

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is a useful activity to understand a reading text in order to get information from the text. Reading is also the activity that seeks to find various information in many sources. Generally, the reading text that we have read contains an implicit meaning and also an explicit meaning. Therefore, to find a meaning and look for the ideas or issues, reading skill becomes very important, especially for students. It is because through reading, the students are going to spend their time to get a lot of information and also to expand their knowledge. In consequence, an ability to read a text in many sources will contribute a great deal of advantages to life for the students.

Patel and Jain (2008:113) state that reading is the most useful and important skill for people. Reading is a useful thing in gaining and expanding the students' knowledge. It is because by reading, the students are able to get much important information. Reading is also an important activity for the students because through reading, the students will know about the content of the text that they have been reading. According to Brindley (2005:80) reading is one of the basic skills that must be mastered at an early age. This is because reading is very important for developing the students' knowledge. If the students have been trained to read at an early age, of course when they are in school, they will not have any difficulty in comprehending the texts.

Regarding the notion about reading, the important thing in reading is comprehension. It means that the students have to comprehend the content in the text. Comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text (Serravallo 2010:43). It means that understanding the text is a core part of reading activity. In one hand, reading comprehension is a gist of reading activity. Moreover, reading comprehension is a process for getting the meaning of the content through interaction and involvement with written language. It means that if the students can do an interaction, they will understand what the written language tells about (Caldwell, 2008:4). Thus, reading comprehension is a very important skill for the students. If the students' reading comprehensions are low in understanding reading text, they will have difficulty in understanding the text, and vice versa. Therefore, the students can comprehend the texts easily if the students are interested in reading.

According to Hindi (1990:195) interest can be divided into two; there are individual and situational interests. Individual interest as personal interest or topic interest refers to an enduring disposition to engage with particular content. Situational interest may dissipate quickly as when they investigate an unexpected sound and discover that it is just the wind blowing something over. Thus, it can be said that reading interest consists of two types; the individual interest and the situational interest. Interest seems to motivate the students to focus on the main ideas and the meanings of the text. Interest is followed by feelings of pleasure and that is where satisfaction is obtained in reading. Interest also has a big influence on learning, because if learning material does not match with the

students' interests, they must have a high concentration to understand what they are reading. Thus, it can be said that reading interest has a big influence on reading comprehension because when the students are interested in reading they are going to understand the reading text easily because they enjoy reading then the students will be a good reader.

Based on the interview that has been done by the researcher, and found that at SMAN 1 Selat especially the eleventh grade students of SMAN 1 Selat who are interested in reading, they have a good reading comprehension, and the eleventh grade students of SMAN 1 Selat are not really interested when they have to read a long text. Reading also is one of the standards and must be mastered in English. In reading, the students must understand the meaning of any kind of texts such as descriptive text. The curriculum target in this school is mainly in reading comprehension where the students must be able to find general information, specific information, textual meaning, and textual reference. It means that the students at SMAN 1 Selat must be able to read carefully and understand the meaning or the content of the reading texts that they have been reading. One of the important things to master reading skills is interest in reading. With a good interest, the students can enjoy learning in class, especially in reading activities, and activities that involve many activities such as asking and answering questions.

The relevant study conducted by Adiarti (2018) about the correlation between students' reading interest and students' reading comprehension at the first semester of the eleventh grade of SMA YP Unila Bandar Lampung in the academic year of 2018/2019. The finding of this research is there is significant

correlation between students' reading interest and students' reading comprehension. The second previous study is the correlation between students' reading interest and students' reading comprehension at the second year students of SMAN 1 Punggur conducted by Ewo Priyo Susanto. The results showed that the coefficient correlation was 0.673 and it was significant. The result also found that students' reading interest influenced students' reading interest comprehension of the students' with 43.4%.

Based on the explanation above, the researcher would like to conduct a research to figure out the correlation between the students' reading interest and the students' reading comprehension in SMAN 1 Selat. Thus, the researcher is interested in proposing a research entitled "The Correlation between Reading Interest and Reading Comprehension of the Eleventh Grade Students of SMAN 1 Selat in Academic Year 2022/2023".

1.2 Research Problem

Based on the explanation that has been stated in the background of the study, the researcher finds out that the eleventh grade students in SMAN 1 Selat still have difficulties to find general information, specific information, textual meaning, and textual reference in reading. Thus, it makes the researcher 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 eleventh grade students of SMAN 1 Selat in academic year 2022/2023?

1.3 Objective of the Study

In relation to what has been explained above, the purpose of this study is to answer the research problem which has been formulated. The objective of this study should be in line with the background of the study and also with the research problem. Therefore, the objective of the study is a goal which the researcher arranges to do or achieve during the study. Based on the research problem, the objective of the study is to find out whether there is a significant correlation between reading interest and reading comprehension of the eleventh grade students of SMAN 1 Selat in academic year 2022/2023.

1.4 Limitation of the Study

Limitation of the study is a very important thing in making research proposals. This is because the limitation of the study is used to avoid a discussion outside of the main topic. The limitation of the study is also certainly needed to be able to present a research that is accurate, detailed, and as specific as possible. Therefore, as for the main topic that researchers want to carry out, this research is a study that is used to reveal whether or not there is a significant correlation between reading interest and reading comprehension of the eleventh grade students of SMAN 1 Selat in the academic year 2022/2023. Consequently, the researcher only focuses on examining the correlation between the students' reading comprehension which is focused on descriptive text that describes people, places, and animals. Thus also, on examining the students' reading interest, the researcher only focuses on discussing two types of interests, there are individual interest and situational interest.

1.5 Significance of the Study

The result of this study is expected to be a useful research for the theoretical and the practical significance as follows:

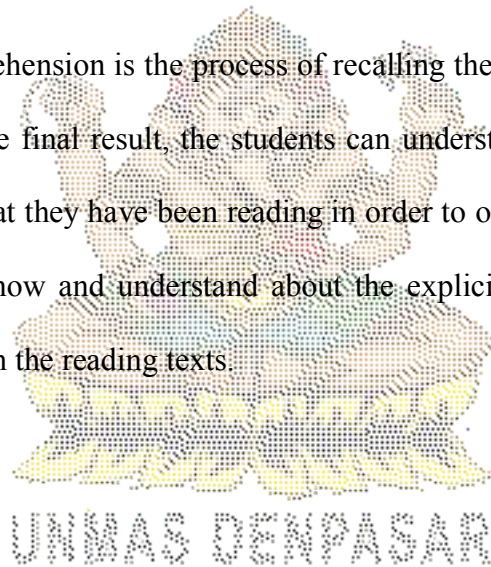
Theoretically, the finding that finds in this study is expected to be strengthening and enriching the existing theories from similar research findings with more empirical evidences in the correlation between reading interest and reading comprehension of the eleventh grade students of SMAN 1 Selat in the academic year 2022/2023. Furthermore, this finding is expected to be useful as a reference for the present study in conducting the research that will find out about the correlation between the students' reading interest and the students' reading comprehension. This finding is also expected to be used as a reference for the other researchers that are conducting the same research.

Practically, the result of this study is expected to be useful for teachers, students and also the other researchers. For the teachers, the findings are useful in order to give information about reading interest and can influence reading comprehension. For the students, they are expected to know and realize that having reading comprehension is very important to get more knowledge and other information. This also can expand the students' knowledge. And for the other researchers, the finding of this study is expected to be useful as a reference in conducting future research about correlation between the students' reading interest and the students' reading comprehension.

1.6 Definition of Key Term

There are two key terms in this present study that will provide clear and concise explanations of the variables that are used. Namely; reading interest and reading comprehension. Moreover, the researcher defines operationally the key terms that mentioned above, which is clarified as follows:

1. Reading interest can be said as a situation where the students are very happy to read a reading text which is also accompanied by the biggest pleasure that they get from reading itself.
2. Reading comprehension is the process of recalling the contents of the reading texts and for the final result, the students can understand the contents of the reading texts that they have been reading in order to obtain more information, and also can know and understand about the explicit and implicit meaning that contained in the reading texts.



CHAPTER II

THE THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

This chapter is going to discuss a theoretical review that refers to the theories of literature which are in line with the variables used in a research. Theoretical review is a review that is related to the research which is going to be conducted; therefore, it is used to support the researcher in doing the research. Scientific research should be based on some relevant theoretical backgrounds. It should contribute practical significance, and give empirical evidence. Thus, there are two areas which are going to be 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. Reading is an important activity in life which can update knowledge and also can be a tool for academic success. Mostly, reading can be a boring activity because the readers, especially students, have not actually found something interesting to read. However, reading also can be a fun activity for the readers, especially for the students. It is because the students who are mastering in reading that are able to understand any kind of reading texts certainly have an interest in reading. In conclusion, the students can understand the reading texts easily, and also gain the information from the texts that they have been read because of the reading

interest itself.

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. According to McDaniel et al. (2001:101) interest may foster greater selective allocation of attention resulting in slower text processing. 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.

According to Hidi & Renninger (2003:94), interest is a psychological state and as a predisposition to reengage with objects, events and ideas. 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. However, Hidi (2001:100) states that the relation between interest and attention is complex. 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 learning.

Therefore, Khairudddin (2013:169) states that reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials. This is because reading interest is one of the factors that affect the students' ability to understand the reading texts on reading skill. Thus, it can be said that reading interest is the important thing in supporting the students' reading skill.

Ebbers (2011:200) states that reading interest is described as a motivational force that involves the focused allocation of extra attention, leading to deeper processing, better comprehension, and longer recall in reading text. It means that reading interest can make the students focus on the reading text that they read; with a full attention, and better understanding to get the meaning of the text that they have been read. Reading interest is also linked to academic success as students who love to read will be able to write well and have more ideas which will make them more creative and innovative (Grabe, 2003; Stansberry, 2009). Thus, if the students have the reading interest, they will often read because they are interested and will feel happy afterwards. The learning process will run well, if the students have the reading interest. Meanwhile, it can be said that the students who have a little or little reading interest will find it difficult to pick up a book then read it. They will not feel pleasure in reading. Therefore, the reading interest relates with the students' success in school and their future life. When the students have reading interest, they will get more knowledge and also the information which of course has never been obtained before. Then it is going to make them have a broader perspective on something.

Based on several of the theories above, it can be said that interest is one of the important factors in the learning process. Interest that is based on focused attention and feeling of pleasure that arises by itself, has a big influence on learning. This is because the learning process will run well if the students have an interest. As is the case, if the learning material does not match with the students' interest, then they will not study well. Afterwards, the students cannot enjoy the learning process that they are followed. Otherwise, the students who have an interest in learning materials, are able to understand the materials more easily than the students who have no interest in it. Therefore, it can be concluded that reading interest is something that has a major influence on the students' learning process.

2.1.2 Reading Comprehension

Reading is an activity that people need in daily life. Through reading, the people in the world can know about the issue which is happening. Therefore, reading is one of the abilities that is most needed by the people, especially for students in learning activities. Reading is also one of the most dominating skills because through reading, the students can hone their knowledge and also the other skills as well. Reading has an important role in making the students achieve their objectives in the learning process. Moreover, reading can be a fun activity when done effectively. It is widely known that reading is an activity that has its own purposes. One of the purposes of reading activity is to obtain various information and also enrich the students' knowledge that they have already had.

Reading is one of the important things in language skills. This is because reading is a process of obtaining various information, adding insight and knowledge from those various sources. According to Patel and Jain (2008:113) reading is an important activity in life with which one can update his/her knowledge. It can be said that reading is the process of receiving and interpreting information that involves the prior knowledge to arrive at the meaning which is contained in the reading text that has been read. In addition, reading also means understanding the content of the text to get ideas or information to be conveyed by the author. Generally, reading is one of the basic skills that is important and must be mastered by every student. It is because reading is the most useful and important activity for people, especially the students.

Johnson (2008:4) states that reading is constantly developing skill. Like the other skills, the students get better at reading by practicing. Conversely, if the students do not practice, they will not get better at anything in learning because reading practice helps the students become better readers. However, reading also integrates visual and nonvisual information. According to Johnson (2008:109) reading is the act of creating meaning with text. In that way, what is in the head is just as important as what is on the page of creating meaning based on the texts. In addition, the readers can understand what the author means; they understand not only the meaning but also for the concept of the texts.

Furthermore, 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 of the elements of the reading process that work together as text. Comprehension is the process of reading to create a

representation of the text that the author means. According to Serravallo (2010:43) comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. It means that understanding the text is the core of reading activity. However, Pang et al. (2003:14) state that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is an active process in learning. It is because the reader actively engages with the text to construct the meaning. Comprehension occurs when the readers or especially students are able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding.

Reading comprehension is essentially defined as an ability to understand the information which has been read. 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. Reading comprehension is the process to recognize the text and remember the information in the texts. Without reading comprehension, the readers cannot understand the information on the reading text. Therefore, the readers have to comprehend the text to get the point of what they are going to read. It involves the extending of the students' vocabulary, developing English grammar, fluency, and extending the students' ability. When the readers are able to recognize the words, they are also able to comprehend what they have been reading. Thus, reading comprehension is important for the students in understanding texts.

Reading comprehension is defined as the activity to understand a text. Students read the text to get their opinions or ideas. They try to understand what the text tells about. Woolley (2011:15) states that reading comprehension is the process of making meaning from text. Reading comprehension must be practiced in our daily life. The readers can get more information and increase their knowledge when they comprehend the contents of reading text by doing the practice of reading itself. However, according to Snow (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The word extracting and constructing that are used just to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements; they are the readers who are doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part.

Woolley (2011:12) states that reading comprehension is the process of creating meaning from the text. He continues by stating that the goal of reading is to increase the general understanding of what is described in the text rather than to get meaning from isolated words or sentences. Thus, reading comprehension must be practiced because through reading comprehension, the readers can get an understanding of what the text is describing. In other words, reading comprehension is an activity to get new information from written texts that have been read. Another definition comes from Caldwell (2008:4) who states that reading comprehension is a process for getting the meaning of the content through interaction and involvement with written language. It means that

if the students can do the interaction, they will understand what the written language tells about. Besides, Anderson et al. in Klinger et al. (2007:02) write that reading comprehension is the process of constructing the meaning by coordinating a number of complex processes that includes word reading, vocabulary, word knowledge, and fluency.

Based on the experts' statements above, the researcher can conclude that reading comprehension is a significant component in reading. In reading comprehension the readers or students get the meaning and crucial information from the texts that they have been reading. Besides, reading comprehension is the activity that is really important to be mastered, especially for the students at their early age. When the students are able to take a note and understand the information in a text, and can also construct the meaning from every paragraph of the text, it means they have comprehended the text. On the other hand, reading comprehension means the understanding of what the readers have been reading.

2.2 Empirical Review

An empirical review is about reviewing studies that have been conducted by the other researchers which relates with the present study. The purpose of providing empirical review is to show the relevant studies that have similarity with the present study. Therefore, it can be used to support the present study by considering the result and as consideration whether or not the present study may be as successful as the relevant studies as this empirical review. There are some studies that have been done about the correlation between a student's reading interest and student's reading comprehension. In this research, the researcher

summarizes the relevant previous researches as follows:

The first example is a 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” that has been conducted by Adiarti (2018). The objective of this study is to get empirical evidence whether or not there is any relationship between the students’ reading interest and the students’ reading comprehension at SMA YP Unila Bandar Lampung. Generally, the result of this study shows that there is a positive correlation between the students’ reading interest and the students’ reading comprehension. It is proved by the distribution that shows the coefficient correlation is 0.59. It means that there is a positive correlation between the students’ reading interest and the students’ reading comprehension at the first semester of the eleventh grade of SMA YP Unila Bandar Lampung in the academic year of 2018/2019. Adiarti takes 30 students from 133 students. She uses random sampling. From this research, it is suggested that the students have a reading interest to get a good reading comprehension. It is considered that the null hypothesis (H_0) in this study is rejected and the alternative hypothesis (H_a) that stated there is correlation between the students’ reading interest and the students’ reading comprehension is accepted.

The strength of this study provides the theories about reading interest and reading comprehension from the experts to support her statements and also give clear instructions of steps to get the data collection. However, previously the researcher gave a reading comprehension test and questionnaire without specific time allotment. It makes the students take a long time to answer the test

and questionnaire. Besides, without specific time allotment it can be affected to cheat in the reading test. Thus, to get the data it takes a long time.

The second study is conducted by Susanto (2017) in his research titled "The Correlation between Students' Reading Interest and Students' Reading Comprehension at the Second Semester of the Eleventh Grade of SMAN 1 Punggur in Academic Year 2017/2018". The objective of his research is to find out the correlation between students' reading interest and their reading comprehension. He chooses the sample by using simple random sampling. In collecting data, this researcher uses Pearson Product Moment Correlation on SPSS version 25 to analyse the data. The result of this research finds that the coefficient correlation between the students' reading interest and the students' reading comprehension was 0.673 at significance level of 0.01. It means the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. The value coefficient correlation is higher than the critical value of r-table ($0.673 > 0.463$). In conclusion there is a positive significant correlation between the students' reading interest and their reading comprehension.

The strengthening of this study is that the researcher provides the theories about reading interest and reading comprehension from the experts to support their statements and give clear instructions about steps to get the data. However, the weakness from this research is when giving a reading comprehension test the researcher gave without specific time allotment. Thus, to get the data, it takes a long time. In subsequent studies, the researcher must arrange the time allotment to do test activities to be an effective process.

In addition, the strength in the present study is the researcher will give the time allotment to do the test. The researcher also hopes that the process to do the test will run well; the time is 50 minutes for doing the test and 20 minutes for doing the questionnaire. Then this study is going to use a short answer task. To score the test, the researcher will use a short answer scoring rubric by Brown (2004). Thus, it can improve the students' discipline with the time that researchers will be given to the students in answering the test and filling out the questionnaire.

2.3 Hypothesis

Based on the theoretical and empirical above, the researcher formulates the hypothesis of this research: there is a significant correlation between reading interest and reading comprehension of the eleventh grade students of SMAN 1 Selat in academic year 2022/2023. The statistical hypothesis is formulated as follows: Alternative Hypothesis (H_a); there is significant correlation between students' reading interest and students' reading comprehension. Null Hypothesis (H_0); there is no significant correlation between students' reading interest and students' reading comprehension.