

**THE CORRELATION BETWEEN READING INTEREST AND
READING COMPREHENSION ACHIEVEMENT OF THE
EIGHTH GRADE STUDENTS OF SMP NEGERI 33
PALEMBANG**

A Thesis by

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This thesis is dedicated to:

- ALLAH SWT.
Thank God for giving me bless and amazing experiences.
- My lovely mom and my strong dad.
Who never tired support and cheer me up, thanks for all of my life and never stop to pray for me to be great person.
- My little (big body) brother NW.
Who never stop push me more than I can.
- All of my big Family.
Where ever you are (can't mention you one by one, you always with me).
That is miracle I am to be one of our family members.
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Motto:

Allah never gives test to somebody if they can't do.

al-Baqarah 286

Who search to find education, Allah give the right way to the heaven.

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Truly Allah never change somebody faith unless their own self change

what they own have.

AR-RAD 11

Everything is made from a dream

Fazecat

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The Writer,

HH

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
ABSTRACT	iv
LIST OF TABLES	v
LIST OF APPENDICES	vi
I. INTRODUCTION	
1.1. Background	1
1.2. The Problem of the Study	4
1.3. The Objective of the Study	4
1.4. The Significance of the Study	4
II. LITERATURE REVIEW	
2.1. The Concept of Reading	5
2.2. The Concept of Reading Interest	6
2.3. The Concept of Reading Comprehension	7
2.4. The Process of English Teaching and Learning at SMPN 33 Palembang	9
2.5. Previous Related Studies	10
III. METHODOLOGY	
3.1 Method of the Study	12
3.2 Variables of the Study	12
3.3 The Operational Definitions	13
3.4 Population and Sample	13
3.4.1 Population	13
3.4.2 Sample	14
3.5 Technique for Collecting Data	15
3.5.1 Test	15
3.5.2 Questionnaire	16

3.6. Validity and Reliability	16
3.6.1 Validity of the Test	16
3.6.2 Reliability of the Questionnaire	17
3.7 Technique for Analyzing Data	17
IV. FINDINGS AND INTERPRETATIONS	
4.1 Findings of the Study	19
4.1.1 The Results of Reading Interest Questionnaire	19
4.1.2 The Results of Reading Comprehension Test	21
4.2 Statistical Analysis	22
4.2.1 The Determination Coefficient	22
4.2.2 The Correlation between Students' Reading Interest and Their Reading Comprehension Achievements	23
4.3 Interpretation	24
V. CONCLUSIONS AND SUGGESTIONS	
5.1. Conclusion	25
5.2. Suggestion	25
REFERENCES	26
APPENDICES	31

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ABSTRACT

The objective of the study was to find out whether or not there is a significant correlation between reading interest and reading comprehension achievement of the eighth grade students of SMPN 33 Palembang. The population of this study was the eighth grade students of SMP Negeri 33 Palembang consisting of 319 students. The size of sample was randomly determined to be 20 % from population, which comprised 64 students. Reading comprehension test and reading interest questionnaire were used to collect the data in order to find out the significance correlation of the variables. The Pearson Product Moment Correlation Coefficient Formula was applied by the help of SPSS version 20. The result of statistical analysis showed the value of R -obtained (0.43) was fair than the critical value of r table (0 . 244) that there was a positive significant correlation between reading interest and reading comprehension achievement of the eight grade students of SMP Negeri 33 Palembang. Since it had a positive correlation of medium level, it can be said that the correlation between reading interest and reading comprehension levels had a medium impact on reading comprehension achievement of the SMP Negeri 33 Palembang.

Keywords: Reading interest, Reading comprehension achievement

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LIST OF TABLES

Table 1: The distribution of population.....	13
Table 2: The distribution of sample.....	14
Table 3: Standard of competence.....	15
Table 4: Degree of correlation coefficient.....	18
Table 5: The Score Distribution of Reading Interest Questionnaires.....	19
Table 6: Descriptive Statistic of the Mean and the Standard Deviation of Students' Reading Interest.....	21
Table 7: Descriptive Statistic of the Mean and the Standard Deviation of Students' Reading Comprehension Achievement.....	21
Table 8: The score Distribution of Reading Comprehension Achievement Test of the Eight Grade Student of SMP N 33 Palembang.....	22
Table 9: The Correlation between Reading Interest and Reading Comprehension Achievement.....	23

LIST OF APPENDICES

- Appendix A : Reading Interest Questionnaire (English Version)
- Appendix B : Reading Interest Questionnaire (Indonesia Version)
- Appendix C : Reading Comprehension Test
- Appendix D : The Answer Key of Reading Comprehension Test (English Version)
- Appendix E : Rater's Data
- Appendix F : The Answer Key of Reading Comprehension Test (Indonesia Version)
- Appendix G : The Specification of Reading Comprehension Test
- Appendix H : Level of Appropriateness
- Appendix I : Level of Difficulty
- Appendix J : Reliability Questionnaire
- Appendix K : The Result of Reading Test
- Appendix L : The Result of Reading Interest
- Appendix M : The Correlation between Reading Interest and Reading Comprehension Achievement
- Appendix N : Usul Judul Skripsi
- Appendix O : Seminar Attendance List
- Appendix P : Surat Keputusan Penunjukkan Dosen Pembimbing
- Appendix Q : Surat Permohonan Ijin Try Out dari FKIP UNSRI
- Appendix R : Surat Permohonan Ijin Try Out dari DISDIKPORA
- Appendix S : Surat Keterangan telah Melaksanakan Try Out dari Sekolah
- Appendix T : Surat Permohonan Ijin Penelitian dari FKIP UNSRI
- Appendix U : Surat Permohonan Ijin Penelitian dari DISDIKPORA
- Appendix V : Surat Keterangan telah Melaksanakan Penelitian dari Sekolah
- Appendix W : Thesis Consultation Card

CHAPTER 1

INTRODUCTION

This chapter presents the background, the problem of the study, the objective of the study, and the significance of the study.

1.1 Background

In this rapid information era, reading plays an important role in someone's life. The ability to read is viewed by people as a necessity. A trip to the grocery store, filling out a job application, and staying familiar with current events, all require at least a minimal level of reading proficiency (Higginbotham, 1993). Then, reading builds and shapes a man's life as part of the society he chooses to belong. It is an essential tool for learning especially for young students who should possess a level of interest in reading to enable them to understand and appreciate materials and tools for learning (Dai, 2013). Reading is also incumbent to learning, as textbooks, computers, and trade books are composed of written material (Higginbotham, 1999). Furthermore, it is central to shaping each individual's trajectory through life, his or her economic wellbeing, and the ability to actively and fully participate in broader society (Mullis, Martin, Foy & Drucjer, 2012).

Reading is a language skill used as one of the ways for gaining information. According to Tarigan (1989, p. 7), it is a language skill used by people to get messages from the writer through words or written media. It is also something crucial and indispensable for students because the success of their study greatly depends on their ability to read. If they have good ability in reading, they will have a better chance to succeed in their study, if not, they are likely to fail in their study or at least they will have difficulty in making progress. By reading, a student can acquire a valuable source of information that can improve his or her thinking to generate ideas and solve problems (Wood, 1991, p. 23).

Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently (Reynold, 2012). Thus, the ability to read is not only the performance to pronounce the passage correctly, but also requires mental process. Although the eyes are involved in sending information about print to brain, the brain performs the real act of reading. To perform the act of reading is to recognize words in print and to comprehend their collective meaning. When a person correctly pronounces the words of a sentence in print but does not understand anything about their collective meaning, he has fallen short of reading (Gough, Hoover, & Peterson, 1996).

In learning process, comprehending reading materials enables students to acquire information, to experience and be aware of other worlds, to communicate successfully, and to achieve academic success. Good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of each sentence and much else as well (Hanna 2009). To understand text in a meaningful way, students need to integrate the meanings of successive sentences and connecting the ideas in the text to what they already know (Mikulecky, 2007).

Wells (1980) in her article briefly mentions a few of internal and external factors which affect one's reading that are physical, mental, emotional, socioeconomic, educational, and motivation. The last two mentioned are things that a teacher plays role in improving their students reading comprehension achievement. Furthermore, Bromley (1992, p. 209) states that the student who is motivated and interested is ready to read and will probably have better comprehension and learning than the student who is not prepared. One of the best ways to ensure the students are motivated is to high-quality material that they have a real reason to read and to relate. In addition, Rudy (2011) strengthens that by modifying existing texts, or creating new texts to suit the interests and needs of

the learners ensure that all learners have the best opportunities to construct meaning from text.

Recent studies dealt with interest on learning process had been conducted by some researchers. Ainley, Hidi and Berndorff (2002) conducted a research that showed interest has a strong influence on learning. Lipstein and Renninger (2006) found in his research on reading interest individuals with defined interests are more likely to set goals that are task-specific, and have effective learning behaviors that resemble habits.

Meanwhile, many years before, investigations into the role of interest in reading have centered on a few basic issues. Perhaps the most significant issue, and also the most frequently investigated one, concerns the effect of interest on reading performance such as Larsen (1999) who states that while it is important to encourage a love of reading in reluctant or struggling readers, an effort that has been the focus of a great deal of research over the last several decades, it is equally essential to ensure that avid or accelerated readers continue to enjoy reading and are supplied with appropriate reading material. Hidi (1990) argues that interest is central in determining the ways in which we select and process certain types of information in preference to others. The empirical findings of the literature indicate that all types of interest tend to facilitate reader's comprehension and recall. We demonstrated that the affective factor of interest of ideas also had an important influence on how discourse was processed and recalled by middle-school children (Hill and Carolina 1999).

Interest has been shown to influence reading skills in a number of ways. Sentences with high-interest content are more likely to be remembered in cued recall measures than low-interest sentences (Anderson, Shirey, Wilson, & Fielding, 1984). Schraw, Bruning, and Svoboda (1995) found situational interest experienced by college students while reading resulted in improved recall.

When the writer taught reading comprehension to the students of SMPN 33 Palembang, he found that the students' responses are good as well as their reading interest. The result of the test given after teaching the students were also good, most of the students could identify all information from the text. The writer

saw that the students had high motivation in understanding the text and also had a positive interest in answering the questions from the teacher.

As a whole, the researcher was interested in observing reading comprehension achievement of the Eighth Grade Students of SMPN 33 Palembang, to find out whether or not there is a correlation between students' reading interest and their reading comprehension achievement.

1.2 The Problem of the Study

The problem of the study is formulated in a question: "Is there any significant correlation between reading interest and reading comprehension achievement of the eighth grade students of SMPN 33 Palembang?"

1.3 The Objective of the Study

The objective of this study is to find out whether or not there is a significant correlation between reading interest and reading comprehension achievement of the eighth grade students of SMPN 33 Palembang.

1.4 The Significance of the Study

The writer hopes that this study will give useful contribution in developing students' reading comprehension achievement in relation with the reading interest.

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