

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is the process by which students obtain information and knowledge from the resources they read. Reading is not a passive activity, but an active process in which the reader associates the information in the text with what they already know. Reading is the activity or cognitive process of trying to find different information. It is an activity that takes time to acquire a lot of information and expand knowledge. In other words, students always spend a lot of time reading fiction and non-fiction to gain knowledge. Reading is an important activity in any academic language, not only as a source of information and enjoyment but also as a means of strengthening and expanding language skills. The ability to read texts in a variety of formats contributes to many benefits in life, including success in schools, colleges, and other educational institutions.

According to Johnson (2008:4), reading is a constantly evolving skill through practice for having better reading. However, without practice, the reading skill may not improve well. Moreover, reading integrates visual and non-visual information. As you read, the visual information on the page combines with the non-visual information in your head to create meaning. Therefore, it is important to take a reading comprehension test or assessment to know how much information can be gleaned from reading the text through visual and non-visual information. Additionally, Linda (2005) found that reading is a complex process involving a network of cognitive behaviors that work together to construct meaning. Reading is an interactive process between the reader and the text. Readers use their knowledge, skills, and strategies to determine what the text is about.

Based on Applegate (2007:15), reading comprehension generally measures memory as the primary indicator of student comprehension. Additionally, comprehension is typically measured by having students read short passages and then answer multiple-choice or short-answer questions or use narrow tasks. Reading comprehension is only a basic indicator of how well a student understands a text and provides little information about how they are using their cognitive and metacognitive processes. Hence, people are motivated to have an inner component when they read books. For internal factors, the concern can be divided into two parts. There are individual interests and situational concerns.

Based on Renninger and Hidi (2002:221), the concern can be divided into two parts. There are individual and situational interests. Individual interest, as a personal interest or topical interest, refers to a continuing willingness to engage in a particular content or activity whenever an opportunity arises. Situational interest is when people examine an unexpected sound and realize it was just something blown away by the wind. Based on the above theory, they can say that there are two types of reading interests. In other words, an individual refers to a persistent tendency to engage in particular content or activities whenever the opportunity arises. Situational interest is when people examine an unexpected sound and realize it was just something blown away by the wind. Moreover, it could be the basis for more sustained research and learning. This interest, therefore, seemed to motivate the reader to go beyond the surface of the text and focus on the main idea and its underlying meaning you can get satisfaction from it. Interest also has a big impact on learning. Because when the learning material does not match the student's interest, the student needs to be very focused and attentive.

There are several previous studies dealing with reading interest and reading comprehension issues. Based on Scheifele (2009:86), interest is defined as a relatively stable value orientation in a particular area and described as a personal investment in the activity. It means that interest is one of a very important thing that we must have before doing something, because if we do something without any interest, the results are not good. Furthermore, Aflni (2014:14), reading comprehension perceives written text to understand its content. It is the ability to understand and find out whether the information is presented in a document and whether the information is explicitly stated in a sentence.

Reading is one of the standard skills and should be mastered in the English language. In reading, the students have to comprehend the meaning of the texts such as descriptive text. Based on the observation who was done by the researcher in SMAN 1 Kuta that the target curriculum in this school especially in reading comprehension where the students should be able to find main ideas, and supporting ideas, identify the vocabularies in the text, locate the reference, and make inferences. It means that the students in SMAN 1 Kuta should be able to read loudly and respond to the meaning or message of the text that they have read.

Furthermore, the results of the interviewed with one of English teacher in SMAN 1 Kuta said that the students who have a high interest in reading intended to have a lower score in reading comprehension, rather than those who have lower interest in reading they mainly got a better score. Moreover, interest in learning especially in reading is one of the important skills to master reading. With good interest, they can enjoy learning especially in reading to get many students involved with the activities in class such as asking and answering questions. For instance, by

reading interest the students should be able to comprehend what is the meaning of the text. Therefore, the researcher was curious to investigate whether the reading interest and reading comprehension were strongly correlated or not.

Based on the explanation above, the researcher would like to know whether there is a significant correlation between students reading interest and reading comprehension in SMAN 1 Kuta. Thus, the researcher is interested in conducting research entitled “The Correlation between Reading Interest and Reading Comprehension of the Tenth Grade Students of SMAN 1 Kuta in academic year 2022/2023”.

1.2 Research Problem

Before conducting the research, the research problem should be formulated and specified in order to make the research problem in the present study more specific. Analyzing and focusing the research on a specific problem was important; it helps the researcher to obtain and identify the answer to the research problem accurately. The researcher on a specific problem description of the problem stated in the background of the study, the researcher was interested in finding out more about the significant correlation between reading interest and reading comprehension. Therefore, the research problem could be formulated as follows: is there any significant correlation between reading interest and reading comprehension of the tenth-grade students of SMAN 1 Kuta in academic year 2022/2023?

1.3 Objective of the Study

The research objective of this study should be in line with the background and with the research problem. Research objectives are set to find a solution and answer the research that has been explained above. The objective of the study is the goal which the researcher arranges to do or archive during the study. Based on the research of the problem above, the objective of this present study was to find out whether there was a significant correlation between reading interest and reading comprehension of the tenth grade students of SMAN 1 Kuta in academic year 2022/2023.

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 study was to reveal whether or not there is a significant correlation between reading interest and reading comprehension of the tenth grade students of SMAN 1 Kuta in academic year 2022/2023. Accordingly, the researcher focuses on examining the correlation between students' reading comprehension which was 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 Signification of the Study

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

Theoretically, the finding of the present investigation is expected to strengthen and enrich the existing similar research findings with more empirical evidence in the correlation between reading interest and reading comprehension of tenth-grade students of SMAN 1 Kuta in academic year 2022/2023. In addition, this finding is useful to be a reference and advance for future studies which will find out about the correlation between students' reading interest and reading comprehension. The finding is also expected to be used as a reference for the other researchers who do the same investigation

Practically, the result of the study is useful for the teacher, students, and others researchers. For the teacher, the researcher hopes that could improve the quality of teaching foreign language and help student to have an interest in reading so that they can master the reading comprehension. For, the student, the researcher hopes that it can influence positively to motivate them in learning English. Furthermore, this research finding in term of the correlation between reading interest and reading comprehension could be used to design much better teaching and learning process For both students and teachers, this study can be useful references to conduct the same scientific research that is focused on the correlation between reading interest and reading comprehension.

1.6 Definition of Key Term

Before discussing the research deeply, the researcher should give clear definitions that are related to the term of this research. Furthermore, in order to avoid confusion and to make a better understanding of this study, there are two key terms that are defined to make this research clear, they are reading interest and

reading comprehension. Moreover, the researcher operationally defines important key terms as follows:

1. Reading interest is operationally defined as the level of students' interest of the tenth grade students of SMAN 1 Kuta in reading the descriptive text.
2. Reading comprehension is the ability of the tenth grades student of SMAN 1 Kuta in comprehending the descriptive text in term of general information, specific information, textual meaning and textual references.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

This chapter provides a theoretical overview with reference to theme-oriented literature. Theoretical review is a risky component in scientific research and it brought a vital contribution to the research itself. The theoretical review discusses both knowledge and its concept of theories. The purpose is to provide information on knowledge about variables. Scientific research should be conducted on the basis of several related theoretical constructs, and hope to provide practical implications and empirical evidence. Moreover, the theoretical review contains a theoretical framework to strengthen the discussion from the present study as it is a summary of the literature. These theoretical reviews are very important to support the present research. In this chapter, we discussed and discuss two areas, reading interest and reading comprehension.

2.1.1 Reading Interest

Reading is a skill and it can only be developed by practice. To be able to understand many kinds of texts, the readers must have some skills that will support their understanding. The readers read for any purpose. They will have different methods for the different texts being read. The readers may not use the same method when they read science books and novels. The readers will read the novel faster than science books. Thus, they have more interest when they are reading a novel than science books because novels have an interesting storyline which makes them enthusiastic to read. Therefore, the students have sufficient interest, they will read

frequently because they are attracted and forced to depend on the storyline that makes them interested. The learning process will run well if the students have an interest.

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. According to Hidi et al. (2003:94), interest is a psychological state and 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 relationship between interest and attention is complex.

Attention in these investigations is measured through reading and secondary task reaction times and the 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 reactions times, and (c) the increased time spent on the task could be shown to be causally related to students' learning process.

Based on McDaniel et al. (2001:101), interest may promote a more selective allocation of attention, resulting in slower word processing. Increased attention automatically allocates attention, freeing up cognitive resources and enabling faster information processing. Side quest reaction time is used to evaluate how long it takes to complete the text. This procedure allows you to capture and compare reaction times for the first and second halves of the story.

According to Renninger et al. (2002:221), engaging activities provide learners with opportunities for input or response in a form that they find challenging

and want to pursue. Most authors distinguish between individual and situational concerns. Personal interest, also known as personal interest or topical interest refers to our continued willingness to engage in particular content or activities whenever we have the opportunity. When reading in areas of personal interest, they demonstrate improved attention, concentration, positive impact, immediate comprehension of material, and subsequent test performance.

When you examine the unexpected sound and realize it was just something blowing in the wind, your interest in the situation quickly vanishes. Alternatively, it could be the basis for more sustained research and learning. According to Renninger et al. (2002:221) activities are of essential interest and these are: 1) genetic disposition or disposition, 2) fun, enjoyment, 3) relevance/usefulness to one's agenda, 4) potential for self-fulfilment, 5) meaningful and satisfying, 6) identification /self-expression, and 7) identification/assimilation with the self.

Based on the theory above, interest is one of the psychological items which has attention or feelings of pleasure. Interest is also a big influence in learning because if the learning materials is not in accordance with the interest of the students, they will not learn well. The learning process will go well if someone has an interest. The students who have an interest in learning a subject matter will comprehend the material at a deeper level than the students who has not.

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. Reading can be an enjoyable activity when it is carried out effectively. It is widely known that reading is an activity with a purpose. The goal

of the reading activity is to get the existing knowledge. Various definitions of reading are expressed by the opinion of the experts due to the complexity of the reading process which can be seen in the following discussion.

Reading has a purpose. The purpose of one reader is different from the other readers. The purpose of reading is to make sure, entertain, get knowledge and get more information. Brown (2004:185) states that 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. From reading, they can get information. On the other hand, reading help, 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.

Johnson (2008:109) explains that reading is the act of creating meaning in the text. The two keywords here are creation and meaning. If there is no meaning to the activity of reading, then there is no reading. To do this, the way readers understand and generate meaning from what they read depends on how they can recognize and understand words, phrases, or coherent texts in their minds and thoughts. This process requires the reader to use background knowledge, vocabulary, grammatical knowledge, and reader experience to understand the written text.

Furthermore, Patel and Jain (2008:113) find that reading to be the most useful and important skill for humans because it requires an active process consisting of cognitive and comprehension skills. This means that the reader must first perceive the written language before receiving the message or information displayed in the

spoken text. Readers must perform an active process to retrieve messages and information about spoken text. Also, reading is a kind of activity that allows us to increase our knowledge and get more new information.

Moreover, comprehension is central to the traditional definition of reading. Pang et al. (2003) state that reading is about understanding written text. It means that in comprehending the content of the text, the reader must understand the meaning of the sentence and not only knowledge of words (vocabulary) but also thinking and reasoning. Understanding is therefore an active process, not a passive one. The reader actively engages with the text to construct meaning.

Snow (2002:11), however, states that reading comprehension is the process of extracting and simultaneously constructing meaning through interaction and engagement with written language. The words "extraction" and "construction" only emphasize the importance and inadequacy of the text as a determinant of reading comprehension. Their understanding includes three elements. They are the readers who do the understanding part.

Another definition comes from Caldwell (2008:4), he states that reading comprehension is the process of making sense of content through interaction and engagement with written language. This means that students understand what the written language is talking about when they can interact.

In addition, Anderson et al. in Klinger et al. (2007:02), literacy is the process of constructing meaning through the coordination of members of a complex process involving word reading, vocabulary, word knowledge, and word flow. Based on the expert statements above, researchers can conclude that reading comprehension is the process or activity of extracting meaning from written text. In this activity, there

is writer-reader interaction as the writer communicates his thoughts to the reader through the text. Reading comprehension occurs when readers know the skills and strategies appropriate for a type of text and understand how they are used. to achieve the purpose of reading. Reading comprehension, on the other hand, is understanding what you read.

2.2 Empirical Review

Empirical review is one of the requirements that must be provided as empirical evidence to support this study. Empirical evidence for this is provided by other universities. Empirical evidence helps researchers avoid falsely repeating the results of previous studies and helps clarify and define research concepts. In conducting this study, the researcher would like to identify the relationship between students' interest in reading and reading comprehension. Several researchers have conducted research related to this study that discusses the correlation between interest in reading and reading comprehension. These empirical reviews are presented as follows.

First, a study entitled "The Correlation between Students` Reading Interest and Student' Reading Comprehension Ability at the First Semester of the Tenth Grade of SMA YP Unila Bandar Lampung in 2018/2019 Academic Year of 2018/2019" was published by Arianti (2018). This study aimed to obtain empirical evidence as to whether there is a correlation between reading interest and reading comprehension in SMA YP Unila Bandar Lampung students. This resulted that there was a positive correlation between student interest in reading and reading comprehension in the first semester of the Tenth-grade student of SMA YP Unila Bandar Lampung in the academic year 2018/2019.

The strength of this study provides the theories about reading interest and reading comprehension from the experts to support her statements and give clear instructions on steps to get the data collection. However, previously the researcher gave a reading comprehension test and questionnaire without a specific time allotment. It made students take a long time to answer the test and questionnaire. Besides, without a specific time allotment, it could be affected by cheating on the reading comprehension test. Thus, getting the data takes a long time. In this study, the researcher uses an assessment rubric taken from Brown (2004).

The second study was conducted by Susanto (2018), his study entitled The Correlation Between Reading Interest and Reading Comprehension of The Tenth Grade Students Students' of SMAN 1 Punggur in Academic Year 2018/2019. When collecting the data, this researcher analysed the data using her Pearson Product Moment Correlation with her SPSS version 18. As a result, it was revealed that the correlation coefficient between students' interest in reading and students' reading comprehension was 0.673, with a significance level of 0.01. This means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Value coefficient correlation was higher than the critical value of the r-table ($0.673 > 0.463$). In summary, there was a significant positive correlation between interest in reading and reading comprehension.

The strength of this study was the researcher provided theories about reading interest and reading comprehension from experts to support their statements and give clear instructions about steps to get the data. However, the weakness of his researcher gave a reading comprehension test without a specific time allotment. Thus, getting the data took a long time. In subsequent studies, the researcher must

arrange the time allotment to do test activities to be effective. In this research, the researcher used a short answer test created based on two criteria by Wolf (2003).

Furthermore, in this present study the researcher gave time allotment to do the test; it was 45 minutes and the questionnaire was 20 minutes. It was important to clearly state the time allotment so that students know how long they had when they did the test. In addition, in this study, the researcher used a short answer task which was one of reading comprehension test which could comprehensively tested students. To score the test the researcher used a short answer scoring rubric by Brown (2004). Thus, it can make the students' discipline with the time to answer the test and fill out the questionnaire.

2.3 Hypothesis

A hypothesis is used to define the relationship between two variables. The purpose of a hypothesis is to find the answer to the research. A formulized hypothesis forced the researcher to think about the results they should be look for as the correlation. The first variable is called the independent variable. The second is called dependent variables. The independent variable is a factor that is controlled by the researcher and the dependent variable is measure of the effect of the independent variable. The hypothesis is an important element in scientific research, especially quantitative research. There are two hypotheses in this study; those are null hypothesis (H_0) and the alternative hypothesis (H_a).

H_a : There is significant correlation between reading interest and reading comprehension of tenth grade students of SMAN 1 Kuta in academic year 2022/2023.

H_0 : There is no a significant correlation between reading interest and reading comprehension of tenth grade students of SMAN 1 Kuta in academic year 2021/2022.

