

**THE CORRELATION BETWEEN STUDENTS' READING
INTEREST AND STUDENTS' READING COMPREHENSION
AT SMKN 1 JENANGAN PONOROGO**

THESIS



By:

PIPIT APRILIANTI

NIM. 210917003

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

JUNE 2022

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Presented to

State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
for the Degree of Sarjana in English Education



By:

PIPIT APRILIANTI

NIM. 210917003

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

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ABSTRACT

APRILIANTI, PIPIT. 2022. *The Correlation between Students' Reading Interest and Students' Reading Comprehension at SMKN 1 Jenangan Ponorogo.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor Dr. Tintin Susilowati, M.Pd.

Keywords: *Reading Interest, Reading Comprehension, Recount Text.*

Reading comprehension is a way to understand the meaning or knowledge from the printed page. The students are often difficult to understand the English text, especially the senior high school students. They have already read and they sometimes can only understand a little part of the text. Then, the students find difficulty in understanding the text, because they are less interested, lazy and bored in reading English, especially in reading text book.

The purpose of this research was to examine whether there was a correlation between students' reading interest and their reading comprehension at SMKN 1 Jenangan Ponorogo.

This research applied quantitative approach and used correlation design. The populations of this research were tenth grade students of SMKN 1 Jenangan Ponorogo, the total number were 442 students. The numbers of the sample in this research were 34 students of Industrial Automation A class, which were chosen by cluster random sampling. The procedures of data collection were questionnaire and test. To analyze it, used r-test formula to know whether there was correlation between students' reading interest and students' reading comprehension.

The result of the research showed that the value of r_{test} was higher than the r_{table} . The value of r_{test} was 0.470, while the value of r_{table} was 0.339 ($0.47 > 0.339$). Thus, it can be concluded that H_a was accepted and H_o was rejected. So, from the computation above it can be concluded that there is a correlation between students' reading interest and students' reading comprehension at SMKN 1 Jenangan Ponorogo. It becomes important to increase the students' reading interest not only by the teacher, but also by the students themselves in order to improve the students' reading comprehension.



MINISTRY OF RELIGIOUS AFFAIRS

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APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Pipit Aprilianti
Student Number : 210917003
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : The Correlation between Students' Reading Interest and
Students' Reading Comprehension on 10th Grade of
Industrial Automation SMKN 1 Jenangan Ponorogo

has been approved by the advisor and is recommended for approval and acceptance.

Advisor

Dr. Tintin Susilowati, M.Pd.
NIP. 197711162008012017

Ponorogo, April 18th 2022

Acknowledge by,

Head of English Education Department of
Tarbiyah and Teachers Training Faculty
State Institute Islamic Ponorogo

Dr. Dhinuk Puspita Kirana, M.Pd.
NIP. 198303272011012007



MINISTRY OF RELIGIOUS AFFAIRS

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that *Sarjana's* thesis of:

Name : Pipit Aprilianti
Student Number : 210917003
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Correlation between Students' Reading Interest and
Students' Reading Comprehension at SMKN 1 Jenangan
Ponorogo

has been approved by the board of examiners on

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and has been accepted as the requirement for the degree the *sarjana* in English
education on:

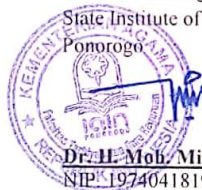
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Date : 10 June 2022

Ponorogo, 10 June 2022

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The Acting Dean of Tarbiyah and
Teacher Training

State Institute of Islamic Studies
Ponorogo



Dr. H. Moh. Miftachul Choiri, M.A. *[Signature]*
NIP. 197404181999031002

Board of Examiners

1. Chairman : Dra. Aries Fitriani, M. Pd. (*[Signature]*)
2. Examiner I : Winantu K. S. A., M. Hum. (*[Signature]*)
3. Examiner II : Dr. Tintin Susilowati, M. Pd. (*[Signature]*)

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Saya yang bertandatangan dibawah ini:

Nama : Pipit Aprilianti

NIM : 210917003

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : The Correlation between Students' Reading Interest and Students' Reading Comprehension at SMKN 1 Jenangan Ponorogo

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NIM. 210917003

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Saya yang bertandatangan dibawah ini:

Nama : Pipit Aprilianti
NIM : 210917003
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : The Correlation between Students' Reading Interest and Students' Reading Comprehension at SMKN 1 Jenangan Ponorogo

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NIM. 210917003

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CHAPTER I

INTRODUCTION

A. Background of The Study

There are four language skills in English must be learned, they are listening, speaking, reading and writing. Among the four skills, reading skill is an important aspect in learning a language. Reading is one important way to improve students' general language skills in English as a second or foreign language. Reading is needed by the students to get information and knowledge. Reading helps the students learn to think in English, reading can enlarge students English vocabulary, can help students improve their writing, can help the students to prepare for study in an English – speaking country, reading may be a good way to practice students English if they live in a non – English – speaking country, reading is a good way to find out about new ideas, facts, and experiences.¹

Patel and Jain stated that reading is an active process which consists of recognition and comprehension skill. It means reading is an important activity in life with which one can update the knowledge and tool for academic success. In this process, the reader actively finds the message conveyed by the author. Besides that, according to Harmer, reading is an incredibly active occupation. To do it successfully, the readers have to understand what that the words mean. It means that the readers also understand what they read, and what the word means. Because, reading is one of basic skill important and that students must be mastered, in the classroom. They are able to take stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories.

There are some kinds of reading, such as extensive reading, silent reading, reading aloud, and reading comprehension. Reading comprehension is one of reading skills that taught in junior and senior high

¹ Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power* (America: Addison-

school until at university. Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.²

According to Kool, reading interest is defined as reading done when students are outside the school compound.³ Furthermore, reading interest as whether or not students like to read in their spare time or at home or whether they like to go to library. Beside, 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 types of English reading materials.⁴

Hidi argued that reading interest is central in determining the ways in which the readers select and process certain type of information in comprehend to other.⁵ The empirical findings of the literature indicate that all types of interest tend to facilitate reader's comprehension and recall. So, to make the reader an interest in reading must choose good information.

Students' especially senior high schools are often difficult to understand the English text. They have already read and they sometimes can only know a little part of the text. Then, the students find difficulty in understanding the text, because they are less interested, lazy and bored in reading English, especially in reading text book. This is supported by Hayashi "The process of comprehension becomes difficult for EFL learners"⁶

Based on pre-research observation in SMKN 1 Jenangan Ponorogo, the researcher found that most of students have problems in reading English. The students not interested when the teacher teaches

² William Grabe, *Reading in a Second language: Moving from Theory to Practice*, (Cambridge : Cambridge University Press, 2009).

³ McKool, S., *Factors that influence the decision to read : An investigation of fifth grade students' out - of - school reading habits - Reading Interest* (2007), 111.

⁴ McKool, S., Ibid.

⁵ Suzanne Hidi, "Interest, Reading, and Learning : Theoretical and Practical Consideration," *Educational Psychology* , 13 (2001), 195.

⁶ Hayashi, (1999), 125.

reading in the class. The students also easily get bored during the class and just read their English textbook if they are instructed by their teacher. It could be seen also from interview with the students, the result of students reading interest were low.⁷ They lacked of reading skill because students often claim that their primary problem in acquiring English is the lack of vocabulary to understand and they difficulties to get the main idea of the text. Many students have problems in reading English textbook, because they have difficulties to read the words.

Furthermore, the researcher asked the teacher about the students' reading comprehension score. The teacher said that the students' reading comprehension score were still low.⁸ Many students got some difficulties in reading English, because they lack of vocabulary, difficult to get the main idea of the text and difficult to memorize meaning of words. They become passive during the class and it makes their English skill cannot increase.

According to Fitriani on her thesis with the tittle "The correlation between reading interest and students' ability to find the main idea in a short text a study of second – year students at SMAN 4 Malang", the result showed that there is significant correlation between reading interest and students' ability to find the main idea in a short text.⁹ On the other hand according to Nurul Habibah on her study with the title "The correlation between students reading interest and reading ability at the first year students of SMA Muhammadiyah 1 Sendang Agung Lampung Tengah", the result shows that observed was higher than critical, that is $0.74 > 0.37$ this score proves that hypothesis null (H_0) is rejected and alternative

⁷ The Students of the Tenth Grade in SMKN 1 Jenangan Ponorogo, An Interview on September 10th, 2021.

⁸ Wahyu Utomo, S.Pd, as English Teacher at the Tenth Grade in SMKN 1 Jenangan Ponorogo, An Interview on September 10th, 2021.

⁹ Fitriani, "The Correlation between Reading Interest and Students' Ability to Find the Main Idea in a Short Text a Study of Second Year Students ' at SMA N 4 Malang in the Academic Year of 2007/2008." (Thesis, University of Malang, Malang, 2008).

hypothesis (Ha) is consequently accepted.¹⁰ Then, according to Ewo Priyo Susanto on his study with the title “The correlation between students’ reading interest and reading comprehension at the second year students of SMA N 1 Punggur”, the result 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%.¹¹

Based on the background of the problem above the researcher was conducted a research regarding to the skill used by the researcher that can support her teaching and learning of English especially in teaching learning reading to the students. The differences between this research and the previous research are the researcher focuses on the correlation between students’ reading interest and reading comprehension. While the previous research from Fitriani focuses on the students reading interest and students ability to find the main idea in a short text. Then Nurul Habibah focuses on the correlation between students reading interest and reading ability and there is no specification text in the research. The last one Ewo Priyo Susanto focus in the correlation between students reading interest and reading comprehension but there is no specification text in the research.

Based on the explanation above, then the researcher interests to conduct the research with the title “The Correlation between Students’ Reading Interest and Students’ Reading Comprehension at SMKN 1 Jenangan Ponorogo”.

¹⁰ Nurul Habibah, “The Correlation between Students’ Reading Interest and Their Reading Ability in the Eleventh Grade of SMA Muhammadiyah 1 Sendang Agung Central Lampung in the First Semester in the Academic Year of 2013/2014.” (Thesis, The State Institute of Islamic Studies of Raden Intan Lampung, Lampung, 2013).

¹¹Ewo Priyo Susanto, “The Correlation Between Students’ Reading Interest and Students’ Reading Comprehension at the Second Year of SMA N 1 Punggur in Academic Year of 2015/2016.” (Thesis, Lampung University, Lampung, 2016).

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follows:

1. The students have little interest in reading textbook.
2. The students have any difficulties word in reading the text.
3. The students' reading comprehension was still low.

C. Limitation of the Problem

This research focuses on the correlation between students' reading interest and students' reading comprehension ability in recount text on tenth grade of Industrial Automation SMKN 1 Jenangan Ponorogo.

D. Statement of the Problem

Based on the identification above, the researcher formulates the problem as follow:

“Is there any correlation between students' reading interest and students' reading comprehension at SMKN 1 Jenangan Ponorogo?”

E. Objectives of the Study

Based on the research problem above, the objective of this research:

The objective of research is to find out the correlation between students' reading interest and students' reading comprehension at SMKN 1 Jenangan Ponorogo.

F. Significances of the Study

Based on objective of the research above, the significances of the study:

1. Theoretically

This research is expected to know the correlation between students' reading interest and reading comprehension. The result of this research

study can be a reference for conducting other research related to this research study.

2. Practically

a. For the teacher

This research can give information to English teachers about the correlation between students reading interest and their reading comprehension.

b. For the students

This research can give support for students so that students enjoy in reading interest and reading comprehension ability.

G. Organization of the Thesis

As description of the researcher idea design that is poured in this thesis, the researcher organizes the organization of the thesis that is divided into five chapters, as follow:

Chapter one is an introduction. This chapter confirms the background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

Chapter two is the review related literature. This chapter consisting several explanations based on the title and it concluded the concept of reading, concept of interest, concept of reading comprehension, correlation between reading interest and reading comprehension, relevant research studies, frame of thinking, and the hypothesis.

The third chapter is the research method. This chapter discusses about the research method that covering research design, place and time of the study, population and sample, operational definition of variable, data collection instrument, data collection technique, validity and reliability, and data analysis technique.

Chapter four is the result of the research. This chapter presents data description, statistic inferential include assumption test and hypothesis test, and discussion of the research.

The last chapter is closing that tells about conclusion of the research and suggestion for further study in the last chapter.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Reading

a. Definition of Reading

Reading is one of the English basic skills that should be mastered by the students. By reading, students can get a lot of information and knowledge. According Patel and Jain, reading means to understand the meaning of printed words i.e. written symbols.¹² It means that reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, novels, etc. By reading the students will know more what should they write and speak. Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader.

Patel and Jain stated that reading is an active process which consists of recognition and comprehension skill.¹³ It means reading is an important activity in life with which one can update the knowledge and tool for academic success. In this process, the reader actively finds the message conveyed by the author. Besides that, according to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what that the words mean.¹⁴ It means that the readers also understand what they read, and what the word means. Because, reading is one of basic skill important and that students must be mastered, in the classroom. They are able to take stimulus beyond its graphic

¹² M.F Patel and Praveen M. Jain, *English Language Teaching : Methodes, Tools & Techniques* (Jaipur: Sunrise Published and Editor, 2008), 113.

¹³ M.F Patel and Praveen M. Jain, *Loc.Cit.*

¹⁴ Jeremy Harmer, *How to Teach English, (An Introduction to The Practice of English Language Teaching)* (Malaysia: Addison Wesley Longman, Inc, 1998), 70.

representation and assign it membership to an appropriate group of concepts already stored in their memories.

Based on the explanations above, it can be concluded that reading is a process of receiving and interpreting information in order to get the ideas or information intended by the author. Reading is one of the important in language skills.

b. Reading Aspects

Reading is a complex language skill. Suparman states in order to know the important of reading in teaching process, reading is contraction of involve the reader connecting information from the written message.¹⁵ There are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text: mind idea, specific information, references, inferences, and vocabulary. These aspects are explained bellowed:

1) Mind idea

Finding the mind idea of paragraph is one of most important reading comprehension skill. In some paragraphs, the mind idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. In the other word, the main idea is the most important idea that the author develops throughout the paragraph.

2) Specific information

Specific information develops the topic sentences by giving definition example, facts, comparison, analogy, cause, and effect statistic and quotation. Besides that, specific information is also refers to exact, precise fact or description of something mentioned in the text.

¹⁵ Ujang Suparman, *Developing Reading Comprehension Skills and Strategy*, 2006, 2.

3) References

References are words or phrases used either before or after the references in reading material. Those are used to avoid unnecessary repetition of words or phrases. And also gave signal to the readers to find the meaning of word elsewhere in the text.

4) Inference

Inference is an educational guessing or prediction about something unknown based on available facts and information. It is the logical connection that the reader uses inference to observe something that known or unknown on the reader observation.

5) Vocabulary¹⁶

Vocabulary is the stock of word known by an individual or by a large group of people. Concerning with that statement indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

Based on the explanation above, the students must mastermind idea, specific information, references, inferences, and vocabulary. It means that make the students can easily to identify the information of the text. The reading aspect is the basic students' competence in reading comprehending specific information of the text.

2. Reading Interest

Interest can be defined by how often students read about things they are passionate about, spend their free time, and what they are interested in. Why and what they read or do not read are also consider when examining their reading interests. For some people may have

¹⁶ Ujang Suparman, *Ibid.*

assumption that interest have similar meaning, but they have difference in language.

The students are not disappointed with their English if they are interest in their English reading. If the students have sufficient interest, they will read frequently because they are attracted and forced. Interest is the second factor which determines as attitude in working or studying actively. Learning process will run well, if the students have an interest. Slamento argued that interest is situation or condition of paying attention and enjoying in some activities and contents.¹⁷ This definition tells us than an interest is shown by paying attention and enjoyment in any activity. Interest is always followed by feelings of pleasure and from there can be obtained satisfaction. Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good, because there is no appeal to it. So that the students have an interest, should be given things that are interesting in the learning process.

The level of interest is different in each of children. It depends on how the interest develops in their selves. There are several factors that are caused someone who has high interest and who has low interest. Crawley and Mountain identified six factors that influenced the development of children's interests.¹⁸ These factors are:

a. Previous Experience

The students will develop their interest toward something that they have been experienced.

¹⁷ Slamento, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), 57.

¹⁸ Crawley, S.J, & Mountain, L, *Strategies for Guiding Content Reading* (Boston: Allyn and Bacon, 1995), 12.

b. Self-Concept

The students may reject information that feels threatened; otherwise the student may receive it if it is felt useful and help them to improve their skill.

c. Values

The student interest arises if a subject is presented by an authoritative people.

d. Understandable Subject

Information that is easily understood by the students may attract their interest.

e. Level of Pressure Involvement

If the students feel that they have some rate options and is less pressure, their reading interest may be higher.

f. The Complexity of Subject Material

The students who are better intellectually and psychologically flexible are more attracted to something more complex.

From the descriptions above, interest in reading means a person's desire to read that because of the need to obtain information or knowledge. In other words, interest in reading is a powerful and deep concern accompanied by feelings of pleasure on reading activities that lead one to read on their own accord. As for the aspect of reading interests include reading pleasure, awareness of the benefits of reading, reading frequency and the number of books that have ever read.

3. Reading Comprehension

Reading comprehension is the ability to understand and interpretation of the text. According to Johnson, comprehension skills are strategies readers use to retrieve information and construct meaning from text. They are the thinking processes, broken down into steps that

are used to comprehend.¹⁹ It means that 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 working together as a text is read to create a representation of the text of the readers mean.

In addition, Snow stated the ability of processing the text and the understanding the meaning is called reading comprehension.²⁰ It can be defined as all of the processes which the meaning of the text needs to be understood. 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. Students could take the expectation from reading text. They have to comprehend the text to get the point of what they read.

Beside, Janette stated reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.²¹ It means in comprehending the text, the students take the expectation to get the point of what they read. The comprehension skills categories are cumulative, in that one is built on the other. Based on the language assessment theory of Brown, especially in reading, there are some criteria are commonly used in measuring students reading comprehension ability, they are:

a. Main idea (topic)

Main idea includes the overall message of the text that a writer intends to convey to the readers. It's important thought of a text

¹⁹ Andrew P. Johnson, *Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students* (United States of America: Rowman & Littlefield Publishers, Inc. 2008), 110.

²⁰ Catherine Snow, *Reading for Understanding: Towards an R&D Program in Reading Comprehension*. (Airlangton: RAND, 2002), 11.

²¹ Klingner Janette K, Vaughn Sharon, Et al, *Teaching Reading Comprehension Students with learning Difficulties* (London : The Guilford Press, 2007), 17.

which enables the readers to understand the meaning of the concerned text.

b. Expression/idiom/phrases in context

Idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole unit.

c. Inference (implied detail)

Inference is a conclusion or opinion that is formed because of known facts or evidence.

d. Grammatical features

Grammatical features are important things in learning language. It's a key to understanding language. The grammatical features include the elements, such as words, punctuation, tenses, determiners, and connectors.

e. Detail (scanning for a specifically stated detail)

The details of the text is also measure the students reading comprehension. By the details, the students can comprehend the text well.

f. Excluding facts not written (unstated detail)

Excluding facts not written can develop the students' imaginations. The students guess the meaning and make own argument from it.

g. Supporting ideas

The supporting ideas are the more focused arguments that bolster the main ideas. It's have a clear and direct connection with the main ideas, and also backed-up by evidence or illustrated by examples

h. Vocabulary in context.²²

One of the most important strategies to help build the vocabulary and increase reading is by learning vocabulary in context. “In context” means using the situation that understands the sentences to guess the meaning of new vocabulary without depending on a dictionary constantly.

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. In fact, the advantage of reading is to give the students’ knowledge that the students never know before. Teaching reading needs more than only reading a text, the teachers must pay attention how to teach reading text to the students. In teaching reading, the students and the teacher can be partners to make teaching process more effective.

4. Correlation between Reading Interest and Reading Comprehension

Reading is one of English skills that must be mastered by the students because reading is very important in learning a language. The students should improve their reading ability which of course needs comprehension, because reading comprehension is important skill to get general information, specific information, especially the main idea or topic sentence in a text. But in fact, students still get difficulty in reading activity. Then, interest is a factor that gives direct influence to the successful of English learning, especially in reading comprehension. The researcher assumes that if the students have high interest, the students comprehend well and have strong willingness and effort to develop and learn the reading in reading class.

²² H Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Pearson Longman, 2003), 206.

Hidi argued that reading interest is central in determining the ways in which we select and process certain type of information in comprehend to other.²³ The empirical findings of the literature indicate that all types of interest tend to facilitate reader's comprehension and recall. So, to make the reader interest in reading, the writer must choose good information. Snow includes engagement and motivation as variables influenced language comprehension.²⁴ From this statement, it can be seen that reading interest is important variable in decision to read and should not be ignored. Students are more likely to read what they are interested in.

Reading interest was related to deep comprehension questions, recall of main idea, and the structure of the text. Hidi concluded that interest did not simply enhance the amount learning.²⁵ That is reading interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning. So if the students have an interest in any subject, they will easily understand and comprehend the subject.

From the explanation above, interest has been defined as a motivational variable, as well as a psychological state that takes place during interaction between people and objects in the environment. It can be seen that interest is an important variable in decision to read and should not be ignored. Students are more likely to read what they think interested in the reading materials. Readers' level interest in reading and in the content of that reading may help shape the activity of text processing and development of comprehension in various ways.

²³ Suzanne Hidi, "Interest, Reading, and Learning: Theoretical and Practical Consideration," *Educational Psychology*, 13 (2001), 195.

²⁴ Snow, C.E (Eds), *RAND Reading Study Group. Reading for Understanding: Toward a Research and development program in reading comprehension* (Arlington: VA RAND, 2002), 12.

²⁵ Suzzane Hidi, *Ibid*, 196.

B. Relevant Research Studies

The researcher used three relevant previous studies to support this research. First, the relevant study was conducted by Fitriani about the correlation between reading interest and students ability to find the main idea in a short text a study of second – year students' at SMAN 4 Malang.²⁶ This graduating paper is conducted to find out the level of reading interest and their ability to find main idea in a short text. The target population of this study is the second year students of SMAN 4 Malang, which cover 40 students. The instrument that used in this research is questionnaire and a test of reading. The finding of this research is there is significant correlation between reading interest and students' ability to find the main idea in a short text. The similarity with this previous research was used the same instruments, there are questionnaire and test. The differences with this previous research, the researcher focuses on the correlation between students' reading interest and reading comprehension. While this previous research from Fitriani focuses on the students reading interest and students ability to find the main idea in a short text.

The second previous study is the correlation between students reading interest and reading ability at the first year students of SMA Muhammadiyah 1 Sendang Agung Lampung Tengah conducted by Nurul Habibah. She was a student of English Department of State Institute of Islamic Studies Raden Intan Lampung.²⁷ The research only focused on whether there is correlation between students reading and reading ability. The data were taken from questionnaire to get the detail information of students reading interest in learning English and to know students reading ability the researcher used try out of test that consist of 40 items. The

²⁶ Fitriani, "The Correlation between Reading Interest and Students' Ability to Find the Main Idea in a Short Text a Study of Second Year Students ' at SMA N 4 Malang in the Academic Year of 2007/2008," (Thesis, University of Malang, Malang, 2008).

²⁷ Nurul Habibah, "The Correlation between Students' Reading Interest and Their Reading Ability in the Eleventh Grade of SMA Muhammadiyah 1 Sendang Agung Central Lampung in the First Semester in the Academic Year of 2013/2014," (Thesis, The State Institute of Islamic Studies of Raden Intan Lampung, Lampung, 2013).

population of this research consists of 132 students, and the sample was taken by using cluster random sampling technique. The researcher chose 30 students as sample. The result shows that r observed was higher than r critical, that is $0.74 > 0.37$. This score proves that hypothesis null (H_0) is rejected and alternative hypothesis (H_a) is consequently accepted. The similarity with this previous research was used the same instruments and used the same technique for took a sample. The differences with this previous research, the researcher focuses on the correlation between students' reading interest and reading comprehension. While this previous research from Nurul Habibah focuses on the correlation between students reading interest and reading ability and there is no specification text in the research.

The third previous study is the correlation between students' reading interest and reading comprehension at the second year students of SMA N 1 Punggur conducted by Ewo Priyo Susanto. He was a student of English Department of Lampung University.²⁸ The purpose of his research is to find out the correlation between students' reading interest and their reading comprehension. He chose the sample by using simple random sampling. Students' reading interest scores were estimated by using Likert Scale in the range of 1-5, and their reading comprehension was tested and made based on materials that have been taught. He takes only one class as the subject. 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%. The similarity with this previous research was used the same variables, there are reading interest and reading comprehension. The differences with this previous research, Ewo Priyo Susanto focus in the

²⁸ Ewo Priyo Susanto, "The Correlation Between Students' Reading Interest and Students' Reading Comprehension at the Second Year of SMA N 1 Punggur in Academic Year of 2015/2016," (Thesis, Lampung University, Lampung, 2016).

correlation between students reading interest and reading comprehension but there is no specification text in the research.

C. Theoretical Framework

Reading is active process that consists of recognition and comprehension skill. The students should improve their reading ability which of course needs comprehension, because reading comprehension is important skill to get general information, specific information, especially the main idea or topic sentence in a text. But in fact, students still get difficulty in reading activity. Then, interest is a factor that gives direct influence to the successful of English learning, especially in reading comprehension.

From the description above, it can be assumed that students' interest positively correlates with the students' reading comprehension. It seems that students' interest influences students' achievement. That interest is a factor that gives direct influence to the successful of English learning. The researcher also assumes that if learners have high interest, they will comprehend well when they read because they will have strong willingness and effort to learn and to develop their competence in reading and be active in reading class.

Students who have high interest and concentration in learning English will understand more because they give full attention to the learning process. Students who have high interest toward reading tend easier to comprehend the passage that feeling interest in reading means enjoying the activity, when somebody interested in particular phenomenon or activity, they are likely to attend to in and give time to it. Thus, the researcher is interested in investigating the correlation between students' reading interest and reading comprehension at 10th grade of industrial automation SMKN 1 Jenangan Ponorogo.

D. The Hypothesis

Based on the theories, assumption above, and also the formulation of the problem, the researcher would like to make hypothesis as follow:

- H_a : There is a correlation between students' reading interest and students' reading comprehension.
- H_0 : There is no correlation between students' reading interest and students' reading comprehension.



CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is a plan or program made by researcher as the activity target is done.²⁹ This research was conducted through quantitative research and the design was correlation study.

1. Research Approach

This research study used quantitative approach. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest.³⁰ The first variable is students' reading interest; it is considered as independent variable (variable X). The second variable in this research and considered as dependent variable (variable Y) is students' reading comprehension.

2. Research Types

This research is correlation research. According to Jack correlation research is the relationship of two variables or more are studied without any attempt to influence them.³¹ Correlational research is defined as non-experimental research that studies the direction and strength of relationship among variables.³² Correlation research is also sometimes referred to as from of descriptive research because it describes an existing relationship between two variables.

When a correlation is find to exist between two variables, it means that score within a certain range on the one variable is associated with scores within a certain range on the other variable. Correlation research has two possibilities they are: positive correlation and

²⁹ Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2012) ,1.

³⁰ L.R. Gay, et al., *Educational Research* (Unites States: Pearson Education, Inc., 2000), 7.

³¹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw – Hill, 2009), 328.

³² Donald Ary, *Introduction to Research in Education*, 365.

negative correlation. Positive correlation means high scores on the one variable tend to be associated with high score on the other variable, while low score on the one are associated with low score on the other variable. Then, a negative correlation means high scores on the one variable are associated with low scores on the one variable, and low score on the one are associated with high score on the other variable.

B. Place and Time of the Study

This research conducted on 17 September 2021 and was held at SMKN 1 Jenangan Ponorogo which is located at Jl. Niken Gandini No. 98 Plampitan, Setono, Jenangan, Ponorogo.

C. Population and Sample

1. Population

Population is a group of individual or objects that is the focus for a study. According to Arikunto a population is a set (or collecting) of all elements processing one or more attribute of interest.³³ Population based on Neil J. Salkind, is defined as a group of potential participants to whom you want to generalize the results of the study.³⁴ Borg, W.R., Gall, M.D. in Mohammad Adnan Latief said that population is all the member of a real or hypothetical set of people, events or object to refer educational researchers wish to generalize the result of the research.³⁵

Based on the definition above the population of this research is 10th Grade of SMKN 1 Jenangan Ponorogo. The total number of 10th Grade of SMKN 1 Jenangan Ponorogo is 442 students.

³³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Reneka Cipta, 2006), 96.

³⁴ Salkind, *Exploring Research "Eight Edition"*, 95.

³⁵ Adnan Latief, *Research Methods on Language Learning an Introduction*, 181.

Table 3.1
Population of 10th Grade Students of SMKN 1 Jenangan Ponorogo

Classes	Total of Students
X BKP	34
X DPIB A	34
X TPM A	34
X TPM B	34
X LAS	34
X TSM	34
X EI A	34
X EI B	34
X OI A	34
X OI B	34
X RPL A	34
X RPL B	34
X TPTU	34
Total	442

2. Sample

Sample is a group of individual or objects that are taken from a large population for measurement. Sugiyono says that sample is a part of the number and characteristics possessed by the population.³⁶ From the population above, the research took one class as sample of the research. The sample of the research is class A 10th Grade of Industrial Automation SMKN 1 Jenangan Ponorogo that consists of 34 students.

3. Sampling Technique

On take the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen said that the selection of

³⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung : Alfabeta, 2009), 81.

groups, or cluster, of subject rather than individuals is known as cluster random sampling.³⁷ The researcher wrote name of each class in a piece of paper, and then the researcher rolled the paper and put in a small box. After that, the researcher shook the box and took a piece of the roll papers and chose the written class as a sample of the research. Finally the sample is class A 10th Grade of Industrial Automation SMKN 1 Jenangan Ponorogo.

D. Operational Definition of Variable

Variable in research refers to person, place, things, or phenomenon to measure in some way. It is supporting by Arikunto, that a variable is the object of the research or what is the focal point of research.³⁸ In this research, the researcher chose two variables. There are independent variable and dependent variable. The independent variable is students' reading interest and the dependent variable is students' reading comprehension. So, the research only focuses on correlation between students' reading interest and students' reading comprehension.

X Variable \longrightarrow Y Variable

Where:

X : Students' reading interest

Y : Students' reading comprehension

The operational of definition variables used to explain the variables which are used in this research to avoid misconception of variables presented in this research as follow:

1. Students' Reading Interest

Interest is one of the psychological items which have an important role in human beings especially in education. Learning process will go well if someone has an interest. The indicators of reading interest are:

³⁷ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw – Hill, 2009), 95.

³⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: RenekaCipta, 2006), 96.

Previous experience, self-concept, values, understandable subject, the level of pressure involvement, the complexity of subject material.

2. Students' Reading Comprehension

Students reading comprehension is their ability of processing the text and the understanding the meaning. By answering correctly the question about the eight aspects of comprehension including main idea, expression in context, inference, grammatical features, detail, unstated details, supporting idea, vocabulary.

E. Technique and Data Collection Instrument

In order to figure out the correlation between students' reading interest and students' reading comprehension, the researcher collected the data with following technique:

1. Reading Interest Questionnaire

A questionnaire may be a self – report data – collection instrument that every analysis participant fills out as a part of a search study. Researchers used questionnaires so that they could obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants.

Questionnaire is data collection technique done by gave set of questionnaire written statement to the respondent answer.³⁹ In this research, the researcher used Students' Reading Interest Questionnaire that consists of 20 statements based on the theory about interest from Frymeir in Crawley and Montain. There are identification six factors:

a. Previous Experience

The students develop their interest toward something that they have been experienced.

³⁹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung : Alfabeta, 2009), 199.

b. Self-Concept

The students reject information that feels threatened; otherwise the student may receive it if it is felt useful and help them to improve their skill.

c. Values

The student interest arises if a subject is presented by an authoritative people.

d. Understandable Subject

Information that is easily understood by the students may attract their interest.

e. Level of Pressure Involvement

If the students feel that they have some rate options and is less pressure, their reading interest may be higher.

f. The Complexity of Subject Material

The students who are better intellectually and psychologically flexible are more attracted to something more complex.⁴⁰

The data collected use the form of a set of Likert scale questionnaire. The researcher gave the close – ended question and the respondents answer the question via google form. The questionnaire is in Indonesian Language. Respondent choose response category of “sangat setuju” (SS), “setuju” (ST), “ragu” (RG), “tidak setuju” (TS), and “sangat tidak setuju” (STS). The category of Likert scale, the equals to quantitative values 5, 4, 3, 2, 1, for appositve statement.

2. Reading Comprehension Test

A test is any structured performance situation that can be analyzed to yield numerical scores, from which inferences can be made about how individuals differ in the performance construct measured by the

⁴⁰ Crawley, S.J, & Mountain, L., *Strategies for Guiding Content Reading*, (Boston: Allyn and Bacon, 1995), 12.

test. Test is a sequence of questions or exercises or other devices to measure skill, knowledge, intelligence, ability or talent's person which has by people or group.⁴¹ In this research, the researcher used Reading Comprehension Test in recount text in order to get students' score. The test consists of 20 items of multiple choices.

Based on Brown's theory, especially in reading, there are some criteria that were commonly used in measuring students' reading comprehension. There are:

a. Main idea (topic)

Main idea includes the overall message of the text that a writer intends to convey to the readers. It is important thought of a text which enables the readers to understand the meaning of the concerned text.

b. Expression/idiom/phrases in context

Idiom is a phrase or sentence whose meaning is not clear from the meaning of it is individual words and which must be learnt as a whole unit.⁴²

c. Inference (implied detail)

Inference is a conclusion or opinion that is formed because of known facts or evidence.

d. Grammatical features

Grammatical features are important things in learning language. It is a key to understanding language. The grammatical features include the elements, such as words, punctuation, tenses, determiners, and connectors.

e. Detail (scanning for a specifically stated detail)

The details of the text is also measure the students reading comprehension. By the details, the students can comprehend the text well.

⁴¹ Arikunto, S *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta,1998), 136.

⁴² Hornby, 1995.

f. Excluding facts not written (unstated detail)

Excluding facts not written can develop the students' imaginations. The students guess the meaning and make own argument from it.

g. Supporting ideas

The supporting ideas are the more focused arguments that bolster the main ideas. It is have a clear and direct connection with the main ideas, and also backed-up by evidence or illustrated by examples

h. Vocabulary in context.⁴³

One of the most important strategies to help build the vocabulary and increase reading is by learning vocabulary in context. "In context" means using the situation that understands the sentences to guess the meaning of new vocabulary without depending on a dictionary constantly.

Then, to collect the data, the researcher used questionnaire and tests as the instruments. Questionnaire used for measuring students' reading interest. Test used for measuring students' reading comprehension.

Table 3.2

Instrument of Data Collection

Title	Variable	Aspect	Item numbers	Technique
The correlation between students' reading interest and students' reading comprehension at 10th grade of	Variable X : students' reading interest	Previous Experience	1,11,12,18	Questionnaire
		Self-Concept	3,16,17,19	
		Values	13,14,20	
		Understandable Subject	5,6	
		Level of Pressure Involvement	2,4,15	
		The Complexity	7,8,9,10	

⁴³ H Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Pearson Longman, 2003), p.206.

Industrial Automation SMKN 1 Jenangan Ponorogo		of Subject Material		
	Variable Y : students' reading comprehension	Main idea	3,4,10,24,29	Test
		Expression/idiom/phrases in context		
		Inference (implied detail)	18,19,21,23,27	
		Grammatical features	5,6,17	
		Detail (scanning for stated detail)	2,7,9,11,13,15,16,26,28,30	
		Excluding facts not written	1,12,14,20	
		Supporting ideas	8, 25	
		Vocabulary in context	22	

F. Validity and Reliability

In order to get good instrument, the researcher used validity and reliability to measure the research. The standard of research tools in quantitative research is concerned with the validity and reliability of the collection's instruments and qualities in terms of technical precision or data collection.⁴⁴

1. Validity

An instrument is valid when the instrument is able to measure what the researcher is going to measure. In this research, the researcher used content validity. Content validity is the degree to which a test measures an intended content area.⁴⁵ The calculation of questionnaire and test

⁴⁴ C.R Kotari, *Research Methodology: Method and Technology Second Revised Edition* (New Delhi: New Age International Publishers, 1990), 220.

⁴⁵ L.R. Gay, *Educational Research* (United States : Pearson Education, Inc., 2012), 161.

validity used product moment from SPSS version 23, the criteria as follow:

- a. If $r_{value} > r_{table}$ at the significance of 5 %, it means the instrument is valid.
- b. If $r_{value} < r_{table}$ at the significance of 5 %, it means the instrument is invalid.

The respondents are 34 students of class B tenth grade of Industrial Automation SMKN 1 Jenangan Ponorogo. According to the r_{table} value for N (respondent) = 34 on the 5% significant level. The r_{table} was 0.339, the item can be valid if the result > 0.339 but can be invalid if the result < 0.339 .

The result of the item validity instrument by using SPSS version 23 can be concluded as follows:

Table 3.3
The Result Validity Test of Reading Interest Questionnaire

Item	"r" value	"r" table	Criteria
1	0,624	0,339	Valid
2	0,707	0,339	Valid
3	0,758	0,339	Valid
4	0,360	0,339	Valid
5	0,410	0,339	Valid
6	0,706	0,339	Valid
7	0,439	0,339	Valid
8	0,582	0,339	Valid
9	0,414	0,339	Valid
10	0,538	0,339	Valid
11	0,656	0,339	Valid
12	0,643	0,339	Valid
13	0,579	0,339	Valid
14	0,690	0,339	Valid
15	0,477	0,339	Valid
16	0,657	0,339	Valid
17	0,537	0,339	Valid
18	0,500	0,339	Valid
19	0,701	0,339	Valid
20	0,603	0,339	Valid

It can be indicated that all of the questionnaire items are valid.

Then the result validity test of reading comprehension test as follow:

Table 3.4
The Result Validity Test of Reading Comprehension Test

Item	"r" value	"r" table	Criteria
1	0,561	0,339	Valid
2	0,593	0,339	Valid
3	0,381	0,339	Valid
4	0,220	0,339	Invalid
5	0,671	0,339	Valid
6	0,255	0,339	Invalid
7	0,639	0,339	Valid
8	0,474	0,339	Valid
9	0,577	0,339	Valid
10	0,482	0,339	Valid
11	0,492	0,339	Valid
12	0,531	0,339	Valid
13	0,003	0,339	Invalid
14	0,372	0,339	Valid
15	0,329	0,339	Invalid
16	0,605	0,339	Valid
17	0,482	0,339	Valid
18	0,311	0,339	Invalid
19	0,456	0,339	Valid
20	0,442	0,339	Valid
21	0,442	0,339	Valid
22	0,536	0,339	Valid
23	0,117	0,339	Invalid
24	0,482	0,339	Valid
25	0,645	0,339	Valid
26	0,052	0,339	Invalid
27	0,312	0,339	Invalid
28	0,472	0,339	Valid
29	0,167	0,339	Invalid
30	0,229	0,339	Invalid

From the result validity test of reading comprehension test above, there were 20 items of test valid and 10 items were invalid. The valid items were 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 14, 16, 17, 19, 20, 21, 22, 24,

25, and 28. The invalid items were 4, 6, 13, 15, 18, 23, 26, 27, 29, and 30.

2. Reliability

Reliability is the degree to which a test consistently measures whatever it is measuring.⁴⁶ In this research, to measure the reliability of the questionnaire and test, the researcher used SPSS 23 version for window with Alpha Cronbach Formula. There are two criteria to determine of test items, as follows:

- a. If *Alpha Cronbach* $> r_{table}$ at the significance of 5 %, it means the instrument is reliable.
- b. If *Alpha Cronbach* $< r_{table}$ at the significance of 5 %, it means the instrument is not reliable.

Table 3.5
The Result Reliability Test of Reading Interest
Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.886	20

Table 3.6
The Result Reliability Test of Reading Comprehension Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.830	30

In this study, the r_{table} was 0,339 and the *Alpha Cronbach* were 0,886 for reading interest questionnaire and 0,830 for reading comprehension test. In conclusion, the questionnaire and the test were reliable.

⁴⁶ L.R. Gay, *Educational Research* (United States : Pearson Education, Inc., 2012), 165.

G. Data Analysis Technique

On analysis the data, the researcher using statistic tests, there are normality test and linearity test. Then, to analyze the hypothesis test, the researcher used R- test.

1. Normality Test

Thode states that normality test is one of the most common assumption made in the development and use of statistical procedures.⁴⁷ This test is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. To measure the normality test, the researcher used SPSS 23 version for window with Kolmogorov - Smirnov test formula. The variables have normality based on the testing criteria, as follow:

- a. A normal data distribution if the value of significance (sig) $> 0,05$.
- b. An abnormal data distribution if the value of significance (sig) $< 0,05$.

2. Linearity Test

After calculated the normality test, the researcher did linearity test. Thus, linearity test is used to know the relation between dependent and independent variable. The variables have linearity based on the testing criteria, as follow:

- a. If the value of significance (sig) $> 0,05$, it means that the variable is linear.
- b. If the value of significance (sig) $< 0,05$, it means that the variable is not linear.

3. Hypothesis test

After the data is normally distributed and linear, then to find out the correlation between students' reading interest and students' reading

⁴⁷ Thode, H.C., *Testing for Normality*, (New York: Marcel Dekker Inc,2002), 1.

comprehension, the researcher used the correlation formula by Pearson Product Moment Correlation to test the significance relationship between both of variables. The formula used as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} : product moment correlation coefficient of variable X and Y

N : the number of sample

x : the students score in reading interest

y : the students score in reading comprehension

$\sum xy$: the sum of multiplying of the reading interest score and reading comprehension score

$\sum x$: the sum of reading interest scores

$\sum y$: the sum of reading comprehension scores

$\sum x^2$: the sum of reading interest scores square

$\sum y^2$: the sum of reading comprehension scores square

The criteria used as follow:

- a. If $r_{value} > r_{table}$ = H_a is accepted, H_o is rejected. It means that there is a correlation between students' reading interest and students' reading comprehension at 10th Grade of Industrial Automation SMKN 1 Jenangan Ponorogo.
- b. If $r_{value} < r_{table}$ = H_a is rejected, H_o is accepted. It means that there is no correlation between students' reading interest and students' reading comprehension at 10th Grade of Industrial Automation SMKN 1 Jenangan Ponorogo.

CHAPTER IV

RESULT AND DISCUSSION

A. Statistic Descriptions

The researcher conducted the research at SMKN 1 Jenangan Ponorogo and 34 of tenth grade students were chosen as a sample of the research. In this research, the researcher used two instruments: a questionnaire and a test. The researcher gave a questionnaire in order to get the data about students' reading interest, while a test to get the data about students' reading comprehension. The questionnaire based on the theory about interest from Frymeir in Crawley and Montain. In the questionnaire, there were 20 statements and used the Likert Scale to answer the statements. Whereas, the reading comprehension test based of language assessment theory by Brown that consist of 20 questions.

1. The Students' Reading Interest Score

Table 4.1

Interval of Students' Reading Interest Score

Students' Reading Interest Score	Frequency
56-60	2
61-65	5
66-70	12
71-75	2
76-80	8
81-85	4
86-90	0
91-95	1
Total	34

From the table 4.1, the students' reading interest score was varied. It described that there was 2 students got score in 56-60 interval, 5 students got score in 61-65 interval, 12 students got score in 66-70 interval, 2 students got score in 71-75 interval, 8 students got score in 76-80 interval, 4 students got score in 81-85 interval, and 1 student got score in 91-95 interval.

Table 4.2
Statistics Descriptions of Students' Reading Interest Score

Statistics		
Students' Reading Interest		
N	Valid	34
	Missing	0
Mean		72.15
Median		70.00
Mode		68
Std. Deviation		8.023
Variance		64.372
Range		35
Minimum		56
Maximum		91
Sum		2453

From the table above, the total score of 34 students is 2453. By applying SPSS 23, it shows that the mean is 72.15, the median is 70.00, the mode is 68, the standard deviation is 8.023, the variance is 64.372, the range is 35, the highest score of students' reading interest is 91, and the lowest score of students reading interest is 56.

Table 4.3
Frequency Distribution of Students' Reading Interest Score

		Students' Reading Interest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56-60	2	5.9	5.9	5.9
	61-65	5	14.8	14.8	20.7
	66-70	12	35.2	35.2	55.9
	71-75	2	5.9	5.9	61.8
	76-80	8	23.5	23.5	85.3
	81-85	4	11.8	11.8	97.1
	86-90	0	0	0	97.1
	91-95	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Based on the table above, it can be seen that the students' score in reading interest was varied. It described that there is 2 students got score between 56-60 with the percentage 5.9%, 5 students got score between 61-65 with the percentage 14.8%, 12 students got score between 66-70 with the percentage 35.2%, 2 students got score between 71-75 with the percentage 5.9%, 8 students got score between 76-80 with the percentage 23.5%, 4 students got score between 81-85 with the percentage 11.8%, and 1 student got score between 91-95 with the percentage 2.9%.

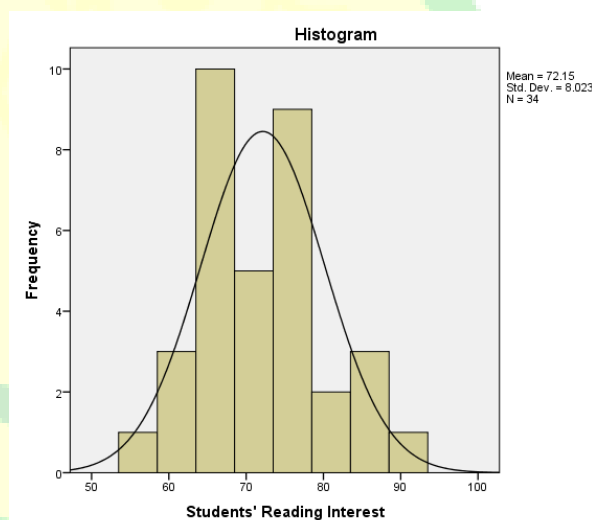


Figure 4.1

The Histogram of Students' Reading Interest Score

According to histogram above, the Mean (M) is 72.15 and the Standard Deviation (SD) is 8.020. To categorize students' reading interest score, there is good, medium, or low. The categorization as follow:

- More than $M + 1.SD$ ($72.15 + 8.020 = 80.17$) is categorize into good category
- Between $M - 1.SD$ ($72.15 - 8.020 = 64.13$) to $M + 1.SD$ ($72.15 + 8.020 = 80.17$) is categorize into medium category
- Less than $M - 1.SD$ ($72.15 - 8.020 = 64.13$) is categorize into low category

Thus, the scores more than 80.17 considered into good category, while the scores 64.13 to 80.17 considered into medium category and the scores which less than 64.13 considered into low category. Furthermore, the categorization as follow in the table below:

Table 4.4
The Categorization of Students' Reading Interest Score

No.	Score	Frequency	Percentage	Category
1	More than 80.17	5	14.8	Good
2	Between 64.13 to 80.17	25	73.5	Medium
3	Less than 64.13	4	11.7	Low
Total		34	100	

From the table above, the students' reading interest score showed 5 students or 14.8% in good category, 25 students or 73.5% in medium category, and 4 students or 11.7% in low category. So, it can be concluded that many students have many medium score on students' reading interest.

2. The Students' Reading Comprehension Score

Table 4.5
Interval of Students' Reading Comprehension Score

Students' Reading Comprehension	Frequency
50-54	1
55-59	1
60-64	5
65-69	1
70-74	5
75-79	7
80-84	6
85-89	4
90-94	3
95-99	1
Total	34

From the table 4.5, the students' reading comprehension score was varied. It described that there was 1 student got score in 50-54 interval, 1 student got score in 55-59 interval, 5 students got score in 60-64 interval, 1 student got score in 65-69 interval, 5 students got score in 70-74 interval, 7 students got score in 75-79 interval, 6 students got score in 80-84 interval, 4 students got score in 85-89 interval, 3 students got score in 90-94 interval, and 1 student got score in 95-99 interval.

Table 4.6
Statistics Descriptions of Students' Reading Comprehension Score

Statistics		
Students' Reading Comprehension		
N	Valid	34
	Missing	0
Mean		74.41
Median		75.00
Mode		75
Std. Deviation		10.993
Variance		120.856
Range		45
Minimum		50
Maximum		95
Sum		2530

Based on the table above, the total score of 34 students is 2530. By applying SPSS 23, it shows that the mean is 74.41, the median is 75.00, the mode is 75, the standard deviation is 10,993, the variance is 120.856, the range is 45, the highest score of students' reading comprehension is 95, and the lowest score of students reading comprehension is 50.

Table 4.7
Frequency Distribution of Students' Reading Comprehension
Score

Students' Reading Comprehension					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50-54	1	2.9	2.9	2.9
	55-59	1	2.9	2.9	5.9
	60-64	5	14.7	14.7	20.6
	65-69	1	2.9	2.9	23.5
	70-74	5	14.7	14.7	38.2
	75-79	7	20.6	20.6	58.8
	80-84	6	17.6	17.6	76.5
	85-89	4	11.8	11.8	88.2
	90-94	3	8.8	8.8	97.1
	95-99	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

According to the table above, the students' score in reading comprehension was varied. It described that there is 1 student got score between 50-54 with the percentage 2.9%, 1 student got score between 55-59 with the percentage 2.9%, 5 students got score between 60-64 with the percentage 14.7%, 1 student got score between 65-69 with the percentage 2.9%, 5 students got score between 70-74 with the percentage 14.7%, 7 students got score between 75-79 with the percentage 20.6%, 6 students got score between 80-84 with the percentage 17.6%, 4 students got score between 85-89 with the percentage 11.8%, 3 students got score between 90-94 with the percentage 8.8%, and 1 student got score between 95-99 with the percentage 2.9%.

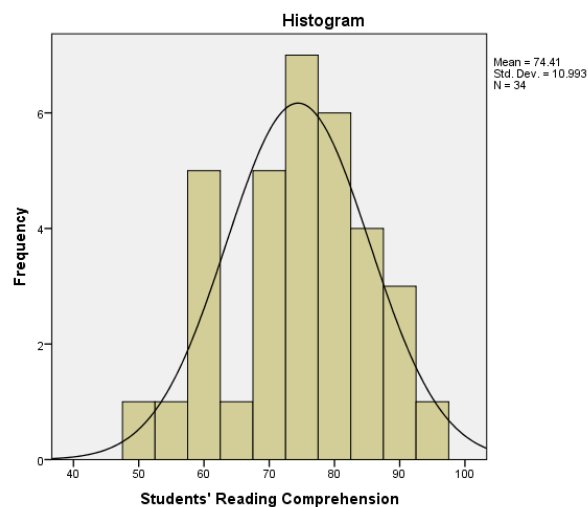


Figure 4.2

The Histogram of Students' Reading Comprehension Score

According to histogram above, the Mean (M) is 74.41 and the Standard Deviation (SD) is 10.993. To categorize students' reading comprehension score, there is good, medium, or low. The categorization as follow:

- More than $M + 1.SD$ ($74.41 + 10.993 = 85.403$) is categorize into good category
- Between $M - 1. SD$ ($74.41 - 10.993 = 63.417$) to $M + 1.SD$ ($74.41 + 10.993 = 85.403$) is categorize into medium category
- Less than $M - 1. SD$ ($74.41 - 10.993 = 63.417$) is categorize into low category

Thus, the scores more than 85.403 considered into good category, while the scores 63.417 to 85.403 considered into medium category and the scores which less than 63.417 considered into low category. Furthermore, the categorization as follow in the table below:

Table 4.8
The Categorization of Students' Reading Comprehension
Score

No.	Score	Frequency	Percentage	Category
1	More than 85.403	4	11.7	Good
2	Between 63.417 to 85.403	23	67.7	Medium
3	Less than 63.417	7	20.6	Low
Total		34	100	

Based on the categorization in the table above, the students' reading comprehension score showed that 4 students or 11.7% in good category, 23 students or 67.7% in medium category, and 7 students or 20.6% in low category. So, it can be conclude that many students have many medium score in students' reading comprehension.

B. Statistic Inferential

The data of students' score in reading interest and reading comprehension was analyzed by assumption test and hypothesis test.

1. Assumption Test

The assumption test consists of normality test and linearity test.

a. Normality Test

The use of normality test is to know whether the variables have normal distribution or not. In this research, the researcher used SPSS 23 version with the Kolmogorov-Smirnov formula to find out the normality test. The result as follow:

P O N O R O G O

Table 4.9
The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.97723845
Most Extreme Differences	Absolute	.121
	Positive	.102
	Negative	-.121
Test Statistic		.121
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

From the table above, the result of One-Sample Kolmogorov-Smirnov Test is normally distributed. The value of significance is 0.200 and it is bigger than the value of 5%. It means that $0.200 > 0.05$. It shows that the variables are normally distributed.

b. Linearity Test

The used of normality test is to see regression of relationship between two variables is linear. The table as follow:

Table 4.10
The Result of Linearity Test
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Reading Interest	Between Groups	(Combined)	2202.819	19	115.938	.909	.585
		Linearity	11.743	1	11.743	.092	.042
		Deviation from Linearity	2191.076	18	121.726	.954	.545
	Within Groups		1785.417	14	127.530		
	Total		3988.235	33			

From the table above, it can be seen that reading interest questionnaire and reading comprehension test has linear regression. The linearity is 0.042 and deviation from linearity is 0.545. It can be concluded that the data used have a linear regression because the linearity smaller than the significant of 5% ($0.042 < 0.05$) and deviation from linearity is bigger than 5% ($0.545 > 0.05$). It means that the high interest in reading followed by an increase of students' reading comprehension.

2. Hypothesis Test & Interpretation

In this research, the researcher used the formula of "r" Pearson product moment to know the relationship between students' reading interest and students' reading comprehension. By using SPSS 23 version with Pearson product moment formula, the calculation as follow:

Table 4.11
The Result of Pearson Product Moment Test

Correlations		Reading Interest	Reading Comprehension
Reading Interest	Pearson Correlation	1	.470**
	Sig. (2-tailed)		.005
	N	34	34
Reading Comprehension	Pearson Correlation	.470**	1
	Sig. (2-tailed)	.005	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

According to the table above, from the 34 respondents was found that the relationship between two variables r_{xy} is 0.470. It

means that $r_{value} > r_{table}$, so, the H_a is accepted and H_o is rejected. The interpretation of testing hypothesis as follow:

H_a : There is a correlation between students' reading interest and students' reading comprehension.

H_o : There is no correlation between students' reading interest and students' reading comprehension.

The result of the "r" Pearson product moment test shows that r_{xy} is 0.470 and the r_{table} is 0.339. It means the r_{xy} was higher than r_{table} ($0.470 > 0.339$). As a result, H_a is accepted and H_o is rejected. In other words, there was a correlation between students' reading interest and students' reading comprehension.

Then, to interpret the index score r_{value} 0.470, the table of "r" Pearson product moment shows that the correlation value is on the medium correlation, in which between 0.40 – 0.70.

Table 4.12

The Interpretation of r_{xy}

Product Moment (r_{xy})	Interpretation
0.00-0.20	Very low
0.20-0.40	Low
0.40-0.70	Medium
0.70-0.90	High
0.90-1.00	Very high

The medium correlation means that the relationship tends to positive value and there is no negative relationship. To sum up, the data interpretation showed a finding that students' reading interest and students' reading comprehension correlates each other. Based on the result of statistical calculation (using SPSS 23 version) students' reading interest gave contribution r_{xy} 0.470 to students' reading

comprehension. In other words, the students who have an interest in reading, they are better in reading comprehension rather than the students who don't have an interest in reading. Students' reading comprehension is affected by students' reading interest.

C. Discussion

The aim of this study was to know the correlation between students' reading interest and students' reading comprehension at SMKN 1 Jenangan Ponorogo. The variables of this research were students' reading interest as independent variable and students' reading comprehension as dependent variable.

The result of the data analysis shows that there is a correlation between students' reading interest and students' reading comprehension at SMKN 1 Jenangan Ponorogo. It can be seen from "r" Pearson product moment test that r_{xy} is 0.470 was higher than r_{table} 0.339. Related to the "r" Pearson product moment test, H_a is accepted and H_o is rejected. It means that there is a correlation between students' reading interest and students' reading comprehension. Also, it can be inferred that in order to increase the students' reading comprehension, the teacher can focus on improving students' reading interest in the first place.

Then, based on the interpretation of r_{xy} 0.470 shows that the correlation between students' reading interest and students' reading comprehension is in the medium level correlation, in which between 0.40-0.70. It showed that students' reading interest and students' reading comprehension correlates each other. In other words, the students who have an interest in reading, they are better in reading comprehension rather than the students who do not have an interest in reading.

The result of this research supported by Stevens' finding that interest plays an important role in achieving reading comprehension.⁴⁸ The

⁴⁸ Steven R. Asher, et al., "Influence of Topic Interest on Children's Reading Comprehension," *Journal of Reading Behavior*, 10 (1978), 35.

performance of high ability readers is significantly influenced by their interest in reading. Steven also assumed that if students have a good reading interest in reading English text, they will be able to master or get high score in reading comprehension. In fact, if the students do not 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.

As describe in the previous chapter, according to Patel and Jain, reading means to understand the meaning of printed words i.e. written symbols.⁴⁹ It means that reading is a way to get the meaning or knowledge from the printed page. To get the meaning, the students should improve their reading comprehension which of course needs comprehension, because reading comprehension is important skill to get general information, specific information, especially the main idea or topic sentence in a text.

Hidi argued that reading interest is central in determining the ways in which we select and process certain type of information in comprehend to other.⁵⁰ It means that reading interest plays important role in increasing reading comprehension. Interest in reading is something very necessary for those that are expected to facilitate the learning process. With self-interest in reading, the students will likely be able to motivate them to learn to be independent, so it can help them to achieve the maximum learning achievement.

Reading interest was related to deep comprehension questions, recall of main idea, and the structure of the text. Hidi concluded that interest did not simply enhance the amount learning.⁵¹ That is reading interest seemed to motivate readers to go beyond the surface structure of

⁴⁹ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)* (Jaipur: Sunrise Publish and Editor, 2008), 113.

⁵⁰ Suzanne Hidi, "Interest, Reading, and Learning: Theoretical and Practical Consideration," *Educational Psychology*, 13 (2001), 195.

⁵¹ Suzzane Hidi, *Ibid*, 196.

the texts and focus on the main ideas and their underlying meaning. So if the students have an interest in any subject, they will easily understand and comprehend the subject.

Therefore, it is very important to increase the students' reading interest by any means necessary which can be done not only by the teacher, but also by the students themselves with the support from parents and all of school elements in order to improve the students' reading interest optimally.



CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on description in chapter IV, it is indicated that r_{xy} was higher than r_{table} , in which $0.470 > 0.339$. This score showed that H_0 is rejected and H_a is accepted. It means that there is a correlation between students' reading interest and students' reading comprehension at SMKN 1 Jenangan Ponorogo.

Besides, from the table of "r" product moment shows that the correlation between students' reading interest and students' reading comprehension at SMKN 1 Jenangan Ponorogo is in the medium level correlation, in which between 0.40-0.70.

Therefore, the researcher summarized that the students' reading interest has relationship to students' reading comprehension. It means that student who have an interest in reading, they are better in reading comprehension rather than the students who do not have an interest in reading. Students' reading comprehension is affected by students' reading interest. Thus, the students should focus in improving students' reading interest in order to increase the students' reading comprehension optimally.

B. Recommendations

1. Recommendations for the Students

- a. The students should read more English text to enrich their ability in English.
- b. The students must start to use English in their communication.

2. Recommendations for the Teacher

- a. Suggest to English teacher to motivate and encourage the students to read as much as possible.

- b. Suggest to English teacher to provide more materials in improving students' reading comprehension.

3. Recommendations for the Next Researchers

For the next researchers, this study can be the one of references to conduct a research on the same field. They need to do further investigation to cover the limitation of this study. They can use or find other factors that related and influence the reading comprehension not only related to interest in reading.



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