

# READING INTEREST AND ITS RELATIONSHIP TO THE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN FATAH PALEMBANG

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## **Abstract:**

The objectives of this research were to find out the significant correlation and the influence of their reading interest and reading comprehension achievement. The type of this research used quantitative research with a correlation design. The population of this research were 237 students in the seventh and ninth semesters of the academic year of 2022/2023 at English Education Study Program of UIN Raden Fatah Palembang. The 50 sample members of the current population were selected using the random sampling technique. The reading interest questionnaire was used to gather the data, and the reading comprehension test was used to determine reading comprehension achievement. The findings indicated that there was no meaningful relationship between students' ability in reading comprehension and their reading interest, with the correlation coefficient, or r-obtained (.107), being less than r-table (.279). Additionally, the significant level (sig.2-tailed) was .459. It denotes

that p (.459) exceeded .05. Furthermore, The sig. (2-tailed) value of individual interest was .305, situational interest was .787, and topic interest was .280 these was higher than 0,05. Moreover, r- value (.209, .143, .287) also showed result of each spesification lower than r-table (.392 for individual interest, .886 for situational interest, and .450 for topic interest).

## **Keywords:**

Achievement;  
Reading comprehension;  
Reading interest.

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## INTRODUCTION

Students in Indonesia learned English in four skills namely listening, reading writing and speaking. Sadiku (2015) stated these four skills are related to each other, listening and speaking related to improve students oral communication, then reading and writing are used as a tool to improve students written communication.

In learning English, reading is one of the important skill to be mastered in learning English. Clearly, reading used to communicate since it allows others to comprehend the intentions and feelings of those who write the material (Octaviani & Martono, 2021). According to Sukarni (2019), reading is one of the receptive abilities that is critical to the development of other skills such as writing and speaking. Therefore, reading ability was necessary to all of the language, the students will get more knowledge by reading more and students' intelligence also creativity will be increased in line with the knowledge they acquire.

People who generally read aim to get reading comprehension from the text that has been read. In this case, Furqon (2013) stated that when a reader effectively extracts valuable information from a text and builds it into their new understanding, they have reached comprehension. On the other hand, Syafei (2016) said that reading comprehension is defined as reading for the purpose of gaining knowledge, understanding, or amusement. In conclusion, the students should have the important ability to read namely reading comprehension to help them to achieve their purpose in reading.

The students' success in reading comprehension can be seen from their reading achievement. Based on Par (2020), students' ability or skill in identifying and understanding text content are related to students' reading achievement. Futhermore, reading achievement refers to a student's attempt to acquire and understand reading information and skills through a systematic method, practices, and experience over a period of time, which is typically measured by the score or value of an assignment or examination in reading (Farhata, 2014). Therefore, reading achievement can show how good someone's reading comprehension skill.

The students' reading comprehension achievement in English can be influenced by their reading interest in English text. Based on Damanik (2018), reading interest is defined as a strong desire from a person to read readings that are done gladly without coercion from others and that can have a good effect by increasing new knowledge from the readers themselves as a result of the act of reading. Dewi et al. (2020) state reading interest can be characterized as a strong want to read or willingness to read, or it can be linked to a passion

for reading. Therefore, reading interest in English text really needs to be improved because it can lead students' intention to read.

In fact, Indonesian interest in reading is very alarming today. Based on the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the number of statistics on Indonesian reading interest is only 0.01%. This means that out of 1000 Indonesian people, there is only one person who reads diligently (Mumpuni & Nurbaeti, 2019). Furthermore, according to data from a 2019 Program of International Student Assessment (PISA) survey, Indonesians' interest in reading from 2000 to 2018 was ranked 72 out of 78 countries, placing them in the bottom 10 nations (Sulistiyarini et al., 2021).

The low reading interest of the Indonesian people was also very pronounced among college students. Based on a preliminary study that the researcher conducted to the 6th and 8th semesters students of the English Education Study Program of UIN Raden Fatah Palembang, the result of the interview showed that most of participant did reading activity in a short time every day "I read around 20 minutes" (H, personal communication, January 4, 2022). Beside that, they almost never come to the library to read every week, they prefer read everything on the internet. Generally, they read with reasons to seek information, no one states that they interest in reading. Futhermore, not all of the participants are satisfied with their reading score, but some of them are satisfied with their reading score. To ascertain the extent to which reading interest influences reading comprehension achievement, the researcher was therefore interested in investigating the relationship between reading achievement and reading interest.

There are some previous studies those are related to this study. First, Susanti (2019) found that there was a correalation between students' enthusiasm in reading and their capacity to recollect material. It signifies that both variables are pointing in the same direction. There was a correlation between students' reading interest and ability on recount text at SMK Karsa Mulya Palangka Raya if their reading interest and ability on recount text were raised. Second, Nasution (2019) found that there is no significant correlation between reading interest and Reading comprehension. Third, Adiarti (2018) found that the students who have a strong reading interest are more likely to had a strong reading comprehension ability. The findings of these three research regarding the connection between reading interest and understanding varied. despite the fact that their study methods are identical.

The reason why researcher chose the site of research because there was a phenomenon of students who had low reading interest in english education study program uin raden fatah palembang. Besides, the reading activity is very important to students of english education study program, as English education's students of course they always read english regularly to get more

information about English and do their assignment in English. That's why this research will do in English education study program UIN Raden Fatah Palembang. The preceding explanation demonstrates the importance of reading interest in improving students' reading comprehension abilities.

## **LITERATURE REVIEW**

### **Reading**

Reading is a crucial activity for gaining new knowledge from texts. In this instance, Sutarti (2017) said that growing human resources through better educational quality is made possible in part through reading. Syafei (2016) asserts that reading is a skill set that includes understanding and deciphering written language. In other words, Allo & Pabisa (2018) said that reading is a difficult cognitive activity in which symbols are decoded and meaning is constructed or derived. So, it means people can get more knowledge by reading more.

### **Interest**

The activity will feel bored if the students do not have interest to do it. It is supported by Hidayat and Aisah (2013) who argued that it is impossible to accomplish anything if someone lacks interest. Furthermore, the acceptance of a relationship between oneself and anything outside oneself is referred to as interest, and the stronger or tighter the relationship is, the higher the interest (Suralaga, 2021). There are three types of interest Situational interest namely:

#### (1) Situational Interest

Something in the immediate environment sparks situational interest. Moreover, a phase in which interest is sparked and a following phase in which interest is sustained are both included in situational interest (Donal, 2015). In brief, activities that are new, different, unexpected, and demanding, as well as things that require a high level of energy or significant emotion, frequently elicit situational interest.

#### (2) Personal interest

A long-term and largely steady interest in a topic or activity is known as personal interest. Furthermore, a rising individual interest and a defined individual interest are two types of personal interests. (Donal, 2015). This type of personal interest is consistent throughout time, resulting in predictable patterns in the decisions students make.

#### (3) Topic Interest

Comparing topic interest to situational or content-based interest, one may observe how each type of interest is unique. Topic interest is important for

learning, according to Behbudi & Sadeghoghli (2018), because the title of a section is the first thing a reader will see when they try to read a piece.

### **Reading interest**

Someone who is passionate about reading will show it in his readiness to obtain reading material and then read it on his own or without the help of others (Musafiri, 2016). In addition, Dewi et al. (2020) state reading interest can be characterized as a strong want to read or willingness to read, or it can be linked to a passion for reading. In addition, Slameto (2003) said there are six indicators that influence students interest namely attention, willingness, needs, feeling happy or joyful, teaching material and teachers' good attitudes, and participation (a cite in Saswandi, 2014).

### **The Important of Reading**

Comprehension is important in learning process. In this case, Dewi (2016) said the higher-order cognitive and linguistic reasoning that allows youngsters to make sense of what they learn is referred to as comprehension. Futhermore, Steve (2009) said that reading is a frustrating, pointless exercise in word calling if people don't understand what they are reading (a cited in Azis & yusanti, 2020).

### **Reading Comprehension Achievement**

The purpose of reading cannot be achieved if there is no understanding on it. According to Kamalia (2016), the process of extracting meaning from a document in order to comprehend the main idea, supporting facts, word definitions, and references is known as reading comprehension. Futhermore, According to Nasution et al. (2018), deriving the intended meaning of a text requires readers to successfully interact with the text, making reading comprehension a dynamic process.

## **RESEARCH METHODOLOGY**

### **Research Design**

This study used quantitative research methodology. This research fell under the category of non-experimental research which was correlational study. In this study, it was very appropriate to use a correlational study because this study examined how strong the relationship between two variables.

### **Population and Sampling**

The population of this research is the students who already passed all of reading subject and this characteristic refers to 7th and 9th semester students of English Education Study program at UIN Raden Fatah Palembang in the academic year of 2022/2023 which consisted of 237 students. The researcher

used a probability sampling type which was simple random sampling technique to select the samples. The researcher selected 50 participants from the population by choosing 25 students randomly in 7th and 9th semesters because each people in the population have chance to be choosen.

### Data Collection and Analysis

A reading comprehension test and a reading interest questionnaire were employed by the researcher. WhatsApp was utilized as a means to transmit the Google Form link to the samples, and both instruments were available online. Following that, the data were examined using regression analysis, correlation analysis, and descriptive statistics to determine whether there was a significant correlation between two variables.

## FINDING AND DISCUSSION

### FINDING

#### Descriptive Statistic of Students Reading Interest

The results showed that 58 was the lowest and 118 was the highest score and the mean was 89,68. The combined information is shown in the table below.

**Table 1**  
**Descriptive Statistics of Reading Interest**

	Descriptive Statistics			
	N	Minimum	Maximum	Mean
Reading interest	50	58	118	89,68

**Table 2**  
**Descriptive Statistics of Reading Interest**

Categories	Score Interval	Frequency	Percentage
High	96-130	18	36%
Medium	61-95	31	62%
Low	26-60	1	2%
<b>Total</b>		<b>50</b>	<b>100%</b>

The results of the table above showed that 18 students (36%) fell into the category of high reading interest, 31 students (62%) fell into the category of medium reading interest, and a student (2%) fell into the category of low reading interest. In conclusion, the students most frequently achieved the medium reading interest level. The Table bellow showed descriptive statistic of each specifications of reading interest.

**Table 3**  
**Descriptive Statistic of Each Spesification Reading Interest**

	Descriptive Statistics			
	N	Minimum	Maximum	Mean
Individual Interest	50	32	59	46,28
Situational Interest	50	17	43	30,02
Topic Interest	50	9	18	13,38

**Table 4**  
**Descriptive Statistics of Reading Interest**

Categories	Frequency	Percentage
Individual Interest	26	50%
Situational Interest	6	11,5%
Topic Interest	20	38,5%
<b>Total</b>	<b>52</b>	<b>100%</b>

The result on the Table showed there were 26 students (50%) who had individual interest, 6 students (11,5%) had situational interest, and 20 students (38,5%) had topic interest. The total frequency was more than the sample because there were two students who had high score on two kind of interest.

### **The Measure of Students' Achievement in Reading Comprehension**

The descriptive statistics analysis of students' reading comprehension performance was displayed in Table 15. It proved the score ranged from 12 to 76, with 12 being the lowest and 76 being the highest and the mean was 43,92. The combined information is shown in the table below:

**Table 5**  
**Distribution of Students' Reading Comprehension Achievement**

Score Interval	Category	Frequency	Percentage
81-100	Very good	0	0%
61-80	Good	8	16%
41- 60	Average	17	34%
21- 40	Poor	23	46%
0-20	Very poor	2	4%
<b>Total</b>		<b>50</b>	<b>100%</b>

**Table 6**  
**Descriptive Statistics of Reading Comprehension Achievement**

	Descriptive Statistics			
	N	Minimum	Maximum	Mean
Reading Comprehension Achievement	50	12	76	43,92

The results showed that none of the student (0%) had very good reading comprehension achievement, 8 students (16%) had good reading comprehension skills, 17 students (34%) had average reading comprehension skills, 23 students (46%) had poor reading comprehension skills, and 2 students (4%) had very poor reading comprehension skills.

### **The Correlation between Students' Reading Interest and Their Reading Comprehension Achievement.**

The first research question was addressed in this section, looking at the results of the reading interest questionnaire and reading comprehension achievement on descriptive statistics. According to the Pearson Product Moment Correlation Coefficient. There was no correlation between the two variables since the correlation coefficient or  $r$ - obtained (.107) was lower than  $r$ -table (.279). The significant level (sig.2-tailed) was .459. It denotes that  $p$  (.459) higher than .05. So, it means there was no significant correlation between the students' reading interest and their reading comprehension achievement. In conclusion from the data below showed that the alternative hypothesis ( $H_a$ ) was rejected and null hypothesis ( $H_0$ ) was accepted.

**Table 7**  
**The Correlation between Students Reading Interest and Their Reading Comprehension Achievement**

<b>Correlations</b>	
Pearson correlation	.107
Sig. (2-tailed)	.459
N	50

To further elucidate the aforementioned finding, the researcher also computed the correlation value between the three reading interest questionnaire specifications and the students' reading comprehension achievement. This allowed them to determine whether there was a statistically significant relationship between any one of the reading interest questionnaire specifications and reading comprehension achievement.

The table 8 showed even in each spesification of reading interest in the questionnaire the result showed there was no significant correlation between reading interest and reading comprehension achievement. The significant sig (2-tailed) result of individual interest was .305 , situational interest was .787 , and topic interest was ,280 these was higher than 0,05. Futhermore,  $r$ - value (.209, .143, .287) also showed reasult of each spesification lower than  $r$ - table ( .392 for individual interest, .886 for situational interest, and .450 for topic interest ). In conclusion, there was no significant correlation between students reading interest and reading comprehension achievement.



**Table 8**  
**The Correlation between Specifications Reading Interest and Their Reading Comprehension Achievement**

Specifications of Reading Interest Questionnaire		Students' Reading Comprehension Achievement	N
<b>Spearman's rho</b>	Individual Interest	Correlation Coefficient	.209
		Sig. (2-Tailed)	.305
		Correlation Coefficient	.143
	Situational Interest	Sig. (2-Tailed)	.787
		Correlation Coefficient	.287
	Topic Interest	Sig. (2-Tailed)	.280
		<b>Total</b>	<b>52</b>

## DISCUSSION

To improve this study's value, interpretations were created based on the data analysis's conclusions. The findings demonstrated that there was no significant correlation between reading interest and comprehension performance. In this study, regression analysis was likewise unsuccessful because there was no meaningful association found between the two variables. First, reading interest and reading comprehension achievement in 7th and 9th semester students of UIN Raden Fatah Palembang's English education study program showed no statistically significant correlation ( $r = .107 < .279$ ), according to the results of Pearson product moment correlations. Additionally, the significant sig (2-tailed) value was .459 higher than .05. Second, The result of spearman rank correlation was showed the three specifications in reading interest questionnaire and reading comprehension achievement was not correlate. The sig. (2-tailed) value of individual interest was .210, situational interest was .932, and topic interest was .819 these was higher than 0,05. Futhermore, r- value (.209, .143, .287) also showed result of each spesification lower than r- table (.392 for individual interest, .886 for situational interest, and .450 for topic interest). This means that students' success in mastering reading comprehension had no relation with how much they interest reading.

The findings of this study were corroborated by other studies using the same variables, which also came to the same conclusion—namely, that there was no relationship between reading interest and accomplishment in reading comprehension (Rohayati, 2018; Nasution, 2019; Romainah, 2018). However, other researchers have also discovered results that differ from those of this study. Adiarti (2018), for example, discovered a strong association between reading interest and reading comprehension proficiency.

There were a few potential explanations for why the association was not discovered in this study. First, the students were not given the encouragement to read a lot of English-language books outside the classroom. It implies that they solely read English-language books for class and in order to complete their assignments. Because most of their parents and surroundings did not speak English, it is possible that they did not read a lot at home and were unable to teach their children at that time. According to Dawkins (2017), the home environment and parental involvement were regarded as two of the most crucial elements in students' reading comprehension. Reading comprehension among students may grow with greater parental involvement, which may result in favorable social change for both teachers and families. A student will be more motivated to read in school if they are introduced to reading in a favorable way outside of the classroom.

Second, students may have trouble understanding sentences in English literature due to their poor prior knowledge of the language. When taking the reading test, this can occasionally lead to a sentence being misunderstood. According to Romainah (2018), students would logically be unable to respond to the reading test questions if they are unable to use their background knowledge of the world and literature to make connections between what they already know and what they are reading. Students' background knowledge of English will therefore help them understand the content when taking the reading test.

Third, reading comprehension in students is also impacted by inappropriate reading habits. Students with good reading habits will have a wide range of information, making it simple for them to respond to varied reading exam questions utilizing general-themed reading materials. According to Aisah et al. (2019), the behavior of routinely searching out reading content that deepens one's comprehension is known as a reading habit. According to Iqbal et al. (2015), no habit of reading newspapers, articles, novels, or other books might cause the students' comprehension in reading. As a result, even though generic texts are used for the reading test, students with good reading habits will find it easier to react to the reading test.

Students may get low reading comprehension achievement while their reading interest shows a fairly high number. This was because they had an

interest in reading but not with the reading topics available on the reading test. According to Pambudiyatno et al (2021), ideally reading interest will arise when students choose the topic they want to read because reading interest is also closely related to students' curiosity about reading. While in a reading test students cannot choose the text with the topic they want to read but they must read all the texts available to answer each question. Therefore, the low reading comprehension achievement of students caused by a sense of laziness because they do not have the motivation to read the texts provided in the reading test.

## CONCLUSION

Because there was no significant association between students' reading interest and their achievement in reading comprehension ( $r = -0.107279$  and  $\text{sig} = 0.459 > 0.05$ ), the regression analysis on this study was not done. As a result, the null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_a$ ) was found to be false. This indicates that students' reading interest did not have a significant impact on their ability to comprehend what they read. Even if students show a strong interest in reading, this does not guarantee a high reading test score.

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