused attention to a lesson or learning activity that occurs because the learner values or has positive affective responses to its content or process. Interest is a psychological state and as a predisposition to reengage with objects, events, and ideas (Hidi & Renninger, 2006). Interest refers to focused attention, engagement, or both with the affordances of particular content and it is this content that can be said to suggest possibilities for activity.

The relationship between interest and attention is complex (Ainley et al., 2002). Attention in these investigations is measured through reading and secondary task reaction times and following predictions are made, (a) interest would result in escalated learning; (b) interest would result in increased attention which could be measured by slower reading and secondary task reaction times, and (c) the increased time spent on the tasks could be shown to be causally related to students learning process.

2.1.2   Reading Comprehension

Reading is one of the most important skills for students who learn English as a foreign language. It plays an important role in guiding students to be successful in learning a language. Various definitions of reading are expressed by the opinion of the experts due to the complexity of the reading process that can be seen in the following discussion. Reading has a purpose. The purpose of one reader is different from the other readers. The purposes of reading are to make sure, entertain, get

knowledge and get more information. In foreign language learning, reading is

likewise a skill for success in all educational contexts and it remains a skill of

paramount importance as the readers create an assessment of general language ability (Brown & Lee, 2015). From reading, they can get information. On the other hand, reading helps them to exercise their reading skill, spelling, intonation, etc; Therefore, reading can make readers successful in all educational contexts because having reading skill means that the readers have the general language ability in foreign language learning especially.

Comprehension is a process in which the reader may construct meaning by interacting with the text (Pardo, 2004). In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols (Dechant, 1991). Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.

2.2 Empirical Review

The empirical review is one of the requirements that must be provided as empirical evidence to support this research. This empirical evidence is obtained from other universities. Empirical evidence can help the researcher avoid unintentional replication of the previous studies results, and to clarify as well as to define the concepts of the study. In conducting this study, the researcher wants to

know the correlation between students' reading interest and reading comprehension.

Several researchers have done related research to the present study which discusses

the correlation between reading interest and reading comprehension. Those empirical reviews are presented as follows:

The first research was conducted by Lestari (2022) entitled The Correlation between Students' Reading Interest and Students' Reading Comprehension in Narrative Text at the State Senior High School 1 Kubu. This research was found out the correlation between students' reading interest and reading comprehension. This research was conducted at the first-grade students of Senior High School 1 Kubu. The researcher used two instruments in this research they were questionnaires and reading test. The questionnaires were used to collect the data of reading interest and the test was used to conduct reading comprehension. The scores from both of instruments were calculated and analyzed by using statistical procedure of product moment correlation to find out the correlation between student reading interest and reading comprehension. The result of correlation analysis can be seen from the correlation coefficient value between variable Students' score of Reading Interest and Reading Comprehension showed that the coefficient correlation was 0.543. It means that the higher the reading interest, the better the students' reading comprehension.

The second research was conducted by Fadiyah (2023) entitled The Correlation between Reading Interest and Reading Comprehension Scores of the First-Grade Student at SMK Farmasi Kesuma Bangsa Bandar Lampung. It stated that there is a significant correlation between students' reading interest and their reading comprehension. The researcher distributed reading comprehension tests and reading interest questionnaires to obtain the data. The method of analyzing data researcher applied descriptive analysis. The population were the first-grade students

of SMK Farmasi Kesuma Bangsa Bandar Lampung. The numbers of population were 30 students. The result of correlation analysis can be seen from the correlation coefficient value between variable Students' score of Reading Interest and Reading Comprehension was 0.609 at the significant level of 0.000. Based on the result, it can be concluded that there is positive significant correlation between students' reading interest and their reading comprehension scores. It means that students who have an interest in reading, they are better in reading comprehension rather than students who do not have an interest in reading. In conclusion, reading interest is one factor affecting 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. Both of research above using questionnaire to collected the data. Thus, in this present study the researcher will use random sampling to take the sample. There will be 40 students as the samples. The researcher will use two instruments in this study. That will be questionnaire and short answer task.

2.3 Hypothesis

In this study, the researcher has decided to use the directed hypothesis that can be formulated that there is a positive significant correlation between reading interest and reading comprehension of the seventh-grade students of SMPN 4 Sukawati in academic year 2023/2024.