THE CORRELATION BETWEEN STUDENTS' READING INTEREST AND THEIR READING COMPREHENSION AT THE NINTH GRADE OF MTS N 1 LAMPUNG UTARA ACADEMIC YEAR 2021/2022

[1]Yuda Pratama, [2]Rini Susilowati, [3]Purna Bayu Nugroho
[1]Yudapratamaa902@gmail.com

Universitas Muhammadiyah Kotabumi

Abstract: This study intends to investigate the phenomenon of students' reading interest that can be related to their reading comprehension. The purpose of this study is to find out whether there is significant correlation between students' reading interest and their reading comprehension at the ninth grade of MTs N 1 Lampung Utara academic year 2021/2022. The kind of this research is quantitative research and used correlational research design. The population consisted of 192 students. The sample was taken 15% of the population from each class, so the total sample was 29 students from each class. The instrument used in this research were questionaire and test with multiple choice form. Then, to fullfil the hypothesis of the research, the researcher analyzed data by using the formula of pearson product moment correlation and resulted $R_{observed} = 0.442$ then, resulted the value of $T_{observed} > T_{table}$ was 2,561>2,045. Based on the result data analysis, it is concluded that H_o was rejected and H_a was accepted, It means that there is a significant correlation between the Students' Reading Interest and Their Reading Comprehension.

Keywords : Reading Interest, Reading Comprehension, Students.

Abstrak: *Penelitian ini bermaksud untuk menyelidiki fenomena minat membaca siswa yang dapat dikaitkan dengan pemahaman membaca mereka. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara minat membaca siswa dengan pemahaman membaca siswa kelas IX MTs N 1 Lampung Utara tahun ajaran 2021/2022. Jenis penelitian ini adalah penelitian kuantitatif dan menggunakan desain penelitian korelasional. Populasi terdiri dari 191 siswa. Sampel diambil 15% dari populasi dari masing masing kelas, sehingga jumlah sampel sebanyak 29 siswa dari setiap kelas. Instrumen yang digunakan dalam penelitian ini adalah angket dan test dengan bentuk pilihan ganda. Kemudian untuk memenuhi hipotesis penelitian, peneliti menganalisi data dengan menggunakan rumus korelasi product moment pearson dan diperoleh $R_{observed} = 0,442$ maka diperoleh nilai $T_{observed} > T_{table}$ adalah 2,561 > 2,045. Berdasarkan hasil analisis data disimpulkan bahwa Ho ditolak dan Ha diterima, artinya terdapat hubungan yang signifikan antara minat membaca siswa dan pemahaman membaca mereka.*

Kata Kunci : Minat Membaca, Pemahaman Membaca, Siswa.

[1]Mahasiswa Universitas Muhamamdiyah Kotabumi
[2,3]Dosen Universitas Muhamamdiyah Kotabumi

I. INTRODUCTION

Reading is a very important thing, so many individuals believe that reading is a window to the world. Through reading, students get access to that information. From around the world at every opportunity. Students will come up with new ideas, get the information they need, and seek support for that person's ideas. Reading must be mastered by students or by students studying at school or university and it is also important for those who are no longer in school. However, the reading habit of Indonesian students is still very low. There are many reasons why Indonesian students have difficulty understanding English texts, one of which is that English is not their native language.

Therefore, reading interest is one of the important factors in learning, especially English and reading comprehension, if students have low reading interest it will have an impact on students' reading comprehension to be less good. Forming reading interest into a habit takes time and a long process because it is influenced by several factors. In general, there are two factors that affect students' reading interest, namely factors from within and factors from outside. Internal factors include inherent, habitual, and self-expression elements that come from within pupils.Similar to that, Anonat (as cited in Endah, 2018 p. 60) emphasizes that intelligence, age, gender, reading ability, attitudes, and psychological needs are all internal factors that influence students' reading interest. Then, external factors are factors that come from outside of the students. For example, are; environmental factors, it can be from the family environment, schools, and even the community as well as the unavailability of appropriate reading materials, social statues, and ethnicities. External factors will affect students' motivation, willingness, and tendency to always read. Other factors that also influence are the title and content of the book that is less

attractive, book pages, and the price of the book.

Furthermore, when the researcher conducted interviews with English teacher at MTs N 1 Lampung Utara. The English teacher said that students' interest in reading was low. This is because there are still many class IX students who have difficulty learning English texts and lack of motivation in reading English books, as evidenced by assignments about reading that are rarely collected, then when learning to read , students become less interested and motivated. In addition to low reading interest, the English teacher said that their reading comprehension was also low.

Based on the interview results from the teacher, there seems to be an indication of a relationship between students' low reading interest and their low reading comprehension. Then to know more significantly it is necessary to empirical data. Therefore, it is necessary to do research to find out that there are symptoms between reading interest and reading

comprehension.Based on the background above, the researcher is very interested in investigating **"The Correlation between Students' Reading Interest and Their Reading Comprehension at the ninth Grade of MTs N 01 Lampung Utara academic Year 2021/2022."**

II. THEORY REVIEW

Concept of Reading Comprehension

One of the skills that must be developed in order to gain information is reading comprehension. There are many definition about reading comprehension. Braunger and Lewis (as cited in latif, 2019, p. 143) says that Reading is an interactive process that uses fundamental know-how and advanced tactics to make sense. By comprehension, someone can be said to have made the reading process and to receive information in the text. Suyoto (as cited in dewi & salmiah, 2019, p. 129) defined that Reading comprehension is the ability to read to understand the main idea, important details, and all meanings. It's

means that Reading comprehension is closely related to how find information that is clearly disclosed, and information that is disclosed in a vague and indirect way from the reading text. In conclusion, reading comprehension is the ability to read to understand the main ideas, important details, and all of these understandings and understandings are closely related to the ability to remember the material they read and reading comprehension is the ability to be able to understand the information contained in the text.

Assessment of Reading Comprehension

Reading assessment is a tool that used to measure the reading and comprehension skill of students at various grade levels. To assessment reading comprehension, the teacher will provide wrriten texts related to learning to read. In this research, Brown (2004, p. 206) said that there are classifies eight aspects of reading comprehension assessment. Actually, based on the curriculum which is applied in indonesia, the aspect of reading comprehension that

will be used as indicators in assessing reading comprehesnsion is only determining main idea, reference, inference in context, supporting detailed and vocabulary in context.

Concept of Interest

Interest plays a very important role in learning, because if someone doesn't have interest, then learning will be very difficult.Slameto (as cited Ainia, 2020, p. 59) states that interest is a persistent desire to pay attention to and enjoy certain activities and information. It means that, Activities that someone is interested in will be carried out continuously with fun. Susilowati (2020, p. 35) state that interest is a desire that triggers a person to do a certain thing, activity, or goal in life.

Based on the explanation above, it can be concluded that interest is in the form of pleasure or something to be pleased with. in another sense, activities that are of interest to someone will be carried out continuously with fun.

Concept of Reading Interest

Reading interest is an important factor that must be cultivated in students when they have to master reading comprehension.Rahim (as cited in hasanah, 2019, p. 95) suggests that Reading interest is a strong desire to read that is accompanied by reading efforts. Students that have a great interest in reading will demonstrate this by their willingness to seek reading material and then read it independently or with the help of others. Therefore, Crows and Crows (as cited in Fadliyatis, 2014, p. 7). mentions that there are five main indicators in reading interest, including focusing attention, time use, motivation, emotion, and reading effort.

Based explanation above, it can be concluded that Reading interest is a strong desire and feeling of pleasure in the process of reading activities to get the message the author wants to convey through written language accompanied by there are five main indicators of reading interest.

III. RESEARCH METHODS

This research is a quantitative research, in quantitative research data is collected and processed using statistical techniques (Yusuf, 2017, p. 43). The research design in this study is a correlational research design.In this study there are two variables, namely the independent variable and the dependent variable. The independent variable symbolized by (X) is reading interest. Then the dependent variable which is symbolized by (Y) is reading comprehension

In this research, the researcher use the ninth grade students at MTs N 1 Lampung Utara Academic Year 2021/2022, which consist of six classes and total number of the students is 191. Then, the total of samples in this research was 29 students.

Before doing a research and took the data, it is important to measure the validity and the reliability of instrument that used in the research. To measure the validity of the test students' reading

comprehension, the researcher used point-biseral correlation formula (Azwar, 2012, p. 155) and to measure the validity of the questionnaire student' reading interest the researcher used product moment formula (Arikunto, 2010, p. 213). For the reliability test, the researcher used the *alpha formula.* (Arikunto, 2010, p. 239).

The researcher used a Questionnaires and multiple choice questions will be made using the Google form application and will be distributed through the Whatsapp application to the sample. The data be analyzed by using parametric analysis. The steps were normality test, homogeneity test, and hypothesis test.

IV. RESEARCH RESULTS

In starting this research, the researcher conducted a trial to determine the validity and reliability of the instruments used in this study. The instrument trial was conducted on Wednesday, January 19th, 2022 with a sample of 26 students at MTsN 2 North Lampung.

In accordance with the results calculation of validity test for reading comprehension instrumen by using the PointBiserialCorrelation formulaand in this research, researcher used 50 multiple choice and there are 37 multiple choice valid and 13 multiple choice not valid. The results of the valid items number are 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 22, 25, 26, 27, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 49. Because the items needed are only 35, the researcher did not use 2 items from a total of 37 valid items with values close to bad and with too many indicators, that are items number 6, 26.

Meanwhile, For the validity of reading interest questionnaire, the researcher calculated by using product moment formula. The results of the validity of the questionnaire show that 35 items are

valid and 15 items are not valid from a total 50 item.the valid items number were 1, 3, 4, 5, 6, 9, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 40, 41, 44, 45, 46, 47, 50. Because the items needed were only 30, the researcher did not use 5 items from a total of 35 valid items with values close to bad and with too many indicators, that are items number 13, 20, 21, 33, 36.

In this research, for the reliability of the reading comprehension instrumen using *Alpha Cronbach Formula.* The result summary as follows:

Table 1 The summary of Reliability Reading Comprehension

Observation	Result
$r_{observed}$	0.910
r_{table}	0.388
Description	The instrument is reliable

Based on the table above, it can be concluded that the reading comprehension instrument was reliable, it can be seen that the criteria for the reliability of the instrument is if $r_{observed}$ bigger than that of r_{table} in significant 5% and N=26 so that $0.910 \geq 0.388$.

Meanwhile, for the reliability of the reading interest instrument using *Alpha Cronbach Formula.* The result summary as follows:

Table 2 The summary of Reliability Reading Interest

Observation	Result
$r_{observed}$	0.903
r_{table}	0.388
Description	The instrument is reliable

Based on the table above, it can be concluded that the reading interest instrument was reliable, it can be seen that the criteria for the reliability of the instrument is if $r_{observed}$ bigger than that of r_{table} in significant 5% and N=26 so that $0.903 \geq 0.388$.

After conducting try out and analyzing the validity and reliability of the instrument, the researcher began to conduct the research in the real sample. The

researcher were 29 students as the sample from each class ninth MTsN 1 Lampung Utara.

To get data about students' reading comprehension, the researcher used a reading test in the form of multiple choice questions which consist of 35 items of number test. While to get data about students' reading interest, the researcher used a questionnaire which consist of 30 statements.

After the data were collected, the data are going to be analyzed by using statistical parametric. Therefore, the researcher has analyzed the normality, homogenity and hypotesis of the data.

Furthermore, to measure the normality of this research, the researcher used *lilifors formula*,the results of normality test can be seen the table below:

Table 3 The Summary of Normality Test

Variables	$L_{observed}$	L_{table}	Criteria
X	0.131	0.161	Normal
Y	0.145	0.161	Normal

Based on the table, it can be concluded that the result normality test of students' reading interest (X) was $L_{observed} = 0.131$ with the $L_{table} = 0.161$ while students' reading comprehension (Y) was $L_{observed} = 0.145$ with the $L_{table} = 0.161$. it means that $L_{observed} < L_{table}$ then H_o is accepted, and data which came from students reading interest(X) and reading comprehension(Y) have normality distributed.

After the researcher conducted the normality test, the researcher continued to conduct the homogenity test. Furthermore, to measure the homogenity of this research, the researcher used *F-Test formula*. Meanwhile, the results of homogenity test can be seen in the calculation of F-Test:

$$F_{observed} = \frac{\textbf{\textit{The highest variance}}}{\textbf{\textit{The lowest variance}}}$$

$$F_{observed} = \frac{\textbf{338.13}}{\textbf{107.17}}$$

$$F_{observed} = 3.16$$

Based on the result of homogenity test, it was found that $F_{observed} = 3.16$ with the $F_{table} = 4.20$ The criteria while if $F_{observed} \leq F_{table}$ Then Ha is accepted; the

data variance of reading interest and reading comprehension is Homogeneous.

After the researcher conducted the normality test and homogenity test, the researcher continued to conduct the hypothesis test. the hypothesis was tested using the *pearson product moment formula*.

From the results of the calculation, The results of correlation between students'reading interest and their reading comprehension is $R_{observed} > R_{table}$ was 0.442>0.367 and it is concluded that H_o was rejected and H_a was accepted. It is means that there is correlation between students'reading interest and their reading comprehensionat the Ninth Grade of MTs N 01 Lampung Utara academic Year 2021/2022.

After the correlation test has been carried out, the correlation significant correlation test, the significant was tested using *F-Test formula.*After doing the calculations, it is known that $T_{observed} > T_{table}$ was 2,561>2,045 and it is concluded that H_o was rejected and H_a was accepted. It means

that there is a significant correlation between the Students' Reading Interest and Their Reading Comprehensionat the Ninth Grade of MTs N 01 Lampung Utara academic Year 2021/2022.

Discussion

The research conducted in MTs N 1 Lampung Utara on Friday, February 17th 2022. The result of the analysis of the relationship between students' reading interest and their reading comprehension in English show that the two variables have a positive effect with correlation coeficient is (0.442), this value is greater than r_{table} (0.367). This show that the relationship between the two variables is very well related and this shows the high reading interest in students and also the high reading comprehension in students. This result of this research is in accordance with the hypothesis proposed by the researcher that is There is Correlation between the Students' Reading Interest and Their Reading Comprehension at the Ninth Grade

of MTs N 01 Lampung Utara academic Year 2021/2022.

Furthermore, the reading comprehension can be affected by reading interest that formed from some indicators, namely Focusing Attention, Time Use, Motivation, Emotion and Reading Effort. Reading comprehension at MTsN 1 Lampung Utara is the form of a multiple choice test (Procedure Text). Students that have low reading interest can create a negative effect, especially in reading class, so the high or low students'reading interest can affect their reading comprehension. In conclusion from the results of the research and the previous theory, it has been proven that students' reading interest have a positive correlation to their reading comprehension. Reading interest give the important role for reading comprehension activity. This research finding also relevant with theory from Rahim (as cited in hasanah, 2019, p. 95) suggests that Reading interest is a strong desire to read that is accompanied by reading efforts. Students

that have a great interest in reading will demonstrate this by their willingness to seek reading material and then read it independently or with the help of others. Reading interest is essential for individuals who are supposed to make the learning process easier. Students' self-interest in reading will most likely drive them to learn to be independent, allowing them to realize their optimum learning potential.

V. CONCLUSION

Based on the resultand discussion explained previously, the researcher found that there was a correlation between two variables. It can be seen through correlation test obtained $R_{observed} > R_{table}$ was 0.442>0.367 then significant test result (t-test) obtained $T_{observed} > T_{table}$ was 2,561>2,045 and it is concluded that H_o was rejected and H_a was accepted. It means that there is significant correlation between the students' reading interest and their reading comprehension at the ninth grade of MTs N

01 Lampung Utara academic Year

2021/2022.

REFERENCES

Ainia, N. (2020). Students' Interest in Learning English of Eleventh Grade Students Sma Negeri 1 Sukodadi. *E-Link Journal*, *7*(2).

Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.

Azwar, S. (2012). *Realiabilitas dan validitas*. Yogyakarta: Pustaka Belajar.

Brown, H., D. (2004). *Language assesment principles and clasroom pratices.* United States of America: Longman.

Dewi, R. S., Fahrurrozi, Hasanah, U., & Wahyudi, A. (2020). Reading Interest And Reading Comprehension A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta. *Talent Development & Excellence*, *12*(1), 241–250.

Dewi, U., & Salmiah, M. (2019). Students' Reading Strategies At English Educational Department. *AL-ISHLAH: Jurnal Pendidikan*, *11*(1), 126–140.

Fitria, W. (2019). Reading Interest and Reading Comprehension : A Correlational Study. *Journal Educative : Journal of Educational Studies*, *4*(1), 95.

Hasanah, N. (2019). The Effect of Reading Interest and Vocabulary Mastery towards Description Writing Skill. *INFERENCE: Journal of English Language Teaching*, *2*(1), 93–98.

Rumainah. (2018). Undergraduate Students' Reading Interest and Reading Comprehension Achievement in a State Islamic University. *Ta'dib:Journal of Islamic Education (Jurnal Pendidikan Islam)*, *23*(1), 54–64.

Susilowati, R. (2020). Enhancing Learning Interest of Eighth Graders at SMP N 1 Abung Selatan by The application of Cooperative Learning Method and Media. *Journal ELSA*, *18*, 34–49.

Yusuf, M. 2017. *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. 1st ed. jakarta: Kencana.