

**THE CORRELATION BETWEEN STUDENTS' READING INTEREST AND  
STUDENTS' READING COMPREHENSION ABILITY AT THE FIRST  
SEMESTER OF THE ELEVENTH GRADE OF SMA YP UNILA  
BANDARLAMPUNG IN ACADEMIC YEAR OF 2018/2019**



**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

**By:**

**AMIRAH WIDIA ADIARTI**

**NPM.1411040015**

**Study program : English Education**

**Advisor : Dr. M. Muhsin, M.Hum**

**Co- Advisor : Dian Reftya Wati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE UNIVERSITY OF ISLAMIC STUDIES**

**RADEN INTAN LAMPUNG**

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## **ABSTRACT**

### **THE CORRELATION BETWEEN STUDENTS' READING INTEREST AND STUDENTS' READING COMPREHENSION ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA YP UNILA BANDARLAMPUNG IN ACADEMIC YEAR OF 2018/2019**

**By :**

**Amirah Widia Adiarti**

Reading is one of skills in English which can get and take the information from printed text. Based on preliminary research at SMA YP Unila Bandar Lampung it was found that the students' reading comprehension score was still low. The objective of this research was to know there was a positive correlation between the students' reading interest and students' reading comprehension ability at the first semester of the eleventh grade of SMA YP Unila Bandar Lampung in the academic year of 2018/2019.

In this research, methodology of the research is a correlation research. In the taking the sample of the research was gained through simple random sampling. The population of the research was taken from students of the eleventh grade of SMA YP Unila Bandar Lampung. The researcher took 30 students from 133 population. In collecting the data, the researcher used questionnaires to measure students' reading interest and test for reading comprehension ability. The try out of questionnaires was done to find out the validity and reliability. Then a try out reading comprehension ability test was also done to find out the validity and reliability. After the data of students' reading interest and reading comprehension ability were collected, the data were statistically computed, to find out the correlation between students' reading interest and students' reading comprehension ability.

From the data analysis, the result of applying the  $r_{xy}$  distribution shows that coefficient correlation is 0.59, it means that there is positive correlation between students' reading interest and students' reading comprehension at the first semester of the eleventh grade of SMA YP Unila Bandar Lampung in academic year of 2018/2019. From this research, it is suggested that students have good a reading interest, to get a good reading comprehension ability.

**Keywords:** **Reading Comprehension, Explanation Text, Reading Interest**



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTASTARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**APPROVAL**

**Title : THE CORRELATION BETWEEN STUDENTS'  
READING INTEREST AND READING  
COMPREHENSION ABILITY AT THE FIRST  
SEMESTER OF THE ELEVENTH GRADE OF SMA  
YP UNILA BANDAR LAMPUNG IN THE ACADEMIC  
YEAR OF 2018/2019**

Student's Name : Amirah Widia Adiarti

Student's Number : 1411040015

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

**APPROVED**

Was tested and defended in the examination session  
At Tarbiyah and Teacher Training Faculty, State University of Islamic Studies,  
Raden Intan Lampung

Advisor,

**Dr. M Muhsin, M.Hum**  
NIP: 197708182008011012

Co-Advisor,

**Dian Reftya Wati, M.Pd**

**The Chairperson  
of English Education Study Program**

**Meisuri, M.Pd**  
NIP: 198005152003122004



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suramin Sukarame Bandar Lampung Telp. (0721)703289

**ADMISSION**

A research thesis entitled: "**THE CORRELATION BETWEEN STUDENTS' READING INTEREST AND STUDENTS READING COMPREHENSION ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA YP. UNILA BANDAR LAMPUNG IN ACADEMIC YEAR OF 2018/2019**",

by: **Amirah Widia Adiarti, NPM: 1411040015, Study Program: English Education, was tested and defended in the examination session held on:**

**Tuesday, November 6<sup>th</sup> 2018.**

**Board of examiners:**

**The Chairperson**

: Meisuri, M.Pd

**The Secretary**

: Yulan Puspita Rini, M.A

**The First Examiner**

: Dr. Melinda Roza, M.Pd

**The Second Examiner**

: Dr. M. Muhassin, M.Hum

**The Dean of**

**Tarbiyah and Teacher Training Faculty**



**H. Chairul Anwar, M.Pd**

NIP: 195608101987031001

## MOTTO

إِقْرَأْ كِتَابَكَ كَفَى بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حِسِيبًا (١٤)

[ It will be said], “Read your record. Sufficient is yourself against you this day as accountant.”

(Chapter Al-Isra: Verse 14).<sup>1</sup>



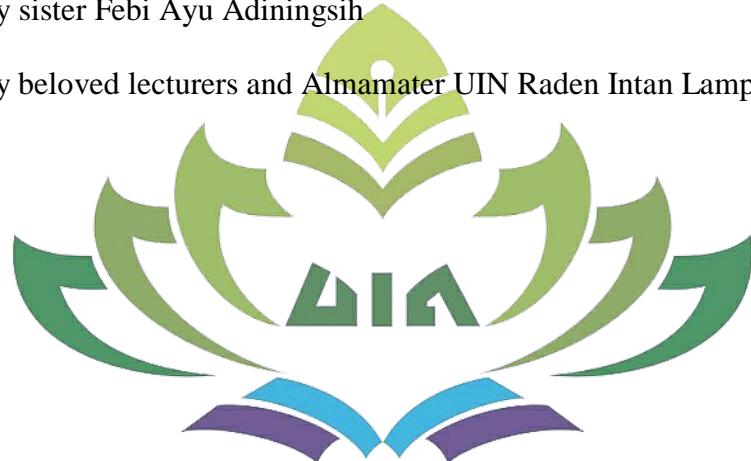
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<sup>1</sup> <http://quran.com/17>, accessed on May, 28<sup>th</sup>, 2016

## **DEDICATION**

From the deep of my heart, I would like to dedicate this thesis to:

1. My beloved parents, Supriantoro, S.Pd, S.Ap and Ngadiah S.Pd who always pray and give me motivation as well as wish for my success. Thank you for your love and continous support both spritually and materially and you are the biggest spirits in finishing this thesis.
2. My sister Febi Ayu Adiningsih
3. My beloved lecturers and Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The name of the researcher is Amirah Widia Adiarti. She was born in Bandar Lampung, on December 2<sup>th</sup>, 1996. She is the first child of two children of moslem couple Supriantoro S.Pd, S.Ap and Ngadiah S.Pd. She has one sister, her name is Febi Ayu Adiningsih.

She graduated from Elementary School at SDN 3 Labuhan Ratu Bandar Lampung in 2008. Then, she continued her study at SMPN 20 Bandar Lampung, and graduated in 2011. Next she entered her senior high school in SMA N 15 Bandar Lampung, she took social program and graduated in 2014. In the same year, she registered as an S1-degree student of English Education as her major.



## **ACKNOWLEDGMENT**

*Bismillahirrohmanirrohim,*

Alhamdullilahirobbil'alamin, Praise to Allah the Most Merciful, the Almighty God, for blessing the researcher with His mercy and guidance to finish this thesis. The sholawat be to our prophet Muhammad Peace be Upon Him, with his family and followers. This thesis entitled “The Correlation Between Students’ Reading Interest and Students’ Reading Comprehension Ability at the First Semester of the Eleventh Grade of SMA YP UNILA BandarLampung in 2018/2019 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, Raden Intan State University of Islamic Study (UIN Lampung). Without Help, support and encouragement from several people and institution, this thesis would never come into existance.



Therefore, the researcher would sincerely thank:

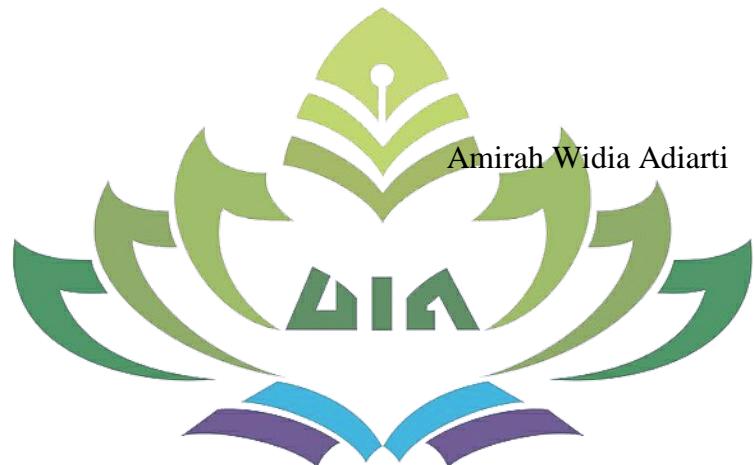
1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty IAIN Raden Intan Lampung with his personels, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment this thesis.
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- 
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Finally, the researcher realizes that this thesis is still far from perfect, so she expected constructive criticisms and suggestion. Any corrections, comments, criticisms for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, 06 November 2018

The researcher



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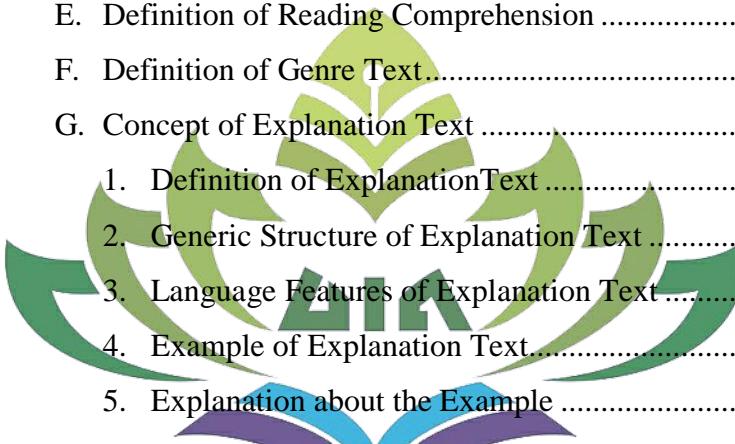
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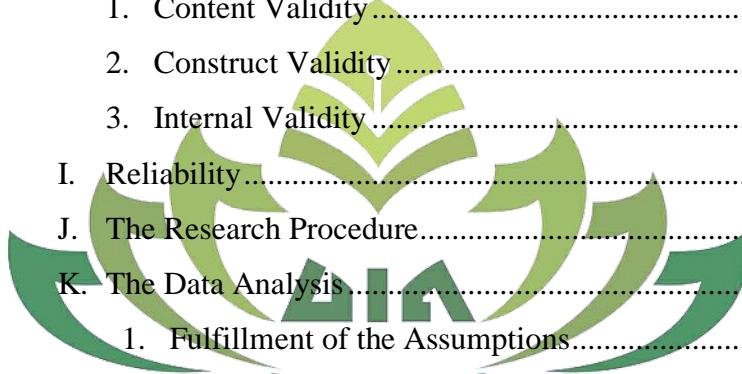
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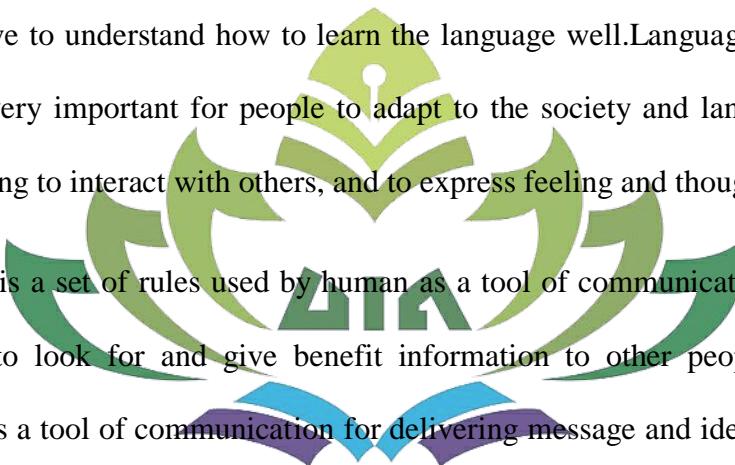
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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Language is an important aspect in human life. It is used as a means of communications among people.<sup>1</sup> Therefore, the language use is very important because language is a communication tool. So if you want to learn the language you should have to understand how to learn the language well. Language communication which is very important for people to adapt to the society and language is used by human being to interact with others, and to express feeling and thought.



Language is a set of rules used by human as a tool of communication.<sup>2</sup> People need language to look for and give benefit information to other people. In this case, language is a tool of communication for delivering message and idea from speaker to listener or writer to reader in an interaction. Thus, everybody needs language for extending their intention to others. Here are some languages used in the world, one of them is English. In addition, based on Ar-Ruum verse 22 explained:

**وَخِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ وَمِنْ ءَايَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ إِنَّ فِي ذَلِكَ لِلْآيَاتِ لِلْعَالَمِينَ**

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<sup>1</sup>H. Douglas Brown, *Teaching by Principle*: an Interactive Approach to Language Pedagogy, (New Jersey: Prentice Hill, 2001), p.70

<sup>2</sup>SanggamSiahaan, *The English Paragraph*, (Yogyakarta: GrahaIlmu Press, 2008), p.1

Meaning: And of His signs is the creation of the heavens and the earth, and the difference of your languages and colours, Lo! Herein indeed are portents for men of knowledge.<sup>3</sup> So, language is very important because it is always used by people to communicate to share information with other people by messages. English is language in the world and learnt by many people around the world. People can communicate with other people from different country by using English.

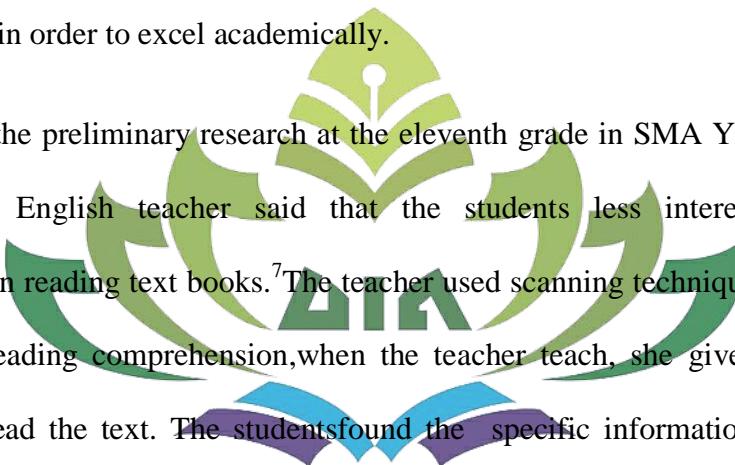
There are four skills in English must be mastered, they are: listening, speaking, reading and writing. Brown says that some ways to argue that the integration of the four skills diminishes the importance of the rule listening of speaking, of reading and of writing unique to each separate skill.<sup>4</sup> It means that reading skill is an important aspect in learning a language, especially in learning English as a second or foreign language. The reading skill is an important subject of study, because reading is one of the factors that can make students' success of their study depending on their greatest part of reading ability. Reading is needed by the students to get information and knowledge. Sometimes the students need more time to comprehend text slowly. It will be problem, when the students should comprehend text in limited time. In this case, the writer will focus on learning reading comprehension.

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<sup>3</sup>Al-Jazari, Syaikh Abu Bakar Jabir, *Tafsir Al-Quran Al-Aisar (Jilid 5)*, (Jakarta Timur: Darus Sunnah Press, 2008).

<sup>4</sup>H. Douglas Brown, *Teaching by Principles An Interaction Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994)p.218

Kool stated, reading interest is defined as reading done when students are outside the school compound.<sup>5</sup> 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.<sup>6</sup> It is believed that students read not because they want to read, but because they have to read. Students perceive reading as a task that they have to undertake in order to excel academically.



Based on the preliminary research at the eleventh grade in SMA YP UNILA Bandar Lampung, English teacher said that the students less interested in reading, especially in reading text books.<sup>7</sup> The teacher used scanning technique in teaching and learning reading comprehension, when the teacher teach, she given a text and the students read the text. The students found the specific information and difficulties word from the text. After that, the students asked to the teacher and the teacher given the answer how to read the word. Scanning is also useful for finding information from the text. The teacher only using commercial book for teaching English, and teacher does not use the appropriate media in teaching learning process.

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<sup>5</sup> McKool, S. *Factors that influence the decision to read: An investigation of fifth grade students' out-of-school reading habits. Reading Interest.* 2007, p.111

<sup>6</sup> Mc Kool, S, *Ibid*

<sup>7</sup> Puspa Aprilia, S.Pd, as English Teacher at the Eleventh Grade of SMA YP UNILA Bandar Lampung, An Interview on January 11<sup>th</sup> 2018

The researcher found that most of students have problems in reading English. It could be seen also from the interview with the students, the result of the students reading interest were still low.<sup>8</sup> The students not interested when the teacher teaches reading in the class. 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 criteria of the score in reading skill. Based on the criteria of Brown, the reading score of the students is poor if the students get 45-69. Based on the data obtained by reading test from the students of eleventh grade, as from 267 students of eleventh grade only 98 (37%) of students get score above criteria and 170 (63%) of students get score under the criteria.<sup>9</sup> It means that many students who get the score that is below the completeness criteria that have been set in the school there.

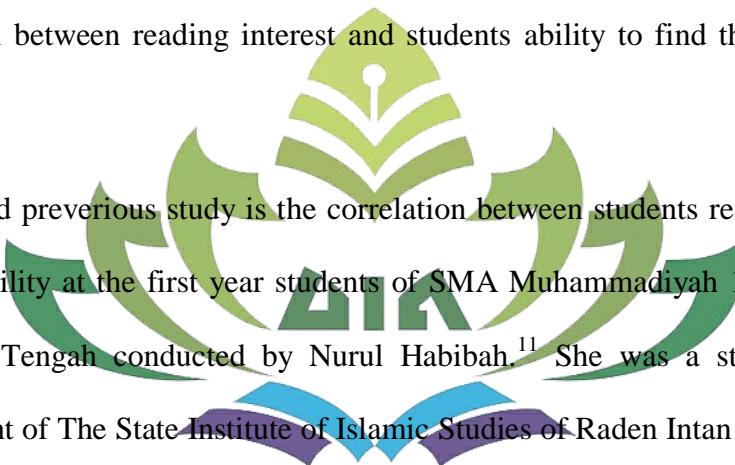
So the students easily get bored during the class and difficult to get the idea of the text and finally they become passive during the class. It makes their English skill cannot increase. English teaching should be delivered in interesting technique that can guide the students to understand the text and to predict the meaning. So, they can increase their reading skill especially their skills in comprehension.

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<sup>8</sup>The Students of the Eleventh Grade in SMA YP UNILA Bandar Lampung, An Interview on January 11<sup>th</sup> 2018

<sup>9</sup>.

The relevant study was conducted by Fitriani (2008). 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.<sup>10</sup>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 is used by the writer questionnaire, the writer also used 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 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.<sup>11</sup> She was a student of English Department of The State Institute of Islamic Studies of Raden Intan Lampung (2013).

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 population of this research consist of 132 students, and the sample was taken by using

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<sup>10</sup>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*, (University of Malang:2008).

<sup>11</sup>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*, (The State Institute of Islamic Studies of Raden Intan Lampung:2013)

cluster random sampling technique. The researcher choose the sample consist of 30 students. The result shows that r<sub>observed</sub> was higher than r<sub>critical</sub>, 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 third preverious 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.<sup>12</sup> He was a student of English Department of Lampung University (2016). The purpose of his research is to find out the correlation between students' reading interest and their reading comprehension. He chosen as the sample by using simple random probably 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 corfficient 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%.

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 preverious research are the researcher

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<sup>12</sup>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*, (Lampung Universiity:2016)

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, the researcher would like to know the correlation between students' reading interest and their reading comprehension and researcher proposes the research an titles: "The Correlation between Students' Reading Interest and Students' Reading Comprehension Ability at the First Semester of the Eleventh Grade at SMA YP Unila BandarLampung in the Academic Year of 2018/2019.

## 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 were still low.

### **C. Limitation of the Problem**

Based on the identification above, the researcher limited the research on the correlation between students' reading interest and students' reading comprehension ability in explanation text. According to the syllabus for the first semester of the eleventh grade at SMA YP Unila.

### **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the researcher formulated the problem as follow:

“Is there any positive correlation between students' reading interest and students' reading comprehension ability at the first semester of the eleventh grade of SMA YP Unila Bandar Lampung in the academic year of 2018/2019?”

### **E. Objective of the Research**

Based on the formulation of the problem above, the objective of the research was follow:

The objective of research to know whether there is positive correlation between students' reading interest and students' reading comprehension ability.

### **F. The Use of Research**

Based on objective of the research above, the use of research is as follows:

1. Theoretically, to give support for students so that students enjoy in reading interest and reading comprehension ability.

2. Practically, to give the information to English teachers about the correlation between students reading interest and their reading comprehension. For students, it may increase students' reading interest and reading comprehension ability.

## **G. Scope of the Research**

### **1. Subjects of the Research**

Subject of the research was the students at the first semester of the eleventh grade at SMA YP UNILA BandarLampung.

### **2. Object of the Research**

The object of the research was the students' reading interest and students' reading comprehension ability.

### **3. Time of the Research**

The research was conducted at the first semester of the eleventh grade at SMA YP UNILA BandarLampung.

### **4. Place of the Research**

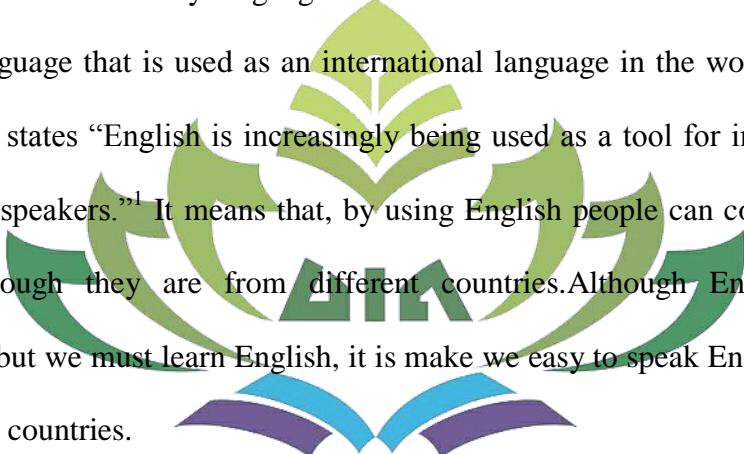
At SMA YP UNILA BandarLampung in academic year of 2018/2019.

## CHAPTER II

### REVIEW OF RELATED THEORY

#### A. Concept of Teaching English as Foreign Language

People use the language not only for communication but also for getting knowledge, job, and other things as well. Therefore, the researcher thought that how important the language in our life, that is languages and human are two things that cannot be separated. There are many languages that are used in the communication, but there is one of language that is used as an international language in the world, it is English. As Brown states “English is increasingly being used as a tool for interaction among nonnative speakers.”<sup>1</sup> It means that, by using English people can communicate each other although they are from different countries. Although English is foreign language, but we must learn English, it is make we easy to speak English with people from other countries.



According to Setiyadi, language teaching is influenced by ideas on the nature of language (language theories) and learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and difference in learning theories may affect the teaching method.<sup>2</sup> Concerning of the statement that English constitutes one of set

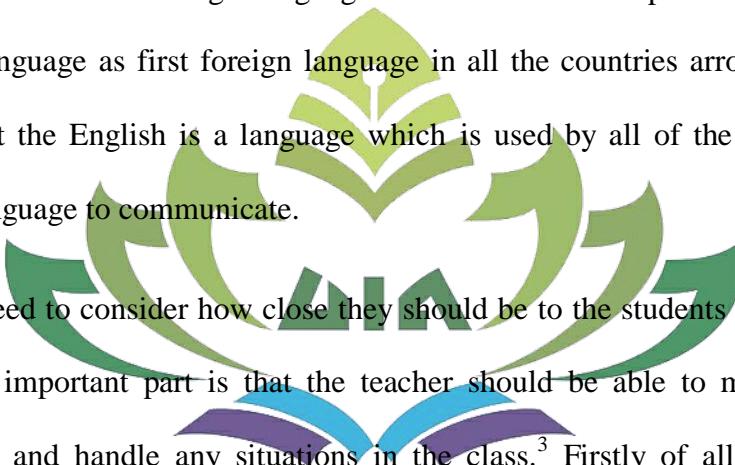
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<sup>1</sup>BrownHDouglas, *Teaching by Principle an Interactive Approach to Language Pedadogy*, (Prentice Hall, New York, 2001), p.118 .

<sup>2</sup> Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

communication is used to communicate of international which almost many people need to master of English as tools of speaking, learning, teaching at the particular place and success or not in English learning is measured of the ability to carry out a conversation in language.

In Indonesia, English is taught as a foreign language. Therefore, English is not used for daily communication. In many sources, especially in internet source explained that English as first foreign language initiative meant to promote the use of the English language as first foreign language in all the countries around the world. It means that the English is a language which is used by all of the word as the first foreign language to communicate.



Teacher need to consider how close they should be to the students they are working. The most important part is that the teacher should be able to manage classroom affectively and handle any situations in the class.<sup>3</sup> Firstly of all they are usually exposed to language which they are more or less understand even if they can not produce the same language spontaneously themselves. Secondly, they are motivated to learn the language in order to be able to communicate. And, they have the opportunities to use the language and check their own progress and abilities.

From the explanation above, it can be concluded that learning foreign language is not only learning the language form, but learning how to use the language for the purpose of communication based on the target language culture. On the other word, the

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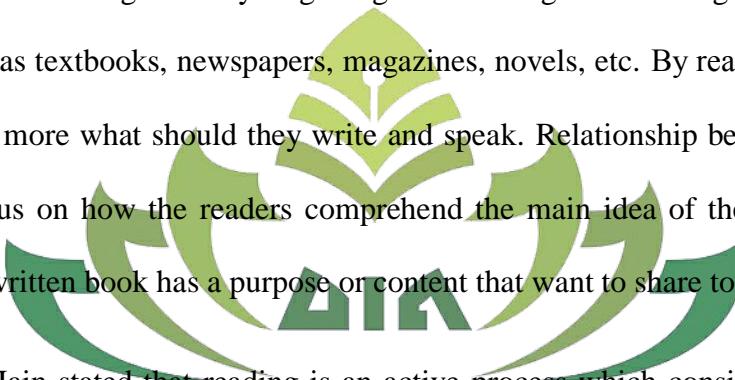
<sup>3</sup>Jeremy Harmer, *How to Teach English*, (Cambridge: Longman, 2007), p.34

objective of learning English as a foreign language is similar to the objective of learning English as a second language.

### **B. Concept 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.<sup>4</sup>

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.<sup>5</sup> 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. Beside that, according to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>6</sup> It means that the readers also understand what they read, and what the word means. Because, reading is one of basic skill important

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<sup>4</sup>M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Jaipur: Sunrise Published and Editor, 2008), p.113

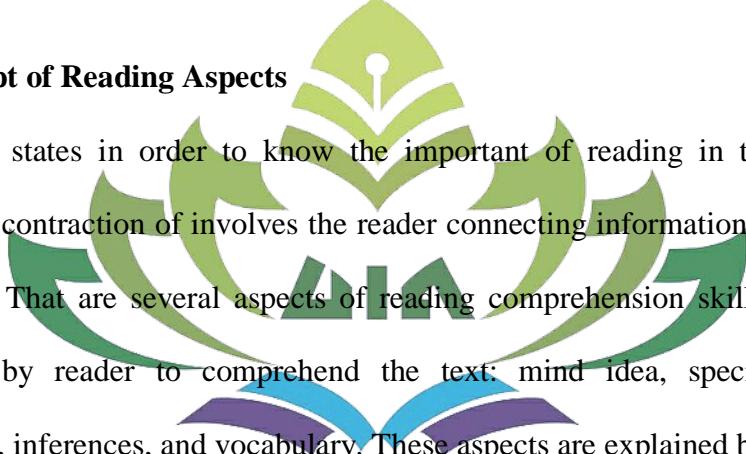
<sup>5</sup>M.F Patel and Praveen M. Jain, *Loc.Cit.*

<sup>6</sup>Jeremy Harmer, *How to Teach English, (An Introduction to The Practice of English Language Teaching)* (Malaysia: Addison Wesley Longman, Inc, 1998), p.70

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.

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

### C. Concept of Reading Aspects



Suparman states in order to know the importance of reading in teaching process, reading is contraction of involves the reader connecting information from the written message.<sup>7</sup> 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 below:

#### 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 word, the main idea is the most important idea that the author develops throughout the paragraph. For example, in *my family*, the idea of the text is ‘my family has four members’.

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<sup>7</sup>H. Ujang Suparman, *Developing Reading Comprehension Skills and Strategy*, 2006, p.2

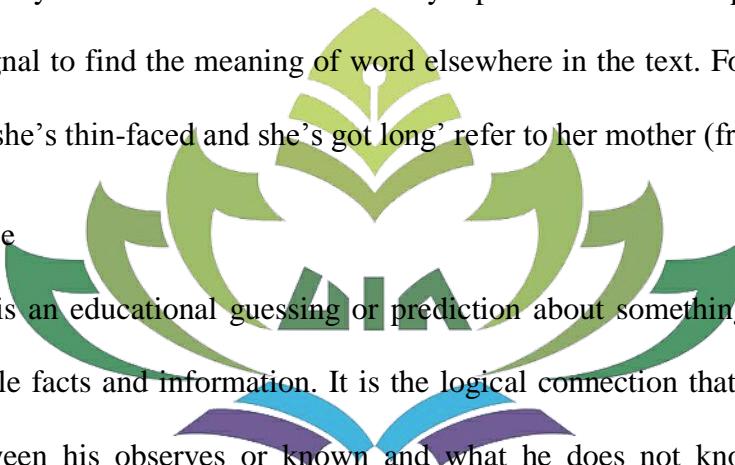
## 2. Specific information

Specific information develops the topic sentences by giving definition example, facts, comparison, analogy, cause, and effect statistic and quotation. For example supporting sentence in the second paragraph *my family* is' my mother 47 years old'.

## 3. References

References are words or phrases used either before or after the references in reading material. They are used to avoid unnecessary repletion of words or phrases. It can the readers signal to find the meaning of word elsewhere in the text. For instance, she in sentence 'she's thin-faced and she's got long' refer to her mother (from *my family*).

## 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 draws them between his observes or known and what he does not know. For example, question '*why the writer cannot speak sundanesse well?*' make the reader a prediction based on the facts he find in the text.

## 5. Vocabulary

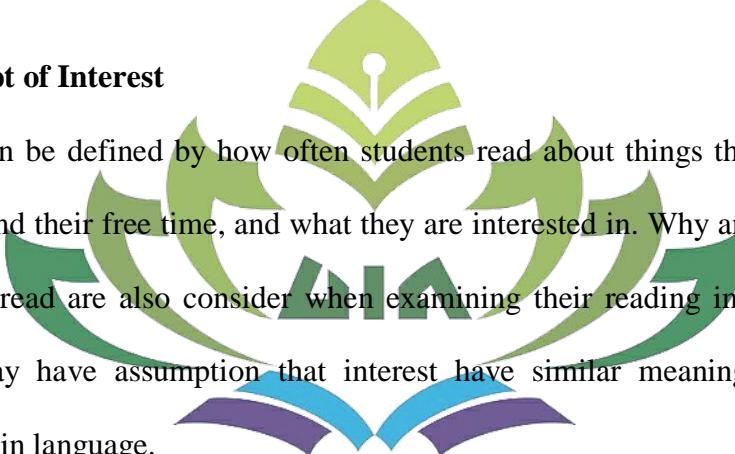
Vocabulary is the stock of word used by the people of even person. Concerning withthose statement indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. It *the elephant*, for instance reader would know that '*a carnivore*' is the answer to the question '*what is the opposite meaning of*

*a herbivore*' after reading the sentence in the text that build the context the word '*a herbivore*'.<sup>8</sup>

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.

Because it is important to teaching learning process in reading.

#### **D. Concept of 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 assumption that interest have similar meaning, but they have difference in language.

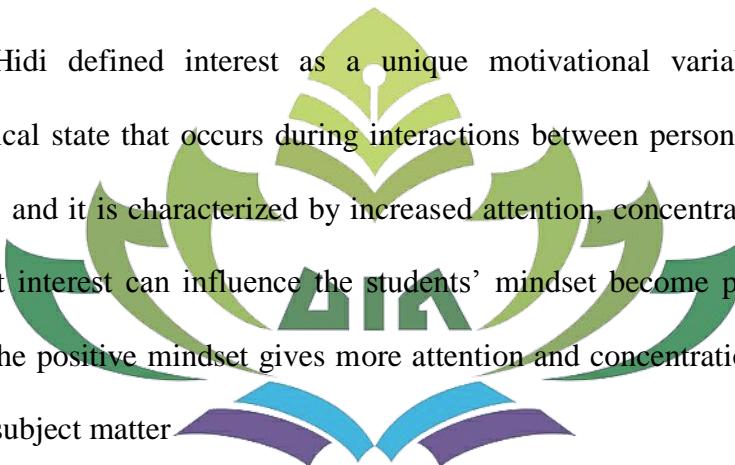
##### **1. Definition of Interest**

The students are not dissapointed 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. Hilgard argued that interest is situation or condition of

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<sup>8</sup>H. Ujang Suparman, *Ibid.*

paying attention and enjoying in some activities and contents.<sup>9</sup> 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.



Suzanne Hidi defined interest as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increased attention, concentration and affect.<sup>10</sup> It means that interest can influence the students' mindset become positive in learning process. The positive mindset gives more attention and concentration for the students in certain subject matter

Holland in Djali said the interest is the tendency of elevated heart against something.<sup>11</sup> In other word, the interest must be in accordance with one's own personal. When they considered something that is not appropriate for them, then most likely they will not consider its important or interested in something. Interest does not arise alone, but there is an element of necessity.

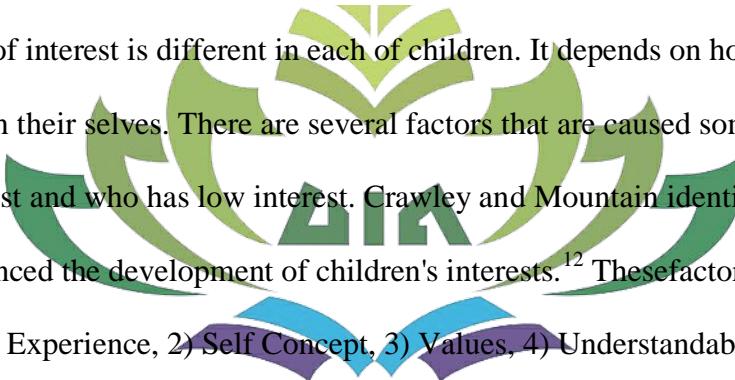
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<sup>9</sup>Slamento, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), p.57

<sup>10</sup>Suzanne, Hidi, Interest: A unique motivational variable, *Educational Research Review*, 1(2), 2006, p. 70

<sup>11</sup>Djali, *Advances in Social Science, Educational and Humanities Research*, Vol 118, 2017, p. 358

Based on the statements above, interest is one of the psychological items which has an important role in a human beings especially in education. 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. Learning process will go well if someone has an interest. The student who has an interest in learning a subject matter, will comprehend the material at a deeper level than the student who has not.



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.<sup>12</sup> These factors are 1) Previous Experience, 2) Self Concept, 3) Values, 4) Understandable Subject, 5) The Level of Pressure Invlovement, 6) The Complexity of Subject Material :

### 1. Previous Experience.

Students will develop their interest toward something that they have been experienced

### 2. Self Concept.

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.

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<sup>12</sup>Crawley, S.J, & Mountain, L, *Strategies for Guiding Content Reading*, (Boston: Allyn and Bacon, 1995), p.12

### 3. Value

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

### 4. Understandable Subject

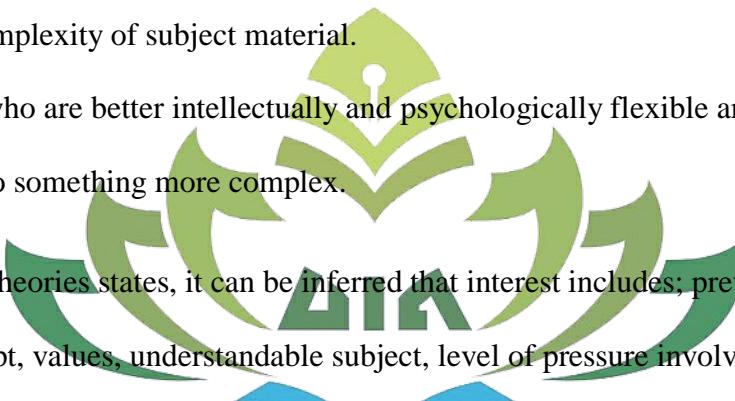
Information that is easily understood by students may attract their interest.

### 5. The Level of Pressure Involvement.

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

### 6. The Complexity of subject material.

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



Based on theories states, it can be inferred that interest includes; previous experience, self concept, values, understandable subject, level of pressure involvement, and complexity of subject material.

## 2. The Types of Interest

According to Alderma, interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn or perform well if they are uninterested.<sup>13</sup> Therefore, interest is an important aspect of motivation that influences attention, learning, thinking and performance of the students. There are two types of interest:

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<sup>13</sup>M. Kay, Alderma, *Motivation for Achievement: Possibilities for Teaching and Learning*, (New Jersey: Lawrence Erlbaum Associates, 2004), p.241

a. Personal Interest

Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. Personal interest assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, computers

b. Situational Interest

Situational interest is more temporary and specific situation of attention to a topic. It is more contextual dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting text, media, presentation, and the like. It may trigger the students' interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interest students bring with them.<sup>14</sup>

From the explanation above the similarity between personal and situational are: First, both situational and personal interest result in the psychological state of interest that involves increased attention and cognitive functioning, persistence and has an affective component. Second, personal and situational interest emerge from the

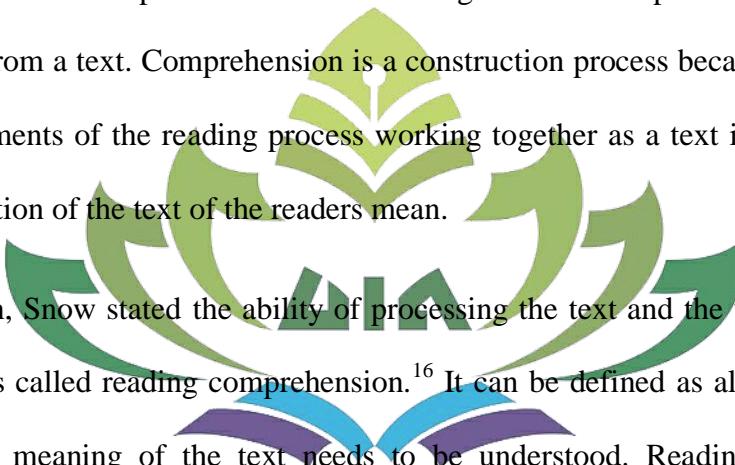
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<sup>14</sup>M. Kay, Alderma, *Ibid.*

interaction of the person and certain aspects of the environment and are content specific.

### **E. Concept of Reading Comprehension**

According to Johnson, comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are the thinking processes, broken down into steps, that are used to comprehend.<sup>15</sup> 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 reader's mean.



In addition, Snow stated the ability of processing the text and the understanding the meaning is called reading comprehension.<sup>16</sup> 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.

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<sup>15</sup> Andrew P. Johnson, *Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students*, (United States of America: Rowman & Littlefield Publishers, Inc. 2008), p.110

<sup>16</sup> Catherine Snow, *Reading for Understanding: Towards an R&D Program in Reading Comprehension*. (Arlington: RAND, 2002), P.11

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.<sup>17</sup> 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)
- b. Expression/idiom/phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated detail)
- g. Supporting ideas
- h. Vocabulary in context.<sup>18</sup>



Based on those explanation, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before.<sup>19</sup> Teaching reading needs

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<sup>17</sup> Klingner Janette K, Vaughn Sharon, Et all, *Teaching Reading Comprehension Students with learning Difficulties*, (London, The Guilford Press, 2007), p.17

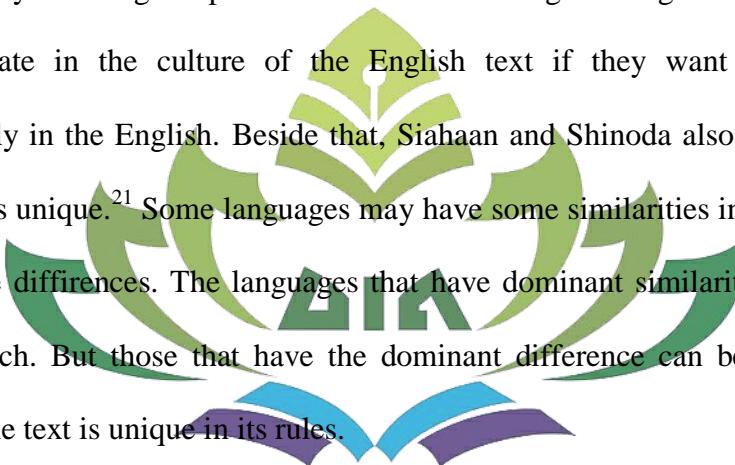
<sup>18</sup>H Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Fransico: Pearson Longman, 2003), p.206

<sup>19</sup>H Douglas Brown, *Ibid*

more than only reading a text, we must pay attention how to teach reading text to the students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

## F. Genre of Text

Siahaan and Shinoda said that a text is meaningful linguistic unit in a context, it is both a spoken text and written text.<sup>20</sup> It means that a text is meaningful linguistic refers to any meaningful spoken or written. Learning the English text is learning to communicate in the culture of the English text if they want to communicate successfully in the English. Beside that, Siahaan and Shinoda also stated a text of a language is unique.<sup>21</sup> Some languages may have some similarities in a text. They also have some differences. The languages that have dominant similarities can be of the same branch. But those that have the dominant difference can be of the different branch. The text is unique in its rules.



According to Djuharie, there many kinds of text that are descriptive, narrative, report, recount, explanation, hortatory exposition, review, spoof, anecdote, news item, analysis exposition and procedure text.<sup>22</sup> It means there are many texts that students must known.

### 1. Descriptive text

Descriptive text is a text to describe a particular person, place or thing,

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<sup>20</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>21</sup> Sanggah Siahan and Kisno Shinoda, *Ibid.*

<sup>22</sup> Otong Setiawan Djuharie, *Essay Writing* (Bandung: CV. Yrama Widya, 2009), p.153

2. Narrative text

Narrative text is kind of text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.

3. Report text

Report is a text to describe the way things are with reference to a range of natural, made and social phonemena in our environment.

4. Recount text

Recount is a text to retell events for the purpose of informing or entertaining.

5. Explanation Text

Explanation text is a text to explain the processes involved in the formation or workings of natural or social cultural phenomena.

6. Hartatory Exposition text

Hartatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

7. Reviews text

Reviews is a text to critique an art work or event for a public audience.

8. Spoof text

Spoof is a text to retell an event with a humorous twist. Its social function is to entertain and share the story.

9. Anecdote text

Anecdote is a text to share with others an account of an unusual or amusing incident.

## 10. News Items text

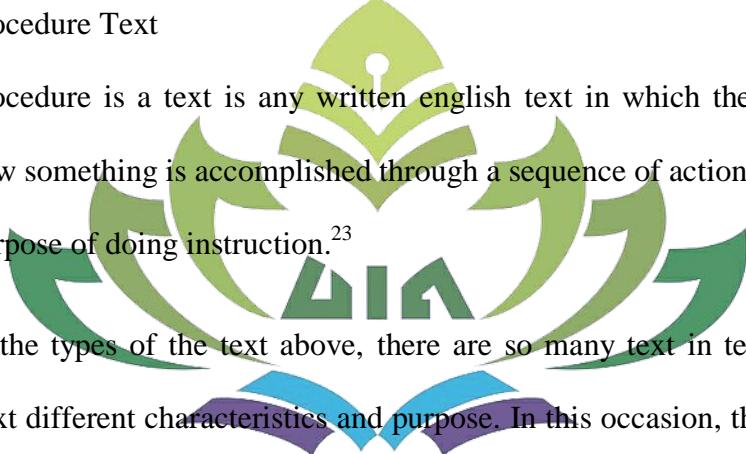
News Items is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

## 11. Analysis Exposition text

Analysis Exposition is a text to persuade the reader or listener that something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

## 12. Procedure Text

Procedure is a text is any written english text in which the writer describe how something is accomplished through a sequence of action or step goal, it is purpose of doing instruction.<sup>23</sup>



Based on the types of the text above, there are so many text in teaching language, each of text different characteristics and purpose. In this occasion, the researcher will be focus on the explanation text, because explanation text is a text to explain the process something, theory or culture phenomena. Meanwhile, the explanation text includes in the syllabus 2013 of the eleventh grade.

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<sup>23</sup>Otong Setiawan Djuhrie, *Ibid.*, p.154

## G. Concept of Explanation Text

According Law in Aning the explanation are written to explain how something occurs.<sup>24</sup> The purpose of an events is explained sequentially and with the time related information. According to Anderson, Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.<sup>25</sup> The explanation text type is often used to tell how and why thing (phenomena) occur in nature. Some examples of explanations are: how something occurs, why something happened, why things are alike or different, how to solve a problem, etc.

### 1. Generic structure of Explanation Text

Djuharie reveal that the structural of explanation text consist if general statement, a sequence of paragraph and closing.

#### a. General statement about the event or thing

In this part, introduce about the general explanation of natural phenomena to be discussed, the general statement always presented on the first paragraph of explanation text.

#### b. Sequence of paragraphs that tell the how's or why's

In this part, contains an explanation of the process of why such natural phenomena can occur or be created. The sequence of explanations may be how and why, in explanation may be more than one paragraph.

<sup>24</sup>Aning Sulistyaningsih, “*Improving The Students’ Writing Skill in Explanation Text by Using Guided Discovery Learning Method and Teacher’s Corrective Feedback*”, (Graduating Paper of IAIN Salatiga, 2017). p.20

<sup>25</sup>Mark Anderson, Kathy Anderson, *Text Type in English 2*, (South Yarra: Macmillan Education Australia PTY LTD, 1997), p. 81-82

c. Closing paragraph.

This is the last part of explanation text, closing contains restatement of the main idea on the first paragraph. It also called as a conclusion of the whole text.<sup>26</sup>

## **2. Language Features in an Explanation Text**

Language features are the characteristics of the text. Each genre has different language features. It determines what sort of the text recognized. The features are served in different ways. In short description, Djuharie states that significant language features of explanation text are as follows:

- a. Technical language.
- b. Words that show cause and effect.
- c. Using conjunction of time.
- d. Using passive voice.
- e. Using action verb.
- f. Using noun phrase.
- g. Using of the simple present tense.<sup>27</sup>

Based on the statement above, it can be concluded that an explanation text is a kind of text that highlights the researcher ideas about a certain case and aimed to explain the process something, theory or culture.

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<sup>26</sup>Otong Setiawan Djuharie, *Ibid*, p.155

<sup>27</sup>Otong Setiawan Djuharie, *Ibid*, p.156

## The Example of Explanation Text

### How Earthquakes Happen

Earthquake is one of the most destroying natural disasters. Unluckily it often happens in several regions. Recently a horrible earthquake has shaken West Sumatra. It has brought great damages. Why did it occur? Do you know how an earthquake happens?

General statement

Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves. It make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs.

Explanation  
How / Why

During the earthquake and afterward, the plates or blocks of rock start moving, and they continue to move until they get stuck again. The spot underground where the rock breaks is called the focus of the earthquake. The place right above the focus is called the epicenter of the earthquake.

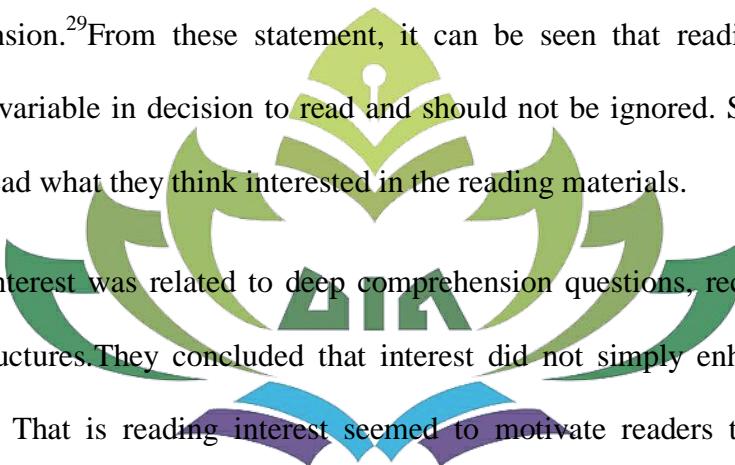
Closing

#### Explanation about the example:

- First paragraph is about the General Statement. Viewing from the text of course GSnya is an Earthquake happening.
- Second paragraph: Squenced of explanation is an explanation of how Earthquake can occur. An earthquake can occur essentially because of "underground rock suddenly breaks along a fault". Another explanation is about the chronology of how underground rock breaks along a fault.
- The third paragraph: the closing that explains that the earth plate shift continues to occur and explains that the point below the earth where the rock breaks is called the Focus of the eartquake and the place above that point is called the epicenter of earthquake

## H. Correlation between Reading Interest and Reading Comprehension

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.<sup>28</sup> The emperical 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 a good information. It is concern the effects of interest on reading performance. Snow includes engagement and motivation as variables unfluenced language comprehension.<sup>29</sup> From these statement, it can be seen that reading 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.



Reading interest was related to deep comprehension questions, recall of main idea, and to structures. They concluded that interest did not simply enhance the amount learning.<sup>30</sup> That is reading interest seemed to motivate readers to go beyond the surface sturucture 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 that subject.

From the explanation above, Interest has been definedas a motivational variable, as well as a physchological state that takes place during interaction between people and

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<sup>28</sup>Suzanne Hidi. *Interest, Reading, and learning: Theoretical and practical Consideration*, (Educational Pyschology Review, Vol. 13, No. 3, 2001), p. 195

<sup>29</sup>Snow, C.E (Eds), RAND Reading Study Group. *Reading for Understanding: Toward a research and development program in reading comprehension*. Arlington, VA:RAND, 2002, P.12

<sup>30</sup>Suzzane Hidi, *Ibid*, p.196

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.

### **I. Frame of Thinking**

Language is very important role in human life because language is a tool of communication. By using english people can conduct their activites and to communicate among them. Learning the language requires the students to improve the four skills of language, they are: listening, speaking, reading and writing. It is obvious that, 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.

From the literature review 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 it and give time to it. Thus, the researcher is interested in investigating the correlation between students' interest and their achievement in reading comprehension of second year students of SMA YP UNILA Bandar Lampung.

#### **J. 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 positive correlation between students' reading interest and their reading comprehension.

$H_0$ : There is no positive correlation between students' reading interest and their reading comprehension

## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. Research Design**

Research design is a plan or program made by researcher as the activity target is done.<sup>1</sup> This research is correlation research. There are several types of studies that may be classified as descriptive research design with the types of correlation study.

In this research, the researcher used correlation research. Correlation research is the relationship of two variables or more are studied without any attempt to influence them.<sup>2</sup> Correlation research is also sometimes referred to as from of descriptive research because it describes an existing relationship between two variables. So the research was only focused on whether there is correlation between students' reading interest and students reading comprehension.

When a correlation is found 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 possibilities they are: positive correlation and negative correlation, a 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, a negative correlation means high scores

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<sup>1</sup> Sugiyono, *Statistika Untuk Penelitian*, Bandung, Alfabeta, 2012, p.1

<sup>2</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*(7<sup>th</sup>Ed), (New York: McGraw-Hill, 2009), p. 328

on the one variable are associated with low scores on the one variable, and low score on the are associated with high score on the other.

The researcher was it by analyzing the data, which were taken from the test of students' reading interest and reading comprehension. Then, data (score) were gained from test were analyzed to see whether reading interest relates to their reading comprehension.

## B. Variable of the Research

According to Arikunto, a variable is the object of the research or what is the focal point of research.<sup>3</sup> In this research, there are two variables used to investigate namely: independent variable and dependent variable.

1. The Independent variable (X)

Independent variable is the students' reading interest.

2. The Dependent variable (Y)

The dependent variable is the students reading comprehension.

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<sup>3</sup>SuharsimiArikunto. *ProsedurPenelitianSuatuPendekatanPraktek*, (Jakarta: RenekaCipta, 2006), p.96

## C. Operational Definition of Variable

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 has an important role in a human beings especially in education. Learning process will go well if someone has an interest. The indicators of reading interest are: 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.

## D. Population, Sample and Sample Technique

### 1. Population

According to Arikunto a population is a set (or collecting) of all elements processing one or more attribute of interest.<sup>4</sup> The population of this research is the whole second

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<sup>4</sup>Suharsimi Arikunto, *Ibid*, p.96

grade students from eight classes of SMA YP UNILA BandarLampung. So, the population are 133 students.

The population can be seen in the table below:

**Table 1  
Population of the Research**

Classes	Classification		Total of students
	Male	Female	
XI IPS 1	19	15	34
XI IPS 2	17	17	34
XI IPS 3	19	16	35
XI IPS 4	15	15	30
Total			133

Source: SMA YP UNILA BandarLampung

## 2. Sample

Sample is a part of the number and characteristics possessed by the population.<sup>5</sup> From the population above the research was took one class as sample of the research. There are 30 students as the sample of the research. The sample of the research was taken from XI IPS 4 class.

## 3. Sampling Technique

In getting the sample from population, the researcher was used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or cluster, of subject rather than individuals is known as cluster random sampling.<sup>6</sup> The name of each class was written in small piece of paper, and then the paper will roll and put in a box.

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<sup>5</sup>Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2009), p.81

<sup>6</sup>Jack R. Fraenkel and Norman E. Wallen,*Ibid*, p.95

After that, the box would shake, and then the researcher was took a piece of the roll papers and chose the written class as a sample of the research. Finally the paper was XI IPS 4, so the sample was XI IPS 4.

## **E. Data Collecting Technique**

In order to know the students' reading interest and their reading comprehension in explanation text, the researcher used the following test:

### **1. Questionnaires**

Questionnaire is data collection technique done by giving set of questionnaire written statement to the respondent answer.<sup>7</sup> The researcher distributes the questionnaire to the sample in order to get the information about the students reading interest and reading comprehension on explanation text in learning English. The data were collected in the form of a set of Likert Scale questionnaire and then given to the respondents directly to be filled. Respondent chooses response category of (SS), (ST), (RG), (TS), (STS) to provide a cross (✓) on the answer if it is fitting. The category of Likert scale, the equals to quantitative values 5, 4, 3, 2, 1, for a positive statement. The questionnaire is in Indonesian Language.

### **2. Reading Comprehension test**

In order to investigate the students reading comprehension in learning English, the researcher distribute the reading test in order to get the students' score. The test consists 40 items with four alternative answers (a, b, c, d and e). The researcher

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<sup>7</sup>Sugiono , *Op. Cit*, p. 199

was used this type because this type is easier to know the students reading comprehension.

## **F. Instrument of the Research**

An instrument is a tool for measuring, observing, or documenting data.<sup>8</sup> It contains specific questions and response possibilities that were established or developed in advance of the study. The researcher used test as instruments to collect the data. There were two kinds of tests used by the researcher. Those are reading interest consists to 20 statements and reading comprehension in explanation text consists to 40 items in about 90 minutes.

### **1. Students' Reading Interest Questionnaire**

The questionnaire used based on the theory about interest from Frymeir in Crawley and Mountain. There are identified six factors:

1. Previous experience
2. Self Concept
3. Value
4. Understandable Subject
5. The Level of Pressure Involvement
6. The Complex of Subject Material.<sup>9</sup>

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<sup>8</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4<sup>th</sup> Ed). (New York: Pearson Education, 2012), p.338

<sup>9</sup>Crawley, S.J, & Mountain, L, *Strategies for Guiding Content Reading*, (Boston: Allyn and Bacon, 1995), p.12

Questionnaire was valid if the item questionnaire was able to express something that was aimed to measured. Students were asked to rate their reading interest. The description of this instrument can be stated as follow:

**Table 2**  
**Specification Reading Interest Questionnaire Before Validity Test**

<b>No</b>	<b>Aspect</b>	<b>Indicator</b>	<b>Item Number</b>	
			<b>Even</b>	<b>Odd</b>
1	Previous Experience	Students can develop something have been experienced	14	11,15
2	Self Concept	Something useful and help to increase students interest	2,4	3,13
3	Values	Students interest can increase if presented by an authoritative people	20	9,19
4	Understandable Subject	Students are more interested in information that is easy to understand	6,10	7
5	The Level of Pressure Involement	To increase students interest, they have some rate options and less pressure	16,18	1,5
6	The Complexity of Subject Material	If students better in intellectually and psychologically, more interested in something complex	8,12	17
Total			10	10
			20	

There 20 statements in try-out, in this result of try-out of students' reading interest questionnaire, the researcher determined the validity and reliability coefficient of the questionnaire. The number 10 and 13 were selected to removed because the

statements not valid. Thus, the statement on post-test were 18 statements that administered to the sample of the research.

**Table 3**  
**Specification Reading Interest Questionnaire After Validity Test**

<b>No</b>	<b>Aspect</b>	<b>Indicator</b>	<b>Item Number</b>	
			<b>Even</b>	<b>Odd</b>
1	Previous Experience	Students can develop something have been experienced	10,12	13
2	Self Concept	Something useful and help to increase students interest	2,4	3
3	Values	Students interest can increase if presented by an authoritative people	18	9,17
4	Understandable Subject	Students are more interested in information that is easy to understand	6	7
5	The Level of Pressure Involement	To increase students interest, they have some rate options and less pressure	14,16	1,5
6	The Complexity of Subject Material	If students better in intellectually and psychologically, more interested in something complex	8,	11,15
Total			9	9
			18	

## **2. Reading Comprehension Test**

After the questionnaires, the researcher gave the test about explanation text in reading comprehension test in order to get the students' score, which the kind of the test is a multiple choice. Based language assessment theory by Brown, especially in reading,

there are some criteria that were commonly used in measured students reading comprehension. They are:

- a. Main idea (topic)
- b. Expressoion/idiom/phrases
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specially stated detail)
- f. Excluding facts not written (unstated detail)
- g. Supporting ideas.
- h. Vocabulary in context<sup>10</sup>

The researcher prepared the instrument in the form of multiple choice questions. The specification of test as follows:

**Table 4**  
**Specification Reading Comprehension Before Validity Test**

<b>No</b>	<b>Aspect</b>	<b>Indicator</b>	<b>Item number</b>	
			<b>Even</b>	<b>Odd</b>
1	Main Idea/ topic sentence	Students can find the main idea of the passage	6,16,26 ,36	13,33
2	Expression/idiom/phrases in context	Students can find idiom/phrases in context	14,20	-
3	Inference (implied detail)	Students can find what is inferred in the passage	8	7,19,25, 37
4	Grammatical Features	Students can match between the pronoun and what or who it stands for	28,32, 40	5,31
5	Detail (scanning for a	Students can scan for a	10,12	9,17,29,3

<sup>10</sup>H. Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Fransisco State University: Longman, 1994), p.26

	specifically stated detail)	specifically stated detail		5
6	Excluding facts not written (unstated details)	Students can scan for unstated detail	4,34	1,11,21, 39
7	Supporting idea	Students can find the supporting idea to support the main idea	22,18,24	3,27
8	Vocabulary in context	Students can guess the meaning of difficult vocabularies from context provided	2,30,38	15,23
Total			20	20
				40

Based on the table, there were 40 items questions before the try-out test in instrument, after the researcher determined the validity and reliability coefficient of the try-out, it could be seen that 15 items were dropped, such as item number 1,4,5,10,12,14,22,23,24,27,29,32,33,36, and 37. It found that 25 items were good and administered for the reading comprehension in explanation text test. On the other hand was dropped item because those items did not valid and difficulty for the students. So, there were 25 items that administered to the sample of the research.

**Table 5**  
**Specification Reading Comprehension After Validity Test**

<b>No</b>	<b>Aspect</b>	<b>Indicator</b>	<b>Item number</b>	
			<b>Even</b>	<b>Odd</b>
1	Main Idea/ topic sentence	Students can find the main idea of the passage	8,10	3,17
2	Expression/idiom/phrases in context	Students can find idiom/phrases in context	14	-
3	Inference (implied detail)	Students can find what is inferred in the passage	6,16	5,13
4	Grammatical Features	Students can match between the pronoun and what or who it stands for	4,18,20	25
5	Detail (scanning for a specifically stated detail)	Students can scan for a specifically stated detail	22	11

6	Excluding facts not written (unstated details)	Students can scan for unstated detail	24	7,15,21
7	Supporting idea	Students can find the supporting idea to support the main idea	2,12	-
8	Vocabulary in context	Students can guess the meaning of difficult vocabularies from context provided	-	1,9,19,23
Total			12	13
				25

## G. Scoring Procedure

The researcher used formula to get the score of the students work. The idea high score is 100. The score of try-out and post-test calculated by using formula<sup>11</sup>:

$$S = \frac{r}{n} \times 100$$

Note :

S = The score of the test

r = The total of the right answer

n = The total item

## H. Validity Test

According to Arikunto, validity is measurement which shows the level of validity or the real of the instrument. A valid instrument has a high validity. On the otherhand,

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<sup>11</sup>SuharsimiArikunto, *Op.Cit*, p.271

the instrument which is lack of goodness has low validity.<sup>12</sup> An instrument can be called valid when it can measure what is wanted. In other words, an instrument can be called valid if it can show the data of variables researched correctly. To measure whether the test has good validity, the researcher used content validity and construct validity.

## **1. Content Validity**

Content validity is type of evidence in which the content of the test is judged to be representative of a large domain of contain. Based on the standard of content school. Based on curriculum, reading is taught in the eleventh grade of senior high school. To get the content validity, the test must be adapted with the students book. The test was suited with the material taught to the students.

## **2. Construct Validity**

According to Setiyadi, Construct validity is use to measure perception, language behavior, motivation, even the language ability.<sup>13</sup> In this session the researcher was consult to the English teacher of SMA YP Unila Bandar Lampung to make sure the validity of the instruments were valid. The researcher focus on the kind of the test that was used to measure the ability. In other words, the test could measure learning achievement and measure the effectiveness of programs and teaching purposes in the school based on curriculum.

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<sup>12</sup>Suharsimi Arikunto, *Op.Cit*, p.168

<sup>13</sup>Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu 2006), p.26

### 3. Internal Validity

The researcher was gave some questions to know valid or not the questions that was gave the students. The internal validity was used to measure the validity of the test internal. In this case, the researcher was used *Pearson Product Moment* and helped by microsoft excel 2010, which measures the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}}$$

Notes:

$r_{xy}$  : Coefficient of reliability between odd and even numbers items

$\sum xy$  : score of odd even number

$\sum x^2$  : score of even number items

$\sum y^2$  : the sum of y score

Y : even number

X : odd number

N : the number of students in sample

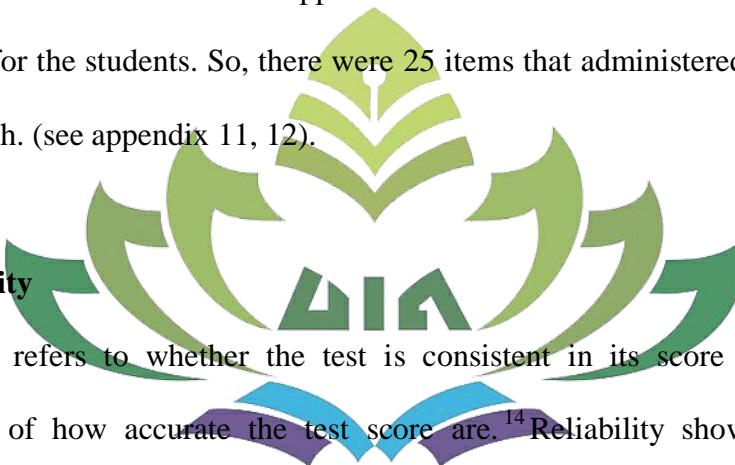
$\sum xy$  : total score of ood and even number

There were 20 statements in try-out, in this result of try-out of students' reading interest questionnaire, the researcher determined the validity of the questionnaire. The number 10 and 13 were selected to removed because the statements not valid.

Thus, the statement on post-test were 18 statements that administered to the sample of the research. (see appendix 11, 12).

There were 40 items in the try-out, after the researcher determined the validity and reliability coefficient of the try-out, it could be seen that 15 items were dropped, such as item number 1,4,5,10,12,14,22,23,24,27,29,32,33,36, and 37. It found that 25 items were good and administered for the reading comprehension in explanation text test. On the other hand was dropped item because those items did not valid and difficulty for the students. So, there were 25 items that administered to the sample of the research. (see appendix 11, 12).

### I. Reliability



Reliability refers to whether the test is consistent in its score and gives us an indication of how accurate the test score are.<sup>14</sup> Reliability shows the degree of mainstays about something. Reliability means the data can be believed, so it can be relied on.

To know the reliability of test, the researcher used the following steps:

1. Gave try-out and post-test items to students out of sample
2. Collect the result and analyze it.
3. Analyze the difference between the try-out and post-test result.

A test is called reliable if the score gained by examiners is constant whenever and

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<sup>14</sup>Shohmay, E, *Affective considerations in Language Testing*, (Modern Language Journal, 1985), p.70

by whomever the test is conducted. A test would be a good parameter if the test is suitable or constant.

After getting the reliability of the half test, the researcher was used *Alfa Cronbach* and helped by microsoft excel 2010. This formula was used to determine the reliability of the whole test. This formula as follow:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_{12}} \right]$$

Notes:

$r_{11}$  = reliability all items  
 k = total item  
 $\sum \sigma_b^2$  = number of varians  
 $\sigma_{12}$  = varians total

The criteria of coefficient correlation are:

- 0.00 - 0.19 = very low
- 0.20 - 0.39 = low
- 0.40 - 0.59 = average
- 0.60 - 0.79 = high
- 0.80 - 1.00 = very high.<sup>15</sup>

From the data gained, the reliability of reading interest test was 0,823, it was known that the reliability test was very high reliability since the score of reliability on 0.80 – 1.00. While the reliability of students reading comprehension was 0,571. It was known that the reliability test was avarage reliability since the score of reliability test on 0.40 – 0.59. (see appendix 11, 12)

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<sup>15</sup>Hatch, E., & Farhady, *The Practice of English Language Teaching*, (Cambridge: Newbury House Publisher, 1982), p.122

## J. The Research Procedures

In doing the research, , the research was held at the second class of SMA YP UNILA Bandar Lampung in academic year of 2018/2019. the researcher used the procedure of the research as follows:

1. Select the subject of the research. The researcher used the Eleventh grade of SMA YP Unila Bandar Lampung as of the subject of the research.
2. Ask the permission to the school. The researcher gave the latter of doing the research from the university to the school to ask the permission in doing the research.
3. Administer the test, the researcher administered the tests of both students reading interest and students reading comprehension in explanation text.
4. Collect the data. After the researcher administered the test, she collected the answer sheet from the subject and used it as the main idea.
5. Analyze the data. The researcher analyzed the data used data analysis procedure.
6. Make conclusion. The researcher made conclusion of the result in doing research.
7. Report the result of the research. The researcher reported the result of the result in the form of a script.

## K. The Data Analysis

To analyze the data, the researcher was used parametric statistics. In parametric statistics, there are two assumption which must be fulfilled, they were normality test and homogeneity test.

### 1. Fulfillment of the Assumptions

Parametric statistical significances tests, such as analysis of variance and least squares regression, were widely used by researchers in many diciplines, include statistics parametric test to produce accurate results, the assumption underlying them such as normality test and linearity test must be statisfied.

#### a. Normality Test

To measure the normality test, the researcher used the *kolmogorov-smirnovtest* as follow.<sup>16</sup>

$H_1$ : Data come from normally distributed populations

$H_0$  : Data come from a population not normally distributed

Test statistics will use:

$$D = \max | f_0(x_i) - s_n(x_i); i = 1, 2, 3 \dots$$

Where:

$f_0(x_i)$  = the relative cumulative frequency distribution function of the theoretical distribution under conditions  $H_0$

$s_n(x_i)$ = cumulative frequency distribution of observations

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<sup>16</sup>Sugiyono, *Ibid*, p.154

How to compare the value of D to the value of D on the table Kolmogorov Smirnov with a real level then the rules of decision making in this test are:

If  $D_{max} \leq D_{table}$  then accept  $H_1$

If  $D_{max} > D_{table}$  then reject  $H_1$

Decisions can also be taken on the basis of Kolmogorov Smirnov Z, if  $KSZ \leq Z$  then accept  $H_0$ , and vice versa. Calculation used computer software decisions on proposed hypotheses can use significant values (Asymp significance). If the significance value is less than the value then reject  $H_0$ , and vice versa.

### b. Homogeneity Test

This test is intended to test whether the variance of the data is equal or not. The formula is:

$$F = \frac{S_1^2}{S_2^2} \text{ Where } S^2 = \frac{N\sum X^2 - (\sum X)^2}{n(n-1)}$$

$S_1^2$  : the larger variance

$S_2^2$  : the smaller variance.<sup>17</sup>

The hypotheses for homogeneity test are formulated as follows:

$H_0$  : Data have the homogeneous variances

$H_a$  : Data have not homogeneous variances

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<sup>17</sup>Sudjana, *Ibid*, p.249

The criteria are:

$H_0$  is accepted if  $F_{\text{Observed}}$  is lower than or equal to  $F_{\text{Critical}}$  means the variance of the data is homogeneous.

$H_a$  is rejected if  $F_{\text{Observed}}$  is higher than  $F_{\text{Critical}}$  means the variance of the data is heterogeneous.

## 2. Hypothetical Test

To measure the hypothesis, the researcher used descriptive quantitative analysis and the data was correlate them by used Serial Correlationin order to investigate whether any correlation or not, the formula as follow:

$$r_{\text{ser}} = \frac{\sum [(O_r - O_t)(M)]}{SD_{\text{tot}} \sqrt{\sum \left[ \frac{(O_r - O_t)^2}{P} \right]}}$$

Notes:

$r_{\text{ser}}$  = Serial correlation coefficient

$O_r$  = Lower ordinate

$O_t$  = Higher ordinate

$M$  = Mean

$SD_{\text{tot}}$  = Total standard deviation

$P$  = Population.<sup>18</sup>

To know the positive correlation between the students' reading interest and their reading comprehension, the researcher was used diagram of correlation.

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<sup>18</sup>Sudijono Anas, *Pengantar Statistik Pendidikan*, (Jakarta: Grafindo Persada), 1997, p.204

A very low ranges from 0.00 to 0.199

A low ranges from 0.20 to 0.399

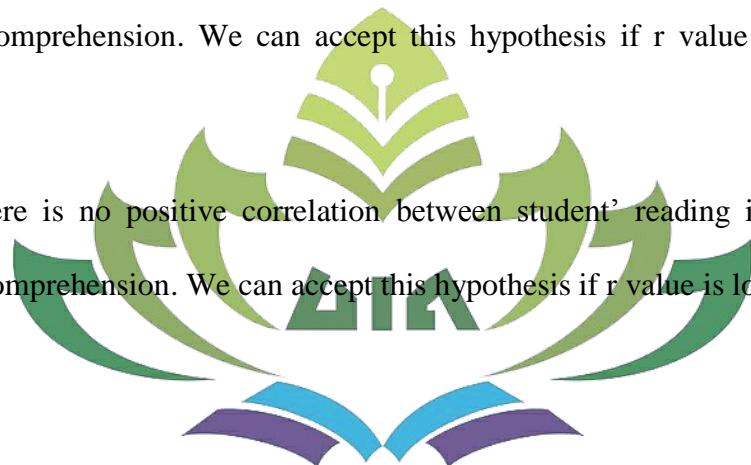
An average ranges from 0.40 to 0.599

A high ranges from 0.60 to 0.799

A very highranges from 0.800 to 1.00.<sup>19</sup>

$H_a$ : There is a positive correlation between student' reading interest and their reading comprehension. We can accept this hypothesis if r value is higher than r table.

$H_0$ : There is no positive correlation between student' reading interest and their reading comprehension. We can accept this hypothesis if r value is lower than r table.



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<sup>19</sup>Sugiyono, *Statistik untuk Penelitian*, 17<sup>th</sup> Edition, (Bandung: Alfabeta, 2010), p.231

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. General Description of the Research Place**

SMA YP Unila Bandar Lampung is a senior high school in Lampung which is located on Jendral Suprapto street number 88, SMA YP Unila Bandar Lampung was built in 1981. The principal SMA YP Unila Bandar Lampung seeks to imporve the quality of teaching and learning so as to achieve maximum performance. SMA YP Unila Bandar Lampung had 80 teachers and staff, all the teachers graduated from bachelor degree. there were 1180 students in SMA YP Unila Bandar Lampung. They were divided into two majors, IPA and IPS. There were 1180 consisting of 602 male and 578 female.

#### **B. Research Procedure**

The research was conducted on August until September 2018. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted through the following steps:

1. Determined the subject of research, namely the students at the first semester of the Eleventh grade of SMA YP Unila Bandar Lampung.
2. Designed the test which were the questionnaire and reading test.
3. Determined the sample of research by using cluster random sampling.
4. Held the Try-Out in order to know the validity and reliability of the test.
5. Analyzed the data and calculate the validity and realiabiliy of the test.

6. Held the Post-Test to know the students score.
7. Analyzed the data gotten through Post-Test. The data were analyzed by using excel formula.
8. Tested the hypothesis and made the conclusion.
9. Reported the result of the research.

### C. Research Variable Data

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is students' reading interest and dependent variable (Y) is students reading comprehension in explanation text.

#### 1. Students' Reading Interest

In this research, the data for measuring the students' reading interest was gained by using questionnaire. This questionnaire consisted 18 statements of question related to the students' reading interest. The data was gained from 30 students as the sample of the research. The result can be describe in the table as follows:

**Table 6**  
**The Result of Questionnaire about Students' Reading Interest**

No	Respondent	Students' Reading Interest Score
1	QAA	75
2	APR	78
3	MHWS	69
4	DNS	76
5	CMZ	75
6	KNMR	68
7	RS	76
8	TBP	70
9	ARA	72
10	AR	72
11	MK	76
12	BS	78
13	HRA	68
14	MR	75

15	OSP	72
16	DAP	70
17	RSU	73
18	NNR	78
19	LRS	71
20	VH	67
21	IP	75
22	FK	70
23	AR	68
24	ADR	78
25	MAH	72
26	RJA	68
27	RAP	70
28	DYD	73
29	AFW	75
30	SAO	78

From the data above it can be seen that the highest score of students' reading interest is 78, and the lowest score is 67. While the classes of criteria they are, high, middle, low in the class interval of Students' Reading Interest.

$$I = 78 - 67$$

3

$$I = \frac{11}{3} = 3,66$$

3

**Table 7**  
**The Distribution Frequency of Students' Reading Interest**

No	Class Interval	Category	Frequency	%
1	75-78	High	13	43,4
2	71-74	Middle	7	23,3
3	67-70	Low	10	33,3
			30	100%

From the table above, it can be described as follows:

- There are 13 students got high score from 30 students.
- There are 7 students got the middle score from 30 students.
- There are 10 students got the low score from 30 students.

## 2. Students' Reading Comprehension

In this research, the data for measuring the students' reading interest was gained by using questionnaire. This questionnaire consisted 25 items of question related to the students' reading comprehension. The data was gained from 30 students as the sample of the research. The result can be describe in the table as follows:

**Table 8**  
**The Result of Questionnaire about Students Reading Comprehension**

No	Respondent	Students' Reading Comprehension Score
1	QAA	84
2	APR	80
3	MHWS	76
4	DNS	84
5	CMZ	88
6	KNMR	80
7	RS	88
8	TBP	76
9	ARA	84
10	AR	80
11	MK	76
12	BS	88
13	HRA	84

14	MR	84
15	OSP	84
16	DAP	80
17	RSU	88
18	NNR	92
19	LRS	84
20	VH	72
21	IP	80
22	FK	84
23	AR	88
24	ADR	84
25	MAH	84
26	RJA	80
27	RAP	80
28	DYD	84
29	AFW	80
30	SAO	88

From the data above it can be seen that the highest score of students reading comprehension is 92, and the lowest score is 72. While the classes of criteria used for classify the score are as follows:

81 – 100 = very good

61 – 80 = good

41 – 60 = poor

21 – 40 = very poor

0 – 20 = extremely poor

From the criteria above, the category of students' reading comprehension can be described as follows:

- There are 18 students got very good score from 30 students.
- There are 12 students got the good score from 30 students.
- There is 0 student got the poor score from 30 students.

- There is 0 student got the very poor score from 30 students.
- There is 0 student got very extremely poor score from 30 students.

#### **D. The Result of Data Analysis**

The researcher was aim to know whether there was any correlation between students reading interest and reading comprehension in explanation text. The researcher conducted of the first semester of the eleventh grade of SMA YP Unila Bandar Lampung. The number of population was 133 students of the first semester. One class as sample of the research which consist 30 students. In the case, the researcher used cluster random sampling when choosing the sample. The post-test was conducted on 16<sup>th</sup>, August, 2018.

##### **1. Normality Test**

The normality test was used to measure whether the data in the questionnaire and reading test were normally distributed or not. The score of normality test of students' reading interest and their reading comprehension by using kolmogorov-smirnov. The data came from normality if  $D_{max} \leq D_{Table}$ . The result of normality test are from the reading interest is  $D_{max} (0,12143) \leq D_{table}$  (0,248301). Reading comprehension in explanation text is  $D_{max} (0,16027) \leq D_{table}$  (0,248301). (see appendix 13).

##### **2. Homogeneity Test**

From the data gained, the homogeneity test of the students' reading interest test is 12,705 and students reading comprehension is 20,63. The result above is to be consulted to Fisher table, it is found that  $F_{observed}$  is 1,58 and  $F_{critical}$  of 0,05 (29,29)

= 1,85. (see appendix 14), the data came from homogeneous data provided  $F_{\text{observed}} < F_{\text{critical}}$ . Finally it concluded that the data came from homogeneous data.

### 3. Hypothetical Test

After applying the test method, the researcher analyzed the data by using correlation serial test in order to prove whether there is correlation between student' reading interest and reading comprehension in explanation text in the Eleventh Grade of SMA YP Unila Bandar Lampung. The resume of serial correlation can be described as follow:

$$\begin{aligned}\sum [(Or - Ot)(M)] &= 1,5792684 \\ SD_{\text{tot}} &= 3,4998571399 \\ \sum \left[ \frac{(Or - Ot)^2}{p} \right] &= 0,7561371467\end{aligned}$$

Then, calculate with formula correlation serial:

$$r_{\text{ser}} = \frac{\sum [(Or - Ot)(M)]}{SD_{\text{tot}} \sum \left[ \frac{(Or - Ot)^2}{p} \right]}$$

$$r_{\text{ser}} = \frac{1,5792684}{3,4998571399 \cdot 0,7561371467}$$

$$r_{\text{ser}} = \frac{1,5792684}{2,6463719916}$$

$$r_{\text{ser}} = 0,59$$

the result of correlation serial is 0,59 (see appendix 15). To interpret the serial correlation index value above, the researcher used serial correlation as follow:

0.0 to 0.199 is very low ranges

0.20 to 0.399 is low ranges

0.40 to 0.599 is an average ranges

0.60 to 0.799 is high ranges

0.800 to 1.00 is very high ranges.<sup>1</sup>

$H_a$ : There is a positive correlation between student' reading interest and their reading comprehension.

$H_0$ : There is no positive correlation between student' reading interest and their reading comprehension.

Based on the result of computation of correlation serial test, it showed that  $r_{\text{observed}}$  was higher than  $r_{\text{critical}}$ , that is  $0,59 > 0,37$ . It means  $H_a$  was accepted. And it also can be stated that this correlation is the criteria of an average correlation and significant. Therefore, based on the result of hypothesis test, it can be concluded that there is correlation between students' reading interest and reading comprehension at the first semester of the eleventh grade of SMA YP Unila Bandar Lampung in academic year of 2018/2019.

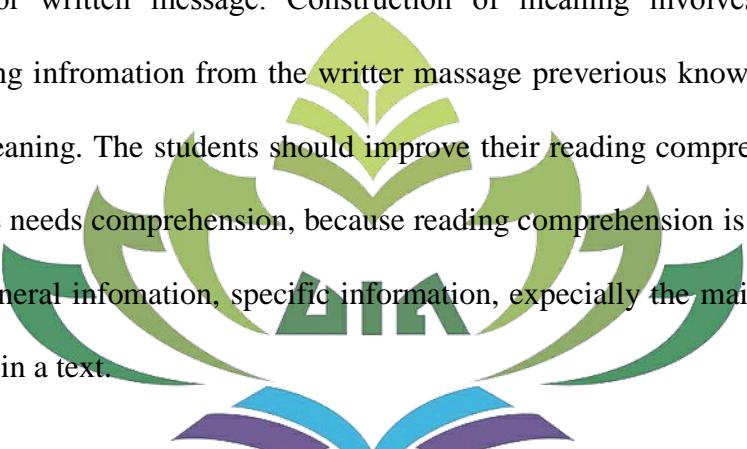
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<sup>1</sup>Sugiyono, *Statistik Untuk Penelitian*, 17<sup>th</sup> Edition, (Bandung: Alfabeta, 2010), p.231

## E. Discussion

The result of the data analysis shows that there is a significant correlation between students' reading interest and reading comprehension of SMA YP Unila Bandar Lampung. 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.

As describe in the preverious chapter, reading is the construction of meaning from printed or written message. Construction of meaning involves the reader's connecting infromation from the writter massage preverious knowledge to arrive at the meaning. The students should improve their reading comprehension which of course needs comprehension, because reading comprehension is important skill to get general infomation, specific information, expecially the main idea or topic sentence in a text.



Reading interest plays important role in increasing students' 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 to achieve the maximum learning achievement.

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

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on decription in chapter IV, it is concluded that  $r_{\text{observed}}$  was higher than  $r_{\text{critical}}$ , that is  $0,59 > 0,37$ . This score proves that hypothesis null ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is consequently accepted. It means that the researcher assumption is true that is to say: there is correlation between students' reading interest and students reading comprehension of SMA YP Unila Bandar Lampung in academic year of 2018/2019.

Besides, the result of the test also shows that the correlation between students' reading interest and students reading comprehension of SMA YP Unila Bandar Lampung is in the category is enough correlation. It means that the students' reading interest has important role especially in increasing students reading comprehension. Therefore, the students should focus in improving students' reading interest in order to increase the students reading comprehension optimally.

#### **B. The Suggestion**

In this case the researcher would like to give some suggestion of thus research, they are:

##### **a. Suggestion for the Students**

1. The students should read more English literary book to enrich their ability in English,

2. The students should pay attention to the English teacher when she/he explain the lesson in the classroom.
3. The students must start to use English in their communication.

**b. Suggestion for the Teacher**

1. It is suggested to English teacher focus on increasing students' reading interest.
2. It is suggested to English teacher to provide more materials in improving the students' reading comprehension

**c. Suggestion for the School**

1. The school should provide some more English books to be read by students, so they can increase their interest in reading.
2. The school should provide another facility for students to practice their English competency (Multimedia, Tape Recorder, and LCD)

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