



**THE RELATIONSHIP BETWEEN STUDENTS' READING INTEREST  
AND THEIR READING COMPREHENSION**

***SKRIPSI***

**BY**

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## ABSTRACT

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**Keywords:** Correlation, reading interest, reading comprehension.

Reading is one of the important skills as reading a lot of literature people can quickly understand language. The ability to read and understand the text is called reading comprehension. One factor contributing to reading comprehension is reading interest as it drives people to attempt reading activities. Improving the interest in reading can create a positive atmosphere and motivate people to read which supported the reading comprehension. That's why the researcher interested in studying the correlation between reading interest and reading comprehension.

The current study is conducted using correlational design on 8th grade students at SMPN 28 Malang. The data were collected using a questionnaire of reading interest and a reading comprehension test which covered were literal and inferential reading comprehension. The data analyzed using Pearson's product moment in SPSS 24.0 to measure the correlation between variables.

The results of the study reveals that the majority of students is at average level of reading interest, and their scores in literal reading comprehension is greater than inferential reading comprehension. The result of correlational analysis indicates no significant correlation between reading interest and literal reading comprehension ( $r=0.234$ ,  $p=0.077$ ) while the correlation between reading interest and inferential reading comprehension indicate a positive and significant correlation ( $r=0.293$ ,  $p=0.026$ ).

## ABSTRAK

Maghfiroh, Fitroh Laili. 2024. *Hubungan Minat Membaca Siswa dengan Pemahaman Membacanya*. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I : Prof. Junaidi Mistar, M.Pd., Ph.D., Pembimbing II : Dr. Hamiddin S.Pd., M.Pd.

Kata Kunci: Korelasi, minat membaca, pemahaman membaca.

Membaca merupakan salah satu keterampilan yang penting karena dengan membaca banyak karya sastra orang dapat dengan cepat memahami bahasa. Kemampuan membaca dan memahami teks disebut pemahaman membaca. Salah satu faktor yang berkontribusi terhadap pemahaman membaca adalah minat membaca yang mendorong orang untuk mencoba kegiatan membaca. Meningkatkan minat membaca dapat menciptakan suasana positif dan memotivasi masyarakat untuk membaca yang menunjang pemahaman bacaan. Oleh karena itu peneliti tertarik untuk mempelajari korelasi antara minat membaca dan pemahaman membaca.

Penelitian saat ini dilakukan dengan menggunakan desain korelasional pada siswa kelas 8 SMPN 28 Malang. Pengumpulan data dilakukan dengan menggunakan angket minat membaca dan tes pemahaman membaca yang mencakup pemahaman membaca literal dan inferensial. Data dianalisis menggunakan product moment Pearson di SPSS 24.0 untuk mengukur korelasi antar variabel.

Hasil penelitian menunjukkan bahwa sebagian besar siswa berada pada tingkat minat membaca rata-rata, dan nilai mereka dalam pemahaman membaca literal lebih besar daripada pemahaman membaca inferensial. Hasil analisis korelasional menunjukkan tidak ada korelasi yang signifikan antara minat membaca dan pemahaman membaca literal ( $r=0.234$ ,  $p=0.077$ ) sedangkan korelasi antara minat membaca dan pemahaman membaca inferensial menunjukkan korelasi positif dan signifikan ( $r=0.293$ ,  $p=0.026$ ).

## CHAPTER I INTRODUCTION

A few subjects pertaining to the study's introduction are covered in this chapter. These include the study's background, research issues, goal, significance, scope, and limitations, as well as an explanation of essential terms.

### 1.1 Background of the Study

Language is one of imperative ability that can unite everyone in this world. English as an worldwide language that has important role to make communication go successfully. For example, how to learn, to access information, education, exchanging culture, economic and business activities. English is used in some countries as the mother tongue, while in several countries English is practiced as a second or foreign language such as in Indonesia. If someone want to fluent in English, it is essential for them to be well acquainted with four skills, they are “listening, speaking, reading and writing”. These skills is intercorrelated one to another and inseparable to make the communication process smooth. Reading is one of the most crucial abilities since it allows one to rapidly grasp a language by reading a lot of literature about it. According to Hodgson of Tarrigan, reading is a technique employed by readers to assimilate the information that writers wish to express via written language.

The capacity to read the text and comprehend its entire content is what matters most while engaging in reading activities. This is called reading comprehension ability. According to Pardo (2004), reading comprehension is the

process by which readers engage with the text and extrapolate meaning from it based on prior knowledge and experience. There is an interaction between the information in the text and the reader's feeling about it.

Johnston and Andrew (2008) stated that the elements that influence reading comprehension may be classified into two types: internal influences from within the reader and external ones from outside the reader. Linguistic talents, interests, motives, and reading skill sets are examples of internal factors. While the influences from outside the reader may be separated into two categories: reading components and reading environment. Thus, interest has important role in influencing comprehension or ability read someone's understanding.

Reading interest is a powerful reason to engage in an activity. Students will or will not take part in reading activities, depending on their level of interest. In general, interest may be defined as something that drives someone to look out or attempt new activities in specific domains. The desire of an active mind to comprehend language structures in order to gain knowledge that is directly related to will action, and feelings of fulfillment is known as reading interest. With this knowledge, people may even be able to choose, concentrate on, and appropriate something that comes from other people (Shaleh, 1999).

To understand what is being read, one must use a range of reading text processing skills. This is known as reading. Reading may be characterized as an activity that entails receiving textual information or messages from writers. It is not by happenstance that someone can read; rather, it is because they are skilled at deciphering texts with lots of letters. In general, the goal of reading is classified

into three categories: study, effort, and enjoyment. In the issue, the objective of reading must be established prior to reading activities to facilitate comprehension and information intake (Dalman, 2014).

Students' reading abilities can be determined by a variety of internal and external aspects. For instance, motivation is considerably significant component impacting reading abilities, if someone lacks motivation, they will be hesitant to read, but those who are highly motivated would have a robust desire to read. Reading content might impacts the reader's desire to read as well. Reading things that is hard to comprehend will make someone hesitant to read. As stated by Ni'mah and Sholihah (2022) that encouraging interest to read may generate a nice atmosphere in a reading session and inspire students to read more, supports reading comprehension.

There is a researcher who conducted the similar research, Annisa, Aryaningrum, and Fakhruddin (2022), under the title The Relationship of Reading Interest to Studets' Learning Achievement in 4th Grade Elementary School. The goal of the study was to find out if there was a correlation between students' achievement in the fourth grade at SDN 16 Muara Enim and their interest in reading. A quantitative strategy using a correlational approach is used in the investigation. The findings of the study, which employed SPSS 25.0, revealed that the results of reading interest from the distribution of questionnaires from all respondents—21 students—were 0.436 for the overall r count and 0.433 for the t table at the 5% level of significance. It can be concluded that there is a somewhat favorable and substantial correlation between reading interest and student



achievement in SDN 6 Muara Enim's 4th grade. The distribution of questionnaires to responders with good results reveals the reading interest of fourth-grade students at SDN 16 Muara Enim.

Another study by Oktorina, Habibi, and Risnawati (2023), aims to investigate *The Influence of Reading Interest on The Learning Achievement of Fifth Grade Students at Teratak Elementary School* and found that reading interest had a beneficial impact on the academic performance of fifth graders at public elementary school 009 Teratak. Reading interest has a contribution value that can be earned of 21,2%. The influence of reading interest on students' accomplishment level is estimated into high scores, according to research findings, especially when examining the pattern that emerges in the test score distribution. Relevant research on the relationships between the reading success of eighth grade students, their reading interest, and their metacognitive reading techniques was also carried out by Pratiwi, Tahrin, and Firdaus (2023). They discovered that the relationship between kids' enthusiasm in reading and their reading proficiency was very weak, if at all. Consequently, reading interest only accounted for 7.8% of the variance in students' readingsuccess; other factors accounted for 92.2% of the total. Therefore, the relationship between students' reading proficiency and interest in reading, therefore, could be regarded to be quite weak.

Azizah and Hasanah (2021) looked into how primary school pupils' enthusiasm in reading related to their learning objectives. The findings for fourth-grade SD Inpres 1 Donggulu students demonstrated a substantial correlation

between reading interest and Indonesian language learning outcomes. Their connection falls within the middle range in terms of intensity. Thus, it can be said that there is a considerable correlation between fourth-grade SD Inpres 1 Donggulu students' reading interest and academic achievements. The percentage of reading interest that helps students meet their learning objectives is 26%.

According to the previously described studies, there is a study gap concerning reading interest and understanding that has not been addressed in earlier studies with respect to comprehension level. Investigating the association between reading interest and comprehension for both literal and inferential comprehension levels is the goal of the current study.

### **1.2 Research Question**

In this study, two research questions are formulated as follows:

1. Is there any significant correlation between students' reading interest and students' reading comprehension at the literal comprehension level?
2. Is there any significant correlation between students' reading interest and students' reading comprehension at the inferential comprehension level?

### **1.3 Research Objectives**

The main objectives of this study are to find out:

1. To find out the correlation between reading interest and reading comprehension at the literal degree of comprehension



2. To find out the correlation between reading interest and reading comprehension at inferential degree of comprehension

#### 1.4 Hypothesis of the Research

Based on research questions and research objectives, the researcher formulates the following hypotheses:

Ha<sup>1</sup>: There is significant correlation between literal reading comprehension and reading interest.

Ha<sup>2</sup>: There is significant correlation between inferential reading comprehension and reading interest.

H<sub>0</sub>: There is no significant correlation for both literal and inferential reading comprehension towards reading interest.

#### 1.5 Significance of the Study

This thesis has implications for both theory and practice. Theoretically, by providing further empirical data, the research findings of this study should enhance and augment previous studies that examine the correlation between SMPN 28 Malang pupils' enthusiasm in reading and their reading comprehension abilities. Practically speaking, the study's findings should reveal how students' reading interests affect their reading comprehension. If there is a correlation significant, the teacher must use reading comprehension way to teach English when students already have interest in reading English. For students, they should always improve their achievement in English by read something that they really like and try to comprehend what they already read.

## 1.6 Scope and Limitation

This study focuses on the correlation reading interest and reading comprehension. Reading interest here refers to students reading ability by questionnaire about their interest in reading. Reading comprehension here also refers to the achievement from reading test. The research subject is the students of junior high school 28 Malang. The data collection will be conducted for 2 classes.

The limitation of this research it takes time to get permission from the school to conduct the research.

## 1.7 Definition of Key Terms

Key terms are defined here to help prevent confusion and ambiguity. Several terminologies used in this study need definitions. These include:

### 1. Reading interest

Reading interest mentioned in this research refers to the degree of students' reading interest in general which is measured based on their reading preference, willingness, awareness and attention.

### 2. Reading comprehension

Reading comprehension in this study refers to students' ability to capture the meaning or information in reading, which is measured using reading comprehension test based on two different kinds of comprehension which are literal and inferential comprehension.

3. Literal comprehension

Literal comprehension in this study refers to students' ability to get information immediately from the text.

4. Inferential comprehension

Inferential comprehension in this research refers to students' ability to obtain information that is not present in the text



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the study's conclusion based on its results and discussion, along with recommendations derived from its limitations.

#### 5.1 Conclusion

The study concluded that the overall students literal reading comprehension skill is higher than inferential reading comprehension skill, this happens because inferential reading comprehension requires more thinking process and higher order of thinking. In terms of the correlation of literal reading comprehension and students' reading interest showed no significant correlation while inferential reading is correlated with positive and significant correlation. This phenomenon is caused by the material of reading comprehension in junior high school that started to include inference in reading comprehension materials, resulting in lower correlation for literal reading comprehension and more to inferential reading comprehension. Moreover, as literal reading contains information directly implied in the text, it is easier for the students to comprehend accurately without needing to have decent amount of reading practice and interest.

#### 5.2 Suggestion

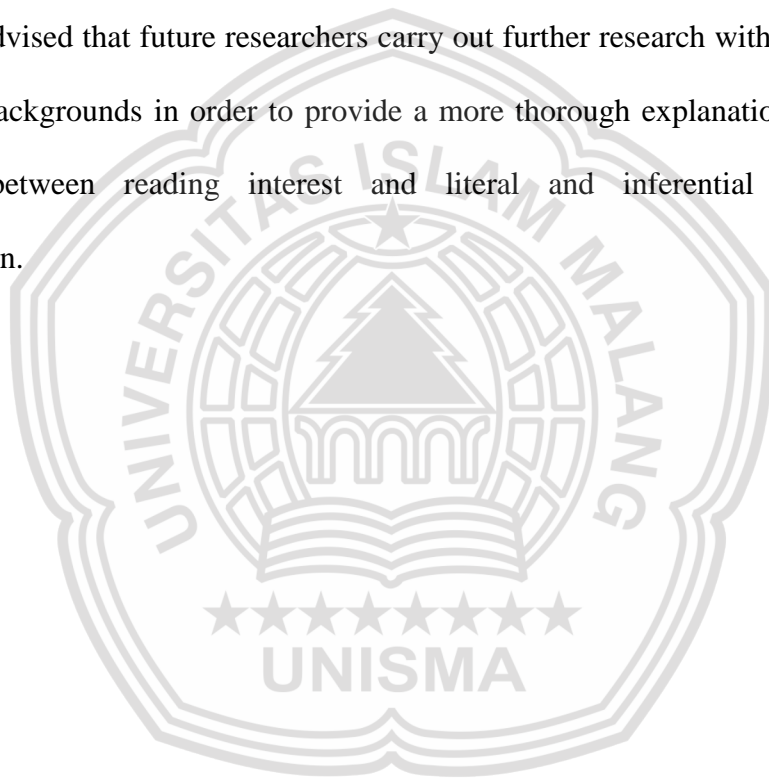
Based on the conclusion and limitation of the study, the researcher provides several suggestions as follows.

For students studying English language, it is suggested to develop reading interest by following preference, practicing self-motivation, promotes willingness to read, awareness of reading importance as well as reading habit, and pay

attention to reading materials that spark reading interest as it can help improving achievements and promotes reading comprehension.

For language learning instructors, it is suggested to develop learning materials to promote students' inferential reading comprehension, because it requires higher level of thinking and process, while literal reading comprehension can be easily learned by students as long as they understand the meaning.

It is advised that future researchers carry out further research with varying educational backgrounds in order to provide a more thorough explanation of the connection between reading interest and literal and inferential reading comprehension.



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