
A BETTER LOOK AT THE STUDENTS' READING INTEREST AND THEIR READING COMPREHENSION

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ABSTRACT: The purpose of this study was to find out whether or not there is a correlation and the impact between students' reading interest and students' reading comprehension at SMA Negeri 9 Palembang. This research applied quantitative study with correlational design method to answer the objective of the research. Researchers used convenience sampling to determine the sample. The members of the sample in this research were 207 students. The data of this research were collected by using two instruments. The data were collected by using a questionnaire for students' reading interest and a test for reading comprehension. The researchers used SPSS to analyze the data. The researchers used Pearson Product Moment correlation and regression analysis to find out the answers of the research questions. Based on the results of Pearson Product Moment found that r is 0.419. It indicates the moderate correlation between variable X and variable Y and students' reading interest influences reading comprehension. It is found that the value of R square was 0.175. It can be concluded that the students' reading interest contributed 17.5% to their students' reading comprehension achievement. It can be said that the better the students' interest in reading, the better the score will be.

Keywords: *reading comprehension, reading interest.*

HUBUNGAN ANTARA MINAT MEMBACA DENGAN PEMAHAMAN MEMBACA SISWA DI SMA NEGERI 0 PALEMBANG

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya hubungan antara minat baca siswa dengan pemahaman membaca siswa di SMA NEGERI 0 Palembang. Penelitian ini menggunakan desain penelitian kuantitatif. Penelitian ini menggunakan convenience sampling. Anggota sampel dalam penelitian ini adalah 207 siswa. Data penelitian ini dikumpulkan dengan menggunakan dua instrumen. Pengumpulan data dilakukan dengan menggunakan angket minat baca siswa dan tes pemahaman bacaan. Peneliti menggunakan SPSS untuk menganalisis data. Peneliti menggunakan korelasi Pearson Product Moment. Berdasarkan hasil Pearson Product Moment ditemukan bahwa $r = 0,419$. Hal ini menunjukkan bahwa dalam penelitian ini terdapat korelasi sedang antara variabel X dan variabel Y. dan minat baca siswa mempengaruhi pemahaman membaca sebesar 17,5%. Maka dapat disimpulkan bahwa siswa akan mendapatkan skor pemahaman bacaan yang baik jika memiliki minat baca yang tinggi.

Kata Kunci: *pemahaman bacaan, minat baca.*

INTRODUCTION

English is an important communication tool around the world. According to Laufer cited in Mappiasse and Sihes (2014), English is used in the development of technology and a better career. According to Hossain (2015), there are four fundamental language skills that must be mastered. There are reading, listening, speaking, and writing. Reading skill is very useful for students. Reading skill is an activity that involves getting information and interpreting the underlying meaning (Maria cited in Fitriani, 2019). In understanding the words, the students need to have an interest in reading. According to Kool cited in Lustiyantie and Aprilia (2020), reading interest is when students in the outside of classroom or school and use their time to read. Students with an enthusiasm are those who read a book or visit the library. Students' reading interest is a powerful motivator for them to comprehend the text. Students should understand or analyze a text or paragraph that encourages them to learn more from what they are reading. Reading comprehension, according to Haq (2014), is the standard reading skills in English that can only be obtained through education.

Based on the preliminary study conducted at SMA Negeri 9 Palembang, the researcher found that the students were lazy to read. The students translated the text in internet to know the meanings of the text and the students copy paste the answer in the internet or their friends while they had an assignment or task about reading. In the class most of the students had problems in reading English, because most of them lack of vocabulary and did not understand how to read the texts.

There are several studies that related to reading interest in reading comprehension. The first, by Susanto (2015) published a study Named The Link Between Students' Reading Interest and Students' Reading Comprehension At SMAN 1 Punggur that is related to this research. The goal of this study was to determine the link between students' reading interests and their reading comprehension. The second related study entitled The Correlation between Students' Reading Interest and Students' Reading Comprehension Ability in the First Semester of the Eleventh Grade at SMA YP Unila Bandar Lampung was done by Adiarti (2018).

However, previous studies produced various findings. The researcher explains that the research is similar to the previous study mentioned above. The main point of similarity between this research and the previous research is that both discuss reading comprehension and collect data through questionnaires and tests. This study employs a different sampling technique than previous studies, which employed simple random, purposeful, and cluster random sampling. According to the previous study's findings, there is a strong link between students' reading interest and their reading comprehension.

METHODOLOGY

1. Research Method

In this study, the researcher applied the quantitative research method. Creswell (2005), correlation study is a statistical test that determines the tendency or trend for two (or more) variables or two sets of data to change consistently. Furthermore, this study applied correlational research design. In correlational research, the researcher studied the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. This study aimed at investigating the relationship between reading interest and reading comprehension of the eleventh graders of SMA Negeri 9 Palembang

2. Research Variables

In this study, there were two kinds of research variables, independent variable (X) and dependent variable (Y). In this study, There were two variables in this study: The independent variable is students' reading interest and the dependent variable is students' reading comprehension.

3. The Setting of the Research

This research conducted at SMA Negeri 9 Palembang in eleventh grade of science class. The research times were two days to collect the data from the questionnaire and test.

4. Population

The population as a whole is also a research topic (Sugiyono, 2013). In SMA Negeri 9 Palembang, there were seven science classes and five social classes, with a total enrollment of 384 students. The population specification are presented in table below.

Table 1. Distribution of Population

No	Class	Number of students
1	XI IPA 1	33
2	XI IPA 2	33
3	XI IPA 3	33
4	XI IPA 4	30
5	XI IPA 5	33
6	XI IPA 6	33
7	XI IPA 7	33
1	XI IPS 1	33
2	XI IPS 2	33
3	XI IPS 3	30
4	XI IPS 4	30
5	XI IPS 5	30
Total		384

5. Sample

In this study, the researchers applied convenience sampling technique to obtain the sample. According to Gay (2000), the large group which they were chosen or selected means sampling. The total number of samples was 228 students. However, only 207 students participated in this study because the others were not present at the time of the study was conducted:

Table 2. Data on all Students of Class XI SMA Negeri 9 Palembang

No	Class	Number of Students
1	XI IPA 1	33
2	XI IPA 2	29
3	XI IPA 3	29
4	XI IPA 4	30
5	XI IPA 5	33
6	XI IPA 6	33
7	XI IPA 7	20
Total		207

6. Data Collection

According to Arikunto (2014), a researcher used a research instrument as a device to make data collection easier and more efficient, as well as to produce more full and systematic data that was easier to process. In this study the researcher applied some instruments to collect the data, namely: questionnaire and reading comprehension test.

A questionnaire is a list of questions that is delivered to people who must respond to the questions. There were 20 statements as questionnaire in this study adopted from Allan Wigfield and John Guthrie's questionnaires in Sachruni (2018). Because the participants were Senior High School students, the researcher translated it into Indonesia. The pupils had 30 minutes to complete the questionnaire. They must check one of the questionnaire's agree levels.

Table 3. Likert Scale of Students Reading Interest Score

Answer	Favorable	Unfavorable
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Then to analyze the data, the researcher calculated and analyzed the questionnaire reading interest score can be seen in table 4:

Table 4. The Classification of Students' Score Reading Interest

The score level	Category
>67	Very low
67-70	Low
71-74	Medium
75-78	High
79-100	Very high

7. Validity and Reliability of the questionnaires

Factor analyses conducted by Wigfield and Guthrie (1997) indicated evidence of construct validity in 6 - 8 grades students most of reading interest aspect correlated positively from low to moderately high levels. With confirmatory fit index .90. it means that the questionnaire is valid. Wigfield and Guthrie (2004) reported the reliabilities for all items arranging .48 to .81. So it means the instrument is reliable.

To know the students reading comprehension, the researcher adopted from Rohayati (2018) reading comprehension test. There were 16 questions and use multiple choice. The students were selected one of correct answer among a, b, c and d.

8. Validity and Reliability of the Comprehension Test

Validity is a process used to measure valid or not a question items. Rohayati (2018) indicated the result of reading comprehension test validity with $r_{table} > r_{test}$. The validity of reading comprehension test showed that $r_{xy} > r_{table}$. It means the test is valid. Reliability is a process used to measure consistent or not of respondent's answer in a test. A test is reliable if the cronbach's alpha $> r_{table}$. The reading comprehension test reliability showed the cronbach's alpha is higher than r_{table} ($0,38 > 0,29$). So it means the instrument is also reliable.

9. Data Analysis

Statistical analysis was used to analyze the research data to know the relations between two variables (correlational designs) in this research.

10. Hypotheses Testing

Normality test is used to find out the normality of the data distribution. Linearity test used to know whether the variable is suitable with linear line or not. Normality test and linearity test were:

10.1. Normality Test and Linearity Test

In computing the data, the researcher was assisted by SPSS 26 version. It was crucial to understand whether the data distribution was normal for each variable and linear between variables, because this study used parametric statistics related to correlation and regression.

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test	
NN	207
Sig. (2-tailed)	.200

To determine whether the data were normal, the researcher used Kolmogorove-smirnov. The result is .200 showed in the following table which indicate that all the data were normal .200 > 0.05 and convenient for data analysis. Linearity test is used to know whether the variable is suitable with the linear line or not.

Table 6. Linearity Test

ANOVA Table		
		Sig.
Students' Reading Interest *	Deviation from	.688
Students' Reading Comprehension	Linearity	

The linearity test table above, the researcher found that the significance in Deviation from Linearity was .688. It was more than 0.05. If the sig > 0.05 said that the correlations between two variables were linear.

10.2. Correlation Analysis

The researcher used SPSS 26.0 to analyze the data in order to determine the link between students' reading interest (X) and reading comprehension (Y). The technique on data analysis used correlation technique from Pearson Product Moment.

Table 7. Classification of Level Correlation

Correlation Value	Level of Correlation
0,00-0,199	Very low
0,20-0,39	Low
0,40-0,599	Moderate
0,60-0,799	High
0,80-01.000	Very high

10.3. Regression Analysis

To determine the significance, the F-test was utilized. If the F-obtained value is more than the F-table value, it means that independent variable (students' reading interest) influenced the dependent variable (students' reading comprehension achievement) in significant way.

FINDINGS AND DISCUSSION

1. Results of Distribution Frequencies of Writing Self-Efficacy and Writing Achievement

Table 8. Descriptive Statistics and Frequencies of Reading Interest and Reading Comprehension

	N	Categories	Freq	%	Min	Max	Mean	SD
Students' Reading Interest	207	Very Low (>67)	53	25,6%	46	93	71.84	7.47
		Low (67 – 70)	31	15,1%				
		Medium (71– 74)	48	23,1%				
		High (75 – 78)	37	17,9%				
		Very High (100)	38	18,3%				
Students' Reading Comp	207	Very High (>92)	0	0%	44	88	68.92	8.87
		High (85-92)	32	15,4%				
		Low (78 - 84)	0	0%				
		Very Low (<78)	175	84,6%				

The descriptive statistics of reading interest, the total number of the participants were 207 students, the minimum score was 46.00 and the maximum score was 93.00. The mean of the reading interest for the participants was 71.84 and the standard deviation was 7.47.

The descriptive statistics of reading comprehension test. The minimum score was 44.00 and the maximum score was 88.00. The mean of the reading comprehension was 68.92 and the standard deviation was 8.87 the result of the score were different.

2. The Statistical Analysis

The Correlation between Students' Reading Interest and Students' Reading Comprehension

Table 9. Correlation between Students' Reading Interest and Reading Comprehension

		Correlations	
		Students' Reading Interest	Students' Reading Comp
Students' Reading Interest	Pearson Correlation	1	.419**
	Sig. (2-tailed)		.000
	N	207	207
Students' Reading Comprehension	Pearson Correlation	.419**	1
	Sig. (2-tailed)	.000	
	N	207	207

** . Correlation is significant at the 0.01 level (2-tailed).

From the output table above, it can be said that the correlation coefficient between reading interest (X) and reading comprehension (Y) obtained (.419) was higher than that

of r-table (.138). In that case, the significance level of probability (p) significance (sig.2-tailed) was .000. This means that p (.000) is less than 0.05.

3. Regression Analysis

In addition, the regression analysis was used to determine the impact of reading interest on reading comprehension because there was a substantial correlation between the variables measures. The results of the regression analysis are shown in the table:

Table 10. Regression Analysis of Reading Interest and Reading Comprehension

Model Summary		
Model	R	R Square
1	.419	.175

Based on the analysis above, it is found that the value of R square was .175. This can be concluded that students' reading interest contributed 17.5% to students' reading comprehension achievement

4. Interpretations

The interpretation was made based on the results of data analyses. The result of the data analysis showed that there was a moderate correlation between students' interest and reading comprehension of SMA Negeri 9 Palembang. It can be inferred that in order to increase the students reading comprehension, the teacher can focus on improving students' interest in the first place. Interest in reading is something very necessary for those that are expected to facilitate the learning process. Hidi, Ainley, & Berndoff (2002) stated that interest had a strong influence on learning process. Students will most likely be able to inspire them to learn independence if they had a personal interest in reading so it could help to achieve the maximum learning achievement, more knowledge and information.

Therefore, It was crucial to boost students' interest by all means possible. This could be done not only by the teacher, but also by the students themselves with assistance from their parents and all other school personnel in order to improve students' interest as effectively as possible. This statement supported from Najamiah (2017) said that the family is the earliest and dominant environment in instilling, growing and fostering children in their reading interest.

According to the findings, the results of Pearson Product Moment Coefficient found that there has been moderate correlation between students' reading interest and students' reading comprehension. It means that students' reading interest is related to students' reading comprehension. The result showed that most of the eleventh grade students at SMA Negeri 9 Palembang experienced few students high category level of interest, few students experienced medium category level of interest, and few students experienced very high category level of interest. In addition, the finding pointed that there were some students in high category level of reading comprehension, many students in very low category level of reading comprehension, and few student in high category level of reading comprehension. After calculation the data, the data showed that students' reading interest gives contribution as much as 17.7% to students' reading comprehension.

CONCLUSION

Based on the findings and the interpretation in previous chapter. The researcher concluded that first, students' reading interest had correlate with reading comprehension. The level of the correlation was "moderate correlation". It means that the students who had a high level of interest in reading will have good reading comprehension. Students' reading interest had an important role, especially to increase the reading comprehension score. Second, students' reading interest influenced reading comprehension. The interest in reading gave a good impact on reading comprehension. The students' got new information and knowledge with their interest in reading

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