

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Reading is one of the importance skills in English. It is a process of getting the information from written language. May (2010) says that reading is an interactive process of communication. Reading is also a bridge for anyone and anywhere who wants to achieve progress and success, both in the world of school and in the world of work. It is very important skill that the students must master, because the reading cannot be separated in the process of teaching and learning. Reading is an activity which can help the reader get more knowledge without wasting more money. Through reading, the reader get new information, acquiring new knowledge includes vocabulary, improves their writing, find new ideas and comprehend to something.

However most of students are lack of interest in learning reading (Fry, 2010). They think that reading is a boring task, and they feel sleepy when they do it. Reading interest is one of the learner's internal factors. Interest in learning especially in reading can increase students' ability in understanding the subject. With good interest, the students can enjoy in learning, they are more active in class, and get many involving with the activities happening in class such as asking and answering question. Students are not interest in reading because their lack of vocabulary in English. There are some causes why the student almost getting lose with interest in learning such as they get difficult to understand with teachers' explanation. For example, they feel bored or feel sleepy because the teacher are not interesting and

using monotonous media in learning, so it can make the students think English is difficult and not easy to understand. By choosing a good media can help the teacher to teach easier and the students will be more interest in reading and active in class. So, the teacher must find the way how to increase students interest in learning English especially in reading text, because reading interest can affect students reading comprehension.

In reading, the students need to comprehend the text. Reading comprehension is a kind of reading which aims to understand the reading itself. It means that understanding what we are reading is the most important aspects in reading. Not only to understand, but also the readers should comprehend the text which they have read. There are many reasons of Indonesian who have difficulties in comprehending English texts, one of them is because English is not their mother tongue. In line with the statements, it can be said that reading comprehension is an activity which is difficult to be done. Therefore, to comprehend an English text, it needs an interest in reading a text. Haq (2014) states that reading comprehension is one of the standard skills in English that must be achieved at all levels of education, including at the elementary school level. Through reading skills, students are expected to be able to read and understand the contents of reading text.

According to Dawson and Bamman (2007) state factor that can influence students' reading comprehension is reading interest. Reading interest is powerful factor for increasing reading comprehension. There are some studies which are conducted to investigate the correlation between students' reading interest and students' reading comprehension. Research by Amira Adiarti (2019) found that there

is positive correlation between students' interest and students reading comprehension in senior high school level. Risky Muhammad (2019) his research towards of junior high school students as his subject of the study. it was found that there was a significant correlation between students' reading interest and students' reading comprehension.

Based on the explanation above, the researcher feels essential to fill the gap by finding out about students' reading interest and their reading comprehension towards Junior High School students especially the eighth grade students of SMP Negeri 2 Blahbatuh. The choice of interest is because the interest of students in reading very important. It is an internal factor that can affect reading comprehension. Student who has high interest in reading a text, commonly, he/she will often to read that text in several times. It will increase his/her comprehend about the text, because some researches mention that the students interest will influence student comprehension. As a result, the researcher decides to conduct a study entitled "The Correlation between Reading Interest and Reading Comprehension of The Eighth Grade Students of SMP Negeri 2 Blahbatuh to check out how far the interest influences reading comprehension in that school.

## **1.2 Research Problem**

Concerned the description above, reading interest and reading comprehension are important things in learning English also to get information and also knowledge. Therefore, it is important to formulated the research question. The research problem is important to make the discussion clear and specific. 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 SMP Negeri 2 Blahbatuh. Moreover, the researcher is interest in finding out the significant correlation of reading interest and reading comprehension of the students in junior high school.

The research problem in this present study can be formulated in the form of a question as follow is there any significant correlation between reading interest and reading comprehension of the eighth grade students of SMP Negeri 2 Blahbatuh in academic year 2021/2022?

### **1.3 Objective of the Study**

In relation to what has been described above, the purpose of this study are to answer and to solve the research problem which has been formulated. The objective of this study is the goal which the research arranges the study. Based on the research questions stated about, the purpose of this study is to find out whether or not there is a significant correlation between reading interest and reading comprehension of the eighth grade students of SMP Negeri 2 Blahbatuh in academic year 2021/2022.

### **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. This research is concerned to find out the students' reading comprehension in English text and how is the correlation with their interest in reading. Further, the researcher

focused on the correlation between students' reading interest and their reading comprehension in reading test at the eighth-grade students of SMP Negeri 2 Blahbatuh. The reading interest will focused in pleasure, willingness, consciousness and attention. While reading comprehension will focused in finding general information, specific information, textual meaning and textual references.

### **1.5 Significance of the Study**

Hopefully, this study can be useful not only for researchers, but also for some people related to this study, those are:

1. For teachers, it can help teachers to know about their students' reading interest and their students' reading comprehension. Hopefully, by knowing the students' reading interest, the teacher can find out the better learning process way in the class.
2. For students, to increase students' achievement in English lesson and the students were expected to know about their reading interest and then they want to improve their reading interest and their reading comprehension.
3. For the other research, it can be used to be reference in conducting further research in the same topic.
4. For the practical education It will give the information to the readers about the correlation between students' reading interest and their reading comprehension at eighth grade students of SMP Negeri 2 Blahbatuh.

## **1.6 Definition of Key Term**

There are some key terms used in this research, as stated below:

### **1. Reading Interest**

Reading interest can be define as a tendency of someone to have a strong desire or interest in reading and is accompanied by continuous efforts in their own self towards reading activities that are carried out continuously and followed by pleasure, willingness, consciousness, attention without coercion, but his/her own will or encouragement from outside so that the person understands what he/she reads.

### **2. Reading Comprehension**

In the present study reading comprehension define as the skill that must be achieved at all levels of education in understanding the text by finding general information, specific information textual meaning and textual reference.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

In this research, the researcher would like to correlate some theories which are related to this study. There are three areas that are going to be described and discussed; they are:

##### **2.1.1 Concept of Reading**

###### **A. Definition of Reading**

Reading is one of the English basic skills that should be mastered by the students. By reading, students can get a lot of information and knowledge. Reading is an activity of perceiving, analyzing, and interpreting which is done by the reader to get the message to be conveyed by the author in written media. Through reading, the reader gets new information, acquiring new knowledge and find new ideas. The main purpose of reading is to understand all the information contained in the reading text to develop the intellectual property of the reader. The reader also can communicate with the writer by reading activity.

Harmer (1998) stated, reading is an incredibly active occupation. To do it successfully, we have to understand what that the words mean. It means that the readers also understand what they read, and what the word means. Because reading is an important skill that students must master in the classroom. Reading also can increase the student's ability of reading comprehension and also can help them to find information from the textbook that they have read.

Besides, Nunan (2003:68) states that reading is defined as the ability to read at an appropriate rate with adequate comprehension, process of readers combining information from a text and students' background knowledge to build meaning. It means that reading activity help the students build a new concept. Combining the idea makes the students discover and get many knowledge around the world by reading; in addition, it will improve other skills. In order to comprehend the text, grammar and vocabulary are two language components that need to be mastered.

Everybody may read for some purposes, and that purpose helps to more understand what the message or sentence that they read. If they are reading for pleasure, enjoyment, they may read either quick or slowly based on the way they like or feel. According to Grabe (2009), there are six major purposes for reading;

1. Reading to search for information.

When a reader wants to find specific information, a reader should engage in the search process that usually includes scanning and skimming. The combination of it can build a simple 9 quick understanding of the text allow the reader to search for information and identifying a specific form.

2. Reading for quick understanding.

A reader skims when a reader wants to determine what a text is about and whether or not a reader wants to spend more time reading it.

3. Reading to learn.



A reader reads to learn when the information in the text is identified as an important aspect and when the information will be used for some task or may be needed in the future.

4. Reading to integrate information.

This purpose represents a more complex and more difficult task than reading to learn.

5. Reading to evaluate, critique, and use of information.

Sometimes the reader is asked to evaluate and critique information from multiple texts, required to decide which aspect of the text is most important, the most persuasive or most controversial.

6. Reading for general comprehension (in many cases, reading for interest or reading to entertain) It is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension. It takes place as a reader reads a good novel, an interest magazine, etc.

Based on the explanations above, it can be concluded that reading is a process of receiving and interpreting information involving the previous knowledge to arrive at the meaning and understanding the text in order to get the ideas or information, update the knowledge, tool for academic success and to improve general language skills in English.

### **2.1.2 Concept of Interest**

Interest can be defined by how often students read about things they are passionate about, spend their free time, and what they are interested in. The students

are not disappointed with their English if they are interest in their English reading. If the students have sufficient interest, they will read frequently because they are attracted and forced. Interest is the second factor which determines as attitude in working or studying actively. Learning process will run well, if the students have an interest. Hilgard (2003) argued that interest is situation or condition of paying attention and enjoying in some activities and contents. It means that interest can involve short term changes in affective and cognitive processing, such as sudden changes in affect and increased automatically allocated attention. Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good, because there is no appeal to it. So that the students have an interest, should be given things that are interesting in the learning process.

Haidt and Berndoff (2006) said that interest has a strong influence on learning. Individuals display more persistence, engagement, and positive affect toward tasks that they are interested in. Interest influences the use of learning strategies and choices for the direction and duration of attention. Interest can be developed through motivation, therefore that to get the students interested in reading, motivation is needed. Reading in the limited sense or in the board sense is interest. The interest motivates one to read and put effort because the reading selection is interest. According to Alderma (2004), interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn of perform well if they are uninterested. Therefore, interest is an important aspect of

motivation that influences attention, learning, thinking and performance of the students. there here are two types of interest:

a. Personal Interest

Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. Personal interest assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, computers.

b. Situational Interest

Situational interest is more temporary and specific situation of attention to a topic. It is more contextual dependent or specific than personal interest. It result from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting text, media, presentation, and the like. It may trigger the students interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interest students bring with them.

Based on the statements above, interest is one of the psychological items which has an important role in a human beings especially in education. Interest is always followed by feelings of pleasure and from there can be obtained satisfaction. Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good. Learning process will go well if someone has an interest.

### **A. Definition of 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. Interest in reading is a tendency of someone to have a strong desire or interest and is accompanied by continuous efforts in their own self towards reading activities that are carried out continuously and followed by pleasure without coercion, but his own will or encouragement from outside so that the person understands what he reads. According to Khairuddin (2013) as cited in Dhivah (2018) reading interest is number of books read in a month and the number of times students read in a week, and he favorite genres and types of English reading materials. So, Reading interest is a strong and deep concern accompanied by a feeling of pleasure towards the activity of reading.

Vig and Sharma (2014) define that reading interest as a personal variable which means a characteristic in an individual, which takes time to develop, but it become stable with passage of time towards a certain topic or domain and is influenced by degree of knowledge, values and positive feelings. The activity of reading that performed by a person who is interested in reading is a voluntary activity. They would like to read without being told before or forced by others. It is because when an individual is interested in reading, the activity will be a pleasure activity.

Moreover, Nafisah and Shorman (2011) state that the individual reading interests are considered one of the major factors that determine what she or he reads. The selection could be based on genre, or the kinds of printed pages. Some readers would like to read fiction, romance, history, or others. Some others would like to read texts from magazine, newspaper, comic, or novel.

Dawson and Bamman in Rachman (1985) also mention that there are four principles that can be the interest in reading, as follows: 1) Attitude. The student who can find the reading material that appropriate with him/herself means that he/she has a good attitude in reading and the attitude refers how high his/her reading interest. Attitude here can come from two factors, attitude to the reading material especially on English text about attitude to the classmate or teacher, how the students' attitude in facing the teacher or classmate who invite him to discuss about English text. 2) Habit. The students' activities and reading habit can reference his/her reading interest. How often students do reading activity, it indicates their interest in reading a text especially English text. If the student has needed reading on his life, automatically his reading interest is high. Whereas if the student rarely does the reading activity, it indicates that his/her interest in reading is limited. 3) Facility. Facility is one of the major factors that influences students' reading interest. Student who has more facility from his/her parents or the school library has higher interest than the student who has a limited facility. 4) Availability. Availability of textbooks in the environment of the student is one of the factors driving the choice of reading materials and reading interest. Availability of the school.

## **B. Indicators of The Students' Interest Instrument.**

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 (1984) 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

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 was able to know the students' interest on English text from the four of aspects above. From indicator pleasure, the researcher was able to 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 means that a motivational desire that directed to the purpose of life controlled by thought. The researcher was also able to know 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 can be seen 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. It tells whether they are interested in reading English text or not from the result in answering the questionnaire.

### **2.1.3 Concept of Comprehension**

Comprehension is part of life. Every waking minute, your brain is busy making sense of your world. It could be compared, in fact, to very complicated computer. Message is constantly coming in about what you see, hear, smell, touch or taste. Your brain receives the messages, interprets them, sorts them, and saves them. In reading, the readers learn how to make sense of what they read and remember it. It means that comprehension is a process of understanding a text or a process of constructing meaning from a text, so the readers will know the message from the writers. Sadoski (2004:6) states that comprehension is the reconstruction of the author's message. The author constructs a message and encodes it in printed language. The readers decode the printed language and reconstructs the message that are developed into the steps in the chapter that follow.

#### **A. The Definition of Reading Comprehension**

Comprehend the reading text is very crucial thing in reading process because the purpose of reading is to catch the meaning from what the readers have been read. The ability of reader to understanding the authors' message is influenced by their background knowledge. Reading comprehension means

making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read. Snow (2002) states that 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.

Snow (2002) also defines that reading for comprehension is the primary purpose for reading, though this is sometimes overlooked when students are asked to read overly difficult texts, raising students' awareness of main ideas in a text and exploring the organization of a text are essential for 14 good comprehension. It means that reading comprehension is the primary purpose for reading by the reader to get the meaning of the text which they are reading. So, reading comprehension is important for the students in understanding a text.

Furthermore, Lems et al. (2010:170) describe that reading comprehension is not static competency. It varies according to the purposes of reading and the text that is involved. There are also some benefits which can be taken from reading text; for example, reading text can give opportunities to study vocabulary, grammar, pronunciation, and the way the researcher constructs sentences,



paragraphs, and texts. By reading, students will get information that can enrich their knowledge and also enhance their mind concept.

Harris and Hodges (2011) state that reading comprehension is the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in the particular text. Brown (2003) states that reading comprehension is an understanding of a written text means extracting the required information from it as efficiently as possible.

Pang et al, (2003:19) state that reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on life experiences. Moreover, the topics that are familiar and openly discussed in one culture may be unacceptable in another. Children growing up in rural communities will have different experiences from those from urbanized, developed countries. Therefore, having more prior knowledge generally facilitates comprehension, and having more cultural knowledge will also affect understanding and appreciation of written text with their background knowledge.

Due to explanations above can be concluded that reading comprehension is reading a text by thinking while reading and connecting what the reader reads to their ideas or background knowledge in order to understand or comprehend the text. All of the definitions recommend reading comprehension as the main action of reading itself. Without reading comprehension, the students could not understand the information on the reading text. The readers are expected to be able to extract information by using reading skills. Reading comprehension is also how to understand the context and meaning of the information presented in printed text.

Furthermore, in reading class, the students read the text and find out general information, specific information, textual meaning and textual reference in teaching learning process.

Based on the theory above, generally, it can be concluded that reading comprehension is the process extracting and understanding the information of written text which has elements for thinking of reading. The inside element as reader, text, activity whereas the outside element, there are content and sociocultural. And also an aspect to access reading comprehension should able to finding the main idea and specific information of the text, finding the reference and the meaning of words or expression within the text, and making inferences from the text. According to King and Stanley (1998) in Yuliana (2018) here are the components of reading comprehension:

1. Finding Factual Information

Finding factual information is one of components of reading comprehension that is suitable for Junior High School. Tarigan (1980) said that while reading, the reader must be able to recognize the factual and certain information in details such as person, places, events and times.

2. Finding Main Idea

Identify the main idea is an important activity in reading text because if it can find the main idea it can know the text is talking about what. It can find the main ideanot only on the first paragraph but also in the middle, and in the last paragraph. So, it has to precise to see and identify where the main idea it self on the text.

### 3. Understanding the text

Understanding the text is the students' ability in comparing the text with other kinds of text. It also asks students to know the definition, the communicative purpose, the generic structure and grammar that are used in the text.

### 4. Identifying References

The reference used to avoid the repeated the same word or phrase in several time. After one word it used, it can refer that word than repeat it. Recognizing and identify the reference will help the reader understand the reading passage. Reference is usually such as she, he, it, this, etc.

### 5. Identifying Inferences

Inference is important activity in reading skill. Inference is a skill where the reader has to be able to read between lines. As (King and Stanly 2011) divide into attentions, draws logical inferences, and make accurate prediction. After the reader reads all of the text, he or she should be able to make inference by their own words and from their own thinking based on the text that they have read.

## **B. Principles in Teaching Reading Comprehension**

There are some principles strategies in reading comprehension stated by Douglas Brown as follows:

1. Identify your purpose in reading text.
2. Applying spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

4. Guess at meaning (of words, idiom, etc.) when you aren't certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, chart, or semantic map for understanding and retaining information.
9. Distinguishing between literal and implied meaning.
10. Capitalize on discourse markers to process relationship.

From those principles, there are many aspects that have attention in reading activity to enhance comprehension in reading. It started before the reading activity is done, the reader has to identify the purpose to what he read something, using structure and grammar on it, using the methods of reading like skimming and scanning for specific information.

#### **2.1.4 The Relationship Between Reading Interest and Reading Comprehension**

Reading skill has an important role in learning English as a foreign language. It is considered as an important skill needed for academic purposes. Reading comprehension enables the people to acquire new knowledge and information so they are able to achieve academic success. Hidi (2006) as cited in Ruminah (2018) interest has an important role in reader's text. When someone is interested in the topic or the text, it will affect his or her mood and finally he or she will engage in the reading.

In the same book, Ebbbers confirms that by having interest, it will be enable the readers to process the text, comprehend it deeply, and recall the information longer.

So, the people who are interested in reading will become absorbed in the reading activity and finally gain more comprehension.

## **2.2 Empirical Review**

The empirical review is the review of relevant researches that has been conducted in which it reviews the previous researches that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and to clarify as well as define the concept of the study. In conducting this study, the researcher wanted to know about the correlation between reading Interest and reading comprehension. There were other researchers that showed the correlation between students reading interest and students reading comprehension. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first similar study was conducted by Adiarti (2019) 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 Bandar Lampung in Academic Year of 2018/2019”. The objective of this research was to know there was a positive correlation between the 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. Furthermore, the objective of this research was to know there was a positive correlation between the 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. The population of the research was taken from students of the eleventh grade of SMAYP Unila Bandar Lampung. The researcher took 30 students from 133 population. In collecting the data, the researcher used questionnaires to measure students' reading interest and test for reading comprehension ability. The tryout of questionnaires was done to find out the validity and reliability. Then a try out reading comprehension ability test was also done to find out the validity and reliability. After the data of students' reading interest and reading comprehension ability were collected, the data were statistically computed, to find out the correlation between students' reading interest and students' reading comprehension ability.

The second study was conducted by Muhammad (2019) in his correlational research entitled "The Correlation Between Reading Interest And Reading Comprehension of Students At Grade VIII SMPN 8 Padangsidempuan in The Academic Year 2018-2019. It was a quantitative research with correlational study. The population of the study was all of the students at grade eight with 276 students. By using Slovin Method and simple random sampling technique, there were 23 students implicated as samples in this research. The data were obtained by using two instruments which were questionnaire for reading interest and test for reading comprehension.

Based on the explanation above, if the previous study focus on junior high school level, the researcher feels essential to fill the gap by finding out about students reading interest and their reading comprehension towards Junior High School students.

### **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 defines as a hypothesis that there is a relationship between the two variables being studied. To answer the research problem in this study, the researcher assumed that there is a correlation between reading interest and reading comprehension of the eight grade students of SMP Negeri 2 Blahbatuh in academic year 2021/2022. The hypothesis which is formulated in this study as follow:

Ha: There is any significance correlation between reading interest and reading comprehension at the eighth grade students of SMP Negeri 2 Blahbatuh.

Ho: There is no any significance correlation between reading interest and reading comprehension at the eighth grade students of SMP Negeri 2 Blahbatuh.