Reading Interest and Reading Comprehension Ability: The Correlational Study in Secondary Education

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ABSTRACT

This study aimed to determine whether there is a positive correlation between reading interest and reading comprehension ability of the eleventh-grade students of SMAN 10 Pekanbaru. This study used a quantitative method to obtain data from participants. Using random sampling, the writers took 31 students from class XI MIPA 7 at SMAN 10 Pekanbaru. The data were collected using a questionnaire and reading test. Based on the results of the data analysis, the writer found that the correlation value between the two variables is 0.423, which means that there is a positive correlation between reading interest and students' reading comprehension. In addition, because the value of correlation is 0.423, it can be interpreted that this correlation is at the level of moderate correlation. Furthermore, the value of Sig. (2-tailed) is 0.018, meaning that the value of Sig. (2-tailed) is smaller than 0.05. Based on this, it can be concluded that (Ha) was accepted and (Ho) was rejected. This finding suggests that there is a positive correlation between reading interest and students' reading comprehension.

Keywords: Reading Interest; Reading Comprehension; Correlation.

INTRODUCTION

In learning English, students will encounter several skills that must be learned and mastered, including reading skills. Reading is an activity that includes a process of understanding, analyzing, and evaluating knowledge absorbed or received (Metsapelto et. al., 2017). By reading, students will be able to understand the lesson or material given by the teacher and gain a lot of knowledge they want. Reading activity is indeed

instrumental for students' development. For this reason, every country needs to pay attention to boosting students' reading interest. Reading should be everyone's interest.

Data from UNESCO indicate that the country with the highest literacy rate in the world is Finland. This achievement is likely because Finland makes reading a culture. Finnish reading culture can be seen in the availability of 738 public libraries and university libraries across the country. This is not to mention 140 mobile libraries that serve people in rural areas and small cities. In addition to introducing reading culture from an early age, the Finnish government also supports reading culture by providing child development packages to families who have just had a baby. In the education system, Finland also fosters a reading culture through the task of reading one book a week.

The higher the literacy level in a country, the better the progress and development of the country itself. According to Springer, et. al., (2017) reading interest is a high desire from one's heart for certain reading texts. In addition, reading interest is the same as reading activities carried out by students when outside the school environment. Then, reading interest can also be determined by how many books students read during a week or month and the type of reading genre they read. The results of the PISA research in 2017 showed the low level of literacy in Indonesia, ranked 62 out of 72 countries. According to UNESCO data, the reading interest of the Indonesian people is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only one who diligently reads.

The results of the Ministry of Education and Culture's "Indonesian National Assessment Program" show that only 6.06% of students in Indonesia have good reading skills. Meanwhile, the majority of them are average and have the poor reading ability (47.11% and 46.83%, respectively). The low interest in reading is evident from students' difficulty in understanding what they read, such as story questions.

The data above is not surprising as it has been a phenomenon in Indonesia where reading does not get the interest of the majority of the students. An informal interview with an English teacher in grade eleven of an Indonesian school indicated that students' awareness and interest in reading were still low. Most students only want to read when there is an assignment from the teacher or when it is close to exam time. The teacher sees this as a reflection of the low interest in reading. Furthermore, the teacher stated that in teaching and learning activities, students understanding of reading texts was still inadequate, and students also experienced difficulties in reading texts.

Several previous studies have shown a strong correlation between reading interest and reading comprehension. Fitria (2019), for example, found that one of the factors that influences reading comprehension is the student's interest in reading. Her study proved a high correlation between reading interest and reading comprehension. In addition, Utami (2019) found that students' enthusiasm to read a book while studying at home affects their reading ability.

Meanwhile, Dewi (2020) also revealed that when a person's reading interest is high, this will affect their reading comprehension level. Furthermore, the teacher's role can also increase students' interest in reading when the teacher can combine strengths and transparent assessments in reading class (Prastya, 2020). Aisyah (2021) also found that there is a positive and significant relationship between reading interest and students' reading abilities.

The findings of a study that was conducted by Lustyantie (2020) indicate that the level of reading comprehension that students have is directly impacted by their reading interests and achievement motivation that they have. Furthermore, Kasper (2018) states students' levels of reading interest have a positive correlation with their overall levels of reading achievement. Because of this, the students' reading interest and their reading outcomes need to be developed together. Moreover, Sutiadiningsih (2021) argues even further that a person needs to have an interest in reading if they want to improve their reading comprehension of specific texts. As a result, when someone has an interest in a topic, they develop a desire to learn the significance of each word or specific reading. Although many studies have investigated the relationship between these two variables (reading and interest and reading comprehension), it seems that the topic is not yet sufficiently investigated in the context of students of the English education department of Universitas Riau. Therefore, this study is considered essential to be conducted.

METHOD

This study used a quantitative method. This study uses a correlation design. According to McCombes (2019), the correlation research design is conducted to measure or determine the relationship and level of relationship between two variables. The purpose of the research was to determine the relationship between interest and reading comprehension in eleventh-grade students at SMAN 10 Pekanbaru. This study uses a questionnaire and reading test as instruments to collect data.

In the sample selection process, the writers used a cluster random sampling technique. According to Sharma (2017), random cluster sampling is taking samples in the form of groups and randomly selecting them. Furthermore, the sample class was selected using the following procedures: First, the writers prepared nine pieces of paper with the names of each class and put them in a bottle. Second, the first shuffle was for the try-out" class and the second shuffle was for the "sample" class. Third, after being shuffled, the first lottery was obtained by class XI MIPA 3 as a try-out class, and the sample class was obtained by class XI MIPA 7 with several respondents were 31 students.

The research data was taken in two ways. First, using a questionnaire is the first instrument. The questionnaire was adopted from Rohayati (2018) and consisted of 20 statement items. Each item has five choices with a rating scale from 5 to 1 for positive statements and a rating scale of 1 to 5 for negative statements.

Table 1. Likert Scale of Reading Interest Questionnaire

Interpretation	Score	
	Positive	Negative
Strongly Agree (SS)	5	1
Agree (S)	4	2
Hesitate (R)	3	3
Disagree (TS)	2	4
Strongly Disagree (STS)	1	5

Sugiyono (2017)

Next, a reading test was used as the second instrument. The type of test is a multiple-choice test consisting of 30 questions with 3 kinds of texts that are in accordance with the syllabus that has been studied by eleventh grade.

It is found that the number of correlations between the two variables using SPSS 22. Then, look at the number of correlations that have been obtained and match them with the interpretation of the Product Moment correlation.

1. Normality Testing

   To find out whether or not data is normal in research, it is necessary to have a normality test. In this study, the writers used SPPS 22 for the normality test. Then, it is tested using the Shapiro-Wilk test, where the variable is said to be normally distributed if the significance value is more than or equal to 0.05. On the other hand, if the significance is less than 0.05, then the variables or data are not normally distributed.

2. Linearity Testing

   Likewise, to find out whether the data in the research is linear or not, a linearity test is carried out in the SPSS application. In this study, the writers used the ANOVA test. Where if the significant value is greater than 0.05 then there is a relationship between the two variables. Otherwise, if the value is less than 0.05 then there is no correlation.

3. Hypothesis Testing

   According to Dennis in Dayanand (2018), the hypothesis is a researcher's prediction about the research variable to be studied. This study used the simple correlation technique using the Product Moment Formula. According to Isaac & Esezi (2018), the Pearson correlation is a measure that measures the strength of two variables using an interval scale. Then, to see the correlation coefficient from Turney (2022), the writers used the table of correlation levels. For the hypothesis test, (Ha) is accepted if the significance value is <0.05. Meanwhile (Ho) is rejected if the significant value is >0.05.

Table 2. *Interpretation of Pearson Correlation*

Pearson correlation coefficient r value	Strength	Direction
Greater than 0.5	Strong	Positive
Between 0.3 and 0.5	Moderate	Positive
Between 0 and 0.3	Weak	Positive
0	None	None
Between 0-0.3	Weak	Negative
Between -0.3 and -0.5	Moderate	Negative
Less than -0.5	Strong	Negative

Turney (2022)

RESULTS AND DISCUSSION
RESULTS
1. Reading Interest

Table 3. The Results of Students' Reading Interest

No.	Score	Frequency	Percentage	Description
1	75 – 88	10	32.26%	High
2	61 – 74	14	45.16%	Middle
3	47 – 60	7	22.58%	Low
	Total	31	100%	
	Mean Score			70

Table 3 shows the level of students' reading interest. There are 10 students (32.26%) who have a high reading interest. The students who have a middle reading interest 14 students (45.16%) and students who have a low reading interest are 7 students (22.58 %). Then, to find out the mean score of the student's score, the writers used the formula of MS Excel. The mean score is 70, it can be concluded that students in eleventh grade at SMAN 10 Pekanbaru have a middle level of reading interest.

2. Reading Comprehension

Table 4. The Results of Students' Reading Comprehension

No.	Score	Frequency	Percentage	Category
1	81 – 100	13	41. 94%	Excellent
2	61 – 80	16	51.61%	Good
3	41 – 60	2	6. 45%	Mediocre
4	21 – 40	0	0%	Poor
5	0 – 20	0	0%	Very Poor
	Total	31	100%	
	Mean Scores			**77**

Table 4 shows the ability level of students' reading comprehension. The total respondents were 31 students. There are 13 students (41.94%) at the excellent level, 16 students (51.61%) at the good level, 2 students (6.45%) at the mediocre level, no students at the poor level, and the very poor level. From the calculation above, the reading comprehension results of eleventh-grade students of SMAN 10 Pekanbaru have a mean score of 77. This means that the student's score is at a good level.

Correlation Analysis
1. The Normality Test

Table 5. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Reading Interest	0.155	31	0.056	0.948	31	0.139
Reading Comprehension	0.176	31	0.016	0.933	31	0.054

Based on the normality test using the SPSS 22 program, sig. the reading interest is 0.139 and greater than 0.05, which means that the data is normally distributed. Meanwhile, the value of sig. reading comprehension is 0.054. It means that the value is greater than 0.05, and it can be concluded that the data is normally distributed.

2. The Linearity Test

The linear test is also used as a requirement in correlation analysis. The result of the linearity test assisted by SPSS 22 is presented below.

Table 6. Linearity Test ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension * Reading Interest	Between Groups	(Combined)	3621.371	21	172.446	1.415	0.303
		Linearity	845.675	1	845.675	6.941	0.027
		Deviation from Linearity	2775.696	20	138.785	1.139	0.440
	Within Groups		1096.500	9	121.833		
	Total		4717.871	30			

Based on table 6. the value of deviation from linearity is 0.440. It means that the value is greater than 0.05. And it can be concluded that there is a significant linear relationship between reading interest and reading comprehension. After the data is normally distributed and there is a linear relationship between the two variables, then to find out the correlation, the writers use Pearson Product Moment with SPSS 22.

3. The Correlation Analysis

Table 7. Correlation

		Reading Interest	Reading Comprehension
Reading Interest	Pearson Correlation	1	0.423[*]
	Sig. (2-tailed)		0.018
	N	31	31
Reading Comprehension	Pearson Correlation	0.423[*]	1
	Sig. (2-tailed)	0.018	
	N	31	31

Table 7 shows the Pearson correlation value between the variables of reading interest and reading comprehension is 0.423. Then, the writers used the coefficient correlation from Turney (2022) and the level of correlation is moderate (positive). That is, there is a correlation between the variables of reading interest and reading comprehension, and the value is positive. While the value of Sig. (2-tailed) is 0.018, which means the value of Sig. (2-tailed) smaller than 0.05. It can be said that (Ha) is accepted, and there is a positive correlation between reading interest and reading comprehension ability of the eleventh-grade students of SMAN 10 Pekanbaru.

Several things according to researchers affect the results of the correlation.
1. Why does the correlation between reading interest and reading comprehension get "moderate" results?

The results of the questionnaire showed that there was a percentage of 22.58% of people fell into the low-level category. In addition, the findings of the research show that six students selected "doubt," one student selected "disagree," and another student selected "strongly disagree." This can be found in the first questionnaire, specifically, the question that asks "English is a fascinating field of study." That comes out to 7 students out of 31 who have no interest in acquiring English skills.

In addition, the findings of the student data from class XI MIPA 7 show that the students' "increased attention" to English is below average. Which, questions that state increased attention or indicators of reading interest can be found in questionnaires numbers 9, 15, and 20 (positive statements), as well as questionnaires numbers 18, 19, and 7. (negative statements). The results of the positive statement questionnaire showed scores of 108, 86, and 87, while the results of the negative statement questionnaire showed scores of 109, 130, and 133. It is possible to conclude that the scores of negative statements are higher than the scores of positive statements, and that students' "increased attention" is lower toward the English lessons they are required to take.

2. What are the difficulties that occur when learning English?

The results of the questionnaire showed that number 13, which stated, "if you don't open the dictionary, students cannot answer questions in English," received responses of "doubt" from nine students, "agree" from eight students, and "very much agree" from three students. based on the data, nine students responded "doubt," eight students answered "agree," and three students chose "very much agree." That is, out of the total population of 31 students, only 11 did not face any challenges, whereas 20 did face challenges. If students do not consult a dictionary prior to attempting to respond to questions posed in English, it is reasonable to assume that they will have difficulty doing so.

DISCUSSION

Based on the data presented and the findings, it is found that the level of students' reading interest with the number of respondents 31 students, there are 10 students (32.26%) who have high reading interest students who have a middle reading interest are 14 students (45.16%), and students who have a low reading interest are 7 students (22.58 %). The conclusion obtained from table 3. is that the reading interest of the eleventh-grade students of SMAN 10 Pekanbaru has a moderate or middle reading level with a percentage of 45.16%, and that percentage is the highest among high and low levels.

Next, the student's reading comprehension level is at a good level. There are 13 students (41.94%) at the excellent level, 12 students (51.61%) at the good level, two students (6.45%) at the mediocre level, and no students at the poor level, and at the very poor level. In conclusion, the reading comprehension of the eleventh-grade students of SMAN 10 Pekanbaru is at a good level. This is based on the results of the mean score of students' reading comprehension is 77.

The writers use SPSS 22 to analyze hypothesis testing and correlation. Based on the results obtained, the Pearson correlation value for reading interest and reading comprehension is 0.423. It is in line with Turney (2022) who categorises this value as moderate. Meanwhile, the value of Sig. (2-tailed) is 0.018. This means that 0.018 is smaller than 0.05, (Ha) is accepted, and (Ho) is rejected. In conclusion, in this study, there is a positive correlation between reading interest and reading comprehension ability of the eleventh-grade students of SMAN 10 Pekanbaru.

In contrast to research conducted by Taylor (2020), the results showed that interest in the text was not found to have a significant correlation with reading comprehension for fourth graders. This is because students need more understanding support from the teacher than the interest of the students themselves.

The results of this study also inform teachers about the importance of unifying and supporting students' understanding of all texts. While Pratama's (2022) study results show a significant relationship between reading interest and students' reading comprehension, there is also a contribution from reading interest to students' reading comprehension.

Therefore, researchers are aware that reading interest is one-factor influencing reading comprehension. The higher the students' interest in reading, the higher their understanding will also be. Conversely, the lower the students' interest in reading, the lower their reading comprehension will be.

CONCLUSION

The results of this study revealed that the correlation between reading interest and reading comprehension is positive, with a value of 0.423 between the variables of reading interest and reading comprehension. The Pearson correlation then indicates that the level of correlation is moderate. It indicates that there is a positive correlation between reading interest and reading comprehension variables. While the value of Sig. (2-tailed) is 0.018. That is the value of Sig. (2-tailed) is less than 0.05. That is, (Ha) is accepted while (Ho) is rejected. It can be concluded that there is a positive relationship between reading interest and reading comprehension ability among eleventh-grade students at SMAN 10 Pekanbaru.

This study discloses that students' reading interest affects students' reading comprehension, although it only has a moderate level of correlation. Therefore, the writers suggest teachers be able to encourage or motivate students in reading so that students' reading interest is higher. Because it can be seen from the results of this study that there is a positive correlation between reading interest and students' reading comprehension. That is, the higher the students' reading interest, the higher the reading comprehension obtained by students.

In addition, students are also advised to be able to increase their desire to read books so that their knowledge is wider and grows a high curiosity about something new. Because encouragement from the teacher or the surrounding environment is not enough, encouragement from students is also necessary to increase their reading interest. Not only that, but students should also read more books at home, at school, or in the library. Because the higher a person's reading interest, the better his understanding of the reading text.

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