# THE CORRELATION BETWEEN INTEREST IN READING ENGLISH  TEXTS AND READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF SMAN BINAAN KHUSUS KOTA DUMAI

**Novia Restiana[1], Indah Tri Purwanti[2], Dahnilsyah[3]**
Email: noviarestiana97@gmail.com, indahtri63@gmail.com, danil_71@yahoo.com
Contact: +6282283361991


*English Study Program*
*Language and Art Department*
*Teachers Training and Education Faculty*
*Riau University*

*Abstract: This research is aimed at exploring the correlation between interest in reading English texts and reading comprehension of the eleventh grade students of SMAN Binaan Khusus Kota Dumai. A correlational research design was used in this research. Two classes cosisting of 60 students were chosen by using cluster random sampling. There were two data obtained in this research: the percentage of students' interest in reading English texts and their reading comprehension test score. The questionnaire was used to discover the students' interest in reading English texts while reading comprehension tests were used to acknowledge their reading comprehension score. The results showed that the r-obtained was 0.619 with the significant level at 0.05 which means that there was a correlation between interest in reading English texts and reading comprehension. The value of R square showed that the range percentage between interest in reading English texts and reading comprehension of the students was 38.3%. In other words, it was implied that the higher the students' interest in reading English texts, the higher reading comprehension scores they might get.*

*Key Words: Correlation, Interest in Reading English Texts, Reading Comprehension*

# KORELASI ANTARA KETERTARIKAN DALAM MEMBACA TEKS BAHASA INGGRIS DAN PEMAHAMAN MEMBACA OLEH SISWA KELAS SEBELAS SMAN BINAAN KHUSUS KOTA DUMAI

**Novia Restiana[1], Indah Tri Purwanti[2], Dahnilsyah[3]**
Email: noviarestiana97@gmail.com, indahtri63@gmail.com, danil_71@yahoo.com
Nomor HP: +6282283361991


Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

**Abstrak:** Penelitian ini bertujuan untuk mengetahui hubungan antara ketertarikan dalam membaca teks Bahasa Inggris dan pemahaman membaca siswa kelas sebelas SMAN Binaan Khusus Kota Dumai. Peneliti menerapkan desain penelitian korelasional kuantitatif. Jumlah sampel yakni 60 siswa yang dipilih dengan menggunakan cluster random sampling. Ada dua data yang diperoleh dalam penelitian ini: ketertarikan siswa dalam membaca teks Bahasa Inggris dan pemahaman bacaan mereka. Kuisioner digunakan untuk menilai minat siswa dalam membaca teks bahasa Inggris sementara tes pemahaman membaca digunakan untuk menilai pemahaman bacaan mereka. Hasil penelitian menunjukkan bahwa koefisien yang diperoleh (r-diperoleh) adalah 0,619 dengan tingkat signifikan 0,05 yang berarti bahwa terdapat korelasi antara ketertaikan membaca teks Bahasa Inggris dan pemahaman membaca. Nilai R square menunjukkan bahwa hubungan antara ketertarikan membaca teks bahasa Inggris dan pemahaman membaca siswa adalah 38,3%. Dengan kata lain, semakin tinggi ketertarikan siswa dalam membaca teks bahasa Inggris, maka semakin tinggi pula skor pemahaman membaca yang mereka dapatkan.

**Kata Kunci:**    Korelasi, Ketertarikan Dalam Membaca Teks Bahasa Inggris, Pemahaman Membaca

## INTRODUCTION

Reading is a form of communication which poured in written form. Reading is also one way of self-interaction to the world, as Freire (1983: 5) stated:

"Reading is not exhausted merely by decoding the written word or written language, but rather anticipated by and extending into knowledge of the world. Reading the world precedes reading the word, and the subsequent reading of the word cannot dispense with continually reading the world. Language and reality are dynamically intertwined."

Reading has many benefits. According Supriyono (1998: 3) some of the benefits of reading are increasing self-development, meeting intellectual demands, fulfilling life interests, increasing interest in a particular field, and knowing the actual things. Additionally, according to Widyamartaya (1992: 140) reading can open the horizons of life for the reader, witness the other world (the world of thoughts and reflections), and change the words of the readers to be more enjoyable and enchanting.

Reading requires understanding and comprehending the means of print. It involves both perceptions and thought. It also consists of two related processes: word recognition and comprehension (Pang, Muaka, Bernbardth, & Kamil, 2003: 6). Pang et al. (2003: 6) stated that word recognition refers to the process of perceiving how written symbols correspond to one's spoken language, whereas comprehension is the process of making sense of words, sentences and connected text. Pang et al. (20003: 6) also mentioned that readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

In doing reading comprehension, there are several things that the reader must have. According to Snow (2002: 13) to comprehend the text, a reader must have the capacities and abilities. This includes cognitive capacities such as attention, memory, critical analytic ability, inference and visualization ability; motivation such as purpose, interest, and self- efficacy; and various types of knowledge like vocabulary, domain and topic knowledge, linguistics and discourse knowledge. This means that to comprehend a text, a person not only need the knowledge about what is being read but also interest to what is being read.

Empirical findings consistently show that all categories of interest aid reading recall and comprehension (Hidi, 2001: 195). Based on Hidi (1990: 554) interest-based activities (whether playing with a toy or reading on a topic of interest) are seen as highly motivating and involve attention, concentration, persistence, increased knowledge, and value. By having an interest in reading, it is also easy to remember the information that has gotten from the reading activity, as stressed by Bartlet (1932 cited in Hidi, 1990: 550) that interest plays a major role in human remembering.

Interest has a strong positive influence on reader's comprehension and recall. Hidi (2001) found that interest was related to deep-comprehension questions, recall of main ideas, and to a higher degree of cognitive organization in college students' structures knowledge. Hidi (2001) also concluded that interest did not simply enhance the amount of recalled text information, but had a strong influence on the quality of

learning. That is, interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning.

This research was conducted to find out whether there is any correlation between interest in reading English texts of the eleventh grade students of SMAN Binaan Khusus Kota Dumai and their reading comprehension.

## METHODOLOGY

### The Research Design

This research referred to the quantitative method with correlation design. This research was done to test the relationship between two variables: interest in reading English texts and reading comprehension. The data collection was conducted at SMAN Binaan Khusus Kota Dumai in August 2019.

The population of this research was the eleventh grade students of SMAN Binaan Khusus Kota Dumai in the academic year 2019/2020. The population for thsi research were consisted of six classes: four natural science classes (MIPA) and two social science classes (IIS). Each class consisted of 30 students with total population was 180 students. Based on the cluster sampling that conducted by researcher, the sample for this research were class MIPA 1 and IIS 1.

### Data Collection Technique

A questionnaire consisted of 24 items was used for this reasearch to scoring the students' interest in reading English texts. The questionnaire was adapted from Krapp, Hidi and Reninger (1992:9). The students' reading comprehension score was obtained by using reading comprehension test consisting of 48 items questions. The texts were composed of 2 reading genres according to the English syllabus of senior high school of 2013 curriculum.

### Data Analysis Technique

Before applying the hypothesis, the researcher analyzed the score of students' interest in reading English texts and their score in reading comprehension. To get students' interest in reading English texts score, the researcher calculated the result of the questionnaire based on the Likert' scale. Then to know the percentage of students' interest in reading English texts, Arikunto (2010: 230) suggested these five categories:

Table 1. Category of Interest in Reading English Texts

| Criteria | Range Score (%) |
|---|---|
| Very good | 81-100 |
| Good | 61-80 |
| Fair | 41-60 |
| Bad | 21-40 |
| Very bad | 0-20 |

(Arikunto, 2010: 230)

To analyze the students' reading comprehension, the researcher assessed the students' score by using the classification score by Depdiknas, (2006 cited in Hamid, 2016: 23):

Table 2. Category of Reading Comprehension

| No | Level of Ability | Test Score |
|---|---|---|
| 1. | Excellent | 96 – 100 |
| 2. | Very Good | 86 – 95 |
| 3. | Good | 76 – 85 |
| 4. | Fairly Good | 66 – 75 |
| 5. | Fair | 56 – 65 |
| 6. | Poor | 36 – 55 |
| 7. | Very Poor | 0 – 35 |

(Depdiknas, 2006 cited in Hamid, 2016: 23)

**Product Moment Correlation Test**

The test was conducted to determine the relationship between independent variables toward the dependent variable. The result of the product moment correlation calculation was interpreted with the following norms based on Sudijono (2010: 193) as in the following:

Table 3. Level of Correlation

| Product Moment (r) | Interpretation |
|---|---|
| 0.9 – 1.0 | Very strong correlation |
| 0.7 – 0.9 | Strong correlation |
| 0.4 – 0.7 | Moderate correlation |
| 0.2 – 0.4 | Weak correlation |
| 0.0 – 0.2 | Very weak correlation |

(Sudijono, 2010: 193)

# RESEARCH FINDINGS

## Students' Interest in Reading English Texts

From the data that had been obtained, the result showed that the highest value of the students' interest in reading English texts was 99, the lowest was 51, and the average value was 73. The classification value of students' interest in reading English texts can be seen in the table 4 below:

Table 4. Students' Interest in Reading English Texts

| Number | Range Value | Criteria | Frequency | Percentage |
|--------|-------------|----------|-----------|------------|
| 1 | 81-100 | Very good | 16 | 27% |
| 2 | 61-80 | Good | 36 | 60% |
| 3 | 41-60 | Fair | 8 | 13% |
| 4 | 21-40 | Bad | 0 | 0% |
| 5 | 0-20 | Very bad | 0 | 0% |
| | Total | | 60 | 100% |

Table 4 shows the ability level of the students' interest in reading English texts. It can be seen from table 4 that the good category has the highest frequency that is 36 students. Then there are 16 students in the very good category and the remaining 8 students are in the fair category. Based on the table, there are no students stand in the poor and very poor categories. Average value of students' interest in reading English texts is categorized good. It can be interpreted that the interest in reading English texts of eleventh grade students of SMAN Binaan Khusus kota Dumai in academic year 2019/2020 is in good level.

**Students' Reading Comprehension**

From the data of students' reading comprehension, the result showed that the highest score was 96, the lowest score was 42 and the average score was 69. The distribution of the reading comprehension test score is presented below:

Table 5. Students' Reading Comprehension

| No | Level of Ability | Test Score | Frequency | Percentage |
|----|------------------|------------|-----------|------------|
| 1. | Excellent | 96 – 100 | 2 | 3% |
| 2. | Very Good | 86 – 95 | 8 | 13% |
| 3. | Good | 76 – 85 | 14 | 23% |
| 4. | Fairly Good | 66 – 75 | 13 | 22% |
| 5. | Fair | 56 – 65 | 8 | 13% |
| 6. | Poor | 36 – 55 | 15 | 25% |
| 7. | Very Poor | 0 – 35 | 0 | 0 |
| | | Total | 60 | 100% |

From the data obtained in the table, it is known that there is no student in very poor level. However there are 15 students in the poor level. Then the students who are in fair level as much as 8 students. Further, there are 13 students in the fairly good level, there are 14 students in good level, and there are 2 students in excellent level. Furthermore, from the calculation of data, the average score of the students' reading comprehension is categorized fairly good. It can be interpreted that the reading comprehension ability of the eleventh grade students of SMAN Binaan Khusus Kota Dumai in academic year 2019/2020 is fairly good.

**Hypothesis Testing**

To test the hypothesis, Pearson product moment formula assisted by SPSS 23.0 program was used. This test was aimed to acknowledge the relationship between students' interest in reading English texts (variable X) and their reading comprehension (variable Y). Hypothesis test result can be seen in the following table:

Table 6. The Correlation Between Students' Interest in Reading English Texts and Their Reading Comprehension

**Correlations**

| | | Interest.in.Reading.English.Texts | Reading.Comprehension.Test |
|---|---|---|---|
| Interest.in.Reading.English.Texts | Pearson Correlation | 1 | .619[**] |
| | Sig. (2-tailed) | | .000 |
| | N | | 60 |
| Reading.Comprehension.Test | Pearson Correlation | .619[**] | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 60 | 60 |

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

Table 6 shows that the obtained coefficient ($r_{obtained}$) is 0.619. It is determined that ($r_{table}$) df-2 = 60-2=58 is 0.254 in the significant level 0.05. It can be seen that the value of $r_{obtained}$ is higher than $r_{table}$ (0.619 > 0.254), so that H0 is rejected and Ha is accepted. Further, the result of SPSS 23.0 program shows that the correlation is significant at the 1% (0.01) level. It means that there is a correlation between students' interest in reading English texts and their reading comprehension. The $r_{obtained}$ that is stated in the category 0.4 – 0.7 by Sudijono (2010: 193) means that the correlation between the students' interest in reading English texts and their reading comprehension stand on a moderate correlation.

**Coefficient Determination**

Coefficient determination of the data processed can be seen in table below:

Table 7. Coefficient Determination

**Model Summary<sup>b</sup>**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .619<sup>a</sup> | .383 | .372 | 6.140 |

a. Predictors: (Constant), Interest.in.Reading.English.Texts

b. Dependent Variable: Reading.Comprehension.Test

Based on the computation above, the (R square) obtained is 0.383. Therefore, it can be said that 38.3 % of the variation in interest in reading comprehension is accounted for by the interest in reading English texts. In other words, the relationship between interest in reading English texts (X) and reading comprehension (Y) of the students as much as 38.3%. It means that 38.3% of reading comprehension is influenced by students' interest in reading English text, while 61.7% is influenced by other factor.

**THE DISCUSSION**

The result indicated that students who had high percentage of interest in reading English texts also had high reading comprehension test score. Then students who had low percentage of interest in reading English texts, they also got low reading comprehension test score. This condition shows that interest in reading English texts has an influence on the reading comprehension score of the eleventh grade students of SMAN Binaan Khusus kota Dumai.

Moreover, the result showed that the Product Moment correlation value classified into moderate correlation. Then the result of coefficient determination refers that there was 38.3% contribution of interest in reading English texts to the achievement of the reading comprehension. It proves that interest in reading English texts gives the

effect as much as 38.3% to reading comprehension score, while 61,7% is effected by other factors.

The result of this research supports Stevens' findings (1990: 46) that interest plays an important role in achieving reading comprehension. The performance of high-ability readers is significantly influenced by their interest in the topic section, a phenomenon that does not occur to readers with medium or low ability. Steven assumed that if students have a good interest in reading English texts, they will be able to master or get high score in reading comprehension. In fact, if they don't have good interests, they are not enthusiastic in reading English texts, thus showing that they have low reading ability. Everyone will learn anything if they are interested.

The result of this research supports other researchers such as Astomo (2017) who focused on the correlation between interest in reading English texts and reading comprehension with sample of the research is the fifth grade students of English department in the state Islamic institute of Surakarta in the academic year of 2016/2017 that interest in reading gives a fairly strong influence on reading comprehension achievement. Astomo's research showed that students' interest of reading on English text is a good predictor for the success of the reading comprehension.


## CONCLUSION AND RECOMMENDATION

### Conclusion

Based on the research that had been done, the researcher comes to some conclusions. First, the eleventh grade students of SMAN Binaan Khusus Kota Dumai have a good interest in reading English texts. It can be known from the percentage value of the interest in reading English texts questionnaire that is 73%. Second, their reading comprehension ability is fairly good based on the average score of the reading comprehension test that is 69. Third, this research indicates that there is a moderate level of correlation between students' interest in reading English texts and their reading comprehension as much as 38.3%. In other word, interest in reading English texts give contribution as much as 38.3% to the reading comprehension and 61.7% was affected by other factor.

### Recommendation

Based on the results and discussion above, the researcher proposes suggestions that can be considered both in terms of future research and in terms of their application in the learning process. These suggestions are aimed at students, future researchers, and institutions. First, it is expected that students will increase their interest in reading English texts and increase their motivation and desire to read English texts. Next, it is suggested for the further researchers to use more than one instrument to measure students' interest in reading English texts. Last, it is suggested for the Institution to provide and multiply special places or areas that are comfortable which students can use to read.

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