

THE CORRELATION BETWEEN INTEREST AND READING ACHIEVEMENT ON NARRATIVE TEXT OF THE FIRST GRADE STUDENTS OF SMAN 1 SALIMPAUNG KABUPATEN TANAH DATAR

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ABSTRACT

This research was aimed to know “ is there a significant correlation between interest and reading achievement of the first grade students of SMAN 1 Salimpaung Kabupaten Tanah Datar. The purpose of this research was to study the correlation between interest and reading achievement. In this research, the population was the first grade students of SMAN 1 Salimpaung Kabupaten Tanah Datar. The researcher used cluster random sampling technique to get representative sample. The instrumentation used to get the data were questionnaire and reading test. Before the researcher gave questionnaire and reading test to the sample, it was tried out in advance. To know the reliability of the test, the writer used Split-Half method and Pearson Product Moment Formula. After that, the result of correlation coefficient was analyzed by using Spearman-Brown Formula. It was found that the reliability of the questionnaire was 0.65 and the reliability of reading test was 0.94. The result of this study showed that there was a significant correlation between interest and reading achievement. It was prove that the value of r between interest and reading achievement was 0.45 and t-counted was higher than t-table . The teachers are suggests to employ more interactive techniques of teaching reading, and use more communicative teaching media in order to make students interested in the teaching learning process. To the students, the researcher suggests to learn more to improve their interest in reading.

Key words : Correlation, interest, reading, achievement, narrative text.

Introduction

In learning English, there are four skills that should be possessed by the learners. They are listening, speaking, reading, and writing. In addition, language learners are also required to master such language components as vocabulary, pronunciation, and grammar. Among the four basic skills, reading skill is regarded as

an important that should be mastered as well as possible.

Nowadays, reading is required in various aspects of our life, for example, education, business, politics, science, technology, and culture. In educational aspects, possessing reading skills has become one of requirements for getting successful in learning. In short, it is a must

for students to possess reading skill to get a good achievement.

Reading is a mental process. Reading process begins or occurs when someone looks into a written text and starts to absorb the information from the written linguistic message. In Longman Dictionary of Applied Linguistic, reading is said as perceive a written text in order to understand its contents. This can be done silently (silent reading), and it is called reading comprehension. Besides it is also said as saying out a written text aloud (oral reading), and can be done with or without understanding of the content."

Other definition elaborated by Collins English Learner's Dictionary is that reading is an act of looking at and understanding point. This is true because reading entails the use of vision to understand several words in a sentence and make them meaningful. Same goes to each sentence in order to understand the entire text.

According to William in www.ukessays.com (1984), reading is a process whereby one looks at and understands what has been written, and Ariffin (1992:1) defines reading as a highly personal activity that is mainly done silently alone. There is a clear understanding that reading is something related to the activity of acquiring

information and it is done either silently or aloud.

Reading is not an easy task. There are some problems faced by readers in reading a text. They can deal with the use of strategies, prior knowledge, lack of reading engagement and other factor like eye movement problem. But the most important thing is the students interest in learning to read. Interest means that, when we do something or choose something because of interest, it is possible to success rather than we do not have interest on it. The role of interest in reading is to make the readers pay attention to the reading text. Because, a high interest can make someone wants to read the text and it also gives them motivation to do something that they never did before.

Yohannes (2010) states that there are some characteristics, which can distinguish a student who has interest in a subject. They are: (1) have a complete material's note, (2) always do the task gladly, (3) put a greater emphasis on learning activities, (4) always have time to study, (5) want to ask when less clear, (6) not easy to disturb others when studying, (7) easy to concentrate in study, (8) like to find the material from other media, book, searching internet, asking teacher or friends, etc, and (9) learning achievement will be better.

In English learning, there are many kinds of texts. One of them is narrative text. Narrative text deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. According to Wikipedia (2013), The narrative text short story is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text.

One of factors that influences students' achievement in reading is their interest to read. Interest indicates how readers give more attention to a reading task, how they are interested to understand reading text. By having students interest in reading, the readers will achieve what they want to get through reading.

The scientists have certain opinion that effective way to build students interest on a new subject is by using their interest that have been ever. Based on Rosenshine and Furst (1973) , stated that interest constitutes a special attention to certain things, which produce with desire based on aptitude and environment. Interest is a tight stimulus for someone to do everything to reach his/her destination and hope that

being desire. Furthermore Endriani (2011) states that, the indicators of interest in learning are divided into five: (1) diligent in study, (2) persistence in learning, (3) neat in doing, (4) have a study schedule, and (5) discipline in learning.

At the first grade students at senior high school, there are many kinds of text that they have learned such as narrative, descriptive, recount, procedure, and news item text. Narrative text is a text to amuse, entertain and deal with actual or vicarious experience in different ways, descriptive text is to describe a particular person/ thing, recount text is to tell the reader what happened in the past, procedure text is to help the reader to task or make something, and news item is to confirm the reader or listener about events of the day which are considered news worthy or important (Sudarwati,2007) .

In line with the hypothesis of this research as previously stated, the purpose of this research was to prove out whether there is a significant correlation between interest and reading achievement. In other words, this study was aimed to answer the formulation of problem as stated previously.

Research Design

The design of this research was correlational research. According to Gay (1987:229) , a correlational research

involves collecting data in order to determine whether, and to what degree a relationship exists between two or more quantifiable variables. In this research, the researcher tried to find out the degree of relationship between interest and reading achievement of the first grade students of SMAN 1 Salimpaung Kabupaten Tanah Datar.

There were two kinds of variables in this research. The first variable was the students' interest in learning to read and it was considered as independent variable (variable X). The second variable was their reading achievement or comprehension in reading texts, it was considered as dependent variable (variable Y).

Population is the group of interest to the researcher or, the group to which she or he would like the results of the study to be generalizable (Gay, 1987 :102). The population of this research was the first year students of SMAN 1 Salimpaung Kabupaten Tanah Datar. The number of the population was 183 students.

Due to the large number of population of this study, the researcher used sample. Sampling is the process of selecting a number of population for a study in such a way that the individuals represent the large group from which they are selected (Gay, 1987:101).

In this research, the researcher used cluster random sampling technique

because the members of population were distributed in group or classes. According to Gay (1987: 110) , cluster random sampling is a sampling technique in which groups, not individuals, are randomly selected.

To collect the data of this research, the researcher used questionnaire to know about the students' interest in learning to read, and reading test to know the students' achievement in reading. The questionnaire of interest was used to know the students' interest in learning to read. It consisted of 20 items concerning with the students' interest in learning to read. It is developed by some indicators by Murlan (2010) ; motivation in learning to read, enthusiasm in learning to read, attention toward the reading material, and expectation of learning to read. The researcher allocated 45 minutes for the students to do the questionnaire.

The second instrument was reading test and it was used to collect the data on students' reading comprehension. The form of the test that researcher used was multiple choice. The test consisted of 20 items and the time allocation was 60 minutes. There are five texts that the students have learned they were narrative, descriptive, recount, procedure, and news item text. For this research, the researcher use narrative text to collect the data.

Before giving the real test, the researcher tried them out to the students out of sample. This try out was aimed to find out whether or not the students understood what they did with the test and whether the time allocation was enough or not, as well as to find out the reliability of the test.

To see the reliability of the test, the researcher used split half method. This method divides the items of the test into odd group and even group. To calculate the coefficient correlation between the scores of odd and even items, the researcher used Pearson Product Moment formula as the following (Arikunto, 2006: 72)

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

Then, the result of correlation was analyzed by using Spearman-Brown formula (Arikunto, 2006), to know the reliability coefficient of the whole test:

$$r_{ii} = \frac{2r_{xy}}{1+r_{xy}}$$

The result of try out demonstrated that the reliability index of the reading test 0.94 and it was categorized as very high correlation.

To have a good item test, the researcher did item analysis. The item difficulty was analyzed by using the following formula (Arikunto, 2006: 208)

$$P = \frac{B}{JS}$$

Then, the item discrimination was analyzed by dividing the students into high and low group. Because the number of sample was quite small, the researcher separated the half above became high group sample and half below became low group. The researcher used the following formula (Arikunto, 2006 :213) :

$$D = \frac{BA}{JA} - \frac{BB}{BJ}$$

For gathering data, the researcher used two instruments: questionnaire of interest and reading test. Questionnaire is the list of statement given to the students. The purpose of this way was to know how far the students' interest to learn to read. The researcher did not give a limit for the respondents, but she gave the choice for each statement. In short, the statements used in this study was closed ones. It means that the respondents just chose available options (Arikunto, 1992: 125).

The data from questionnaire were collected based on following steps:

1. The researcher read students' response one by one and gave score based on Tuckman's opinion as follows.

For positive statement	For negative statement
Always = 5	Always = 1
Often = 4	Often = 2
Sometimes = 3	Sometimes = 3
Rarely = 2	Rarely = 4
Never = 1	Never = 5

2. The researcher would count total score.

Reading test is the list of question given to the students and the form of the reading test is multiple choice. The purpose of this way was to know the students achievement in comprehending reading text.

Data from reading test were collected based on following steps:

1. The researcher read the students' answer sheet one by one.
2. The researcher gave score 1 for the correct answer and 0 for the wrong answer.
3. The researcher counted the total score for each student.

To analyze the data, the researcher followed the following steps:

1. Presenting the raw scores of interest and reading achievement.
2. Correlating the two scores by using Pearson Product Moment Formula as follows:

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

As stated before, the hypothesis of this research was that there is a correlation between interest and reading achievement of the first grade students of SMAN 1 Salimpaung Kabupaten Tanah Datar. To test the hypothesis, a statistical analysis was used. The statistical or null hypothesis (H0) : "there is no correlation between interest and reading achievement of the first grade students of SMAN 1 Slimpaung Kabupaten Tanah Datar", is accepted if the value of r is equal to zero. Otherwise, alternative hypothesis (HA): "there is a correlation between interest and reading achievement of the first grade students of SMAN 1 Salimpaung Kab. Tanah Datar", is accepted if the value of r is not zero.

Then, to find out whether there is significant correlation or not, the researcher compared t-table and t-counted at the level of significance 0.05 and the degree of freedom (df = n-2) Gay (1987: 367) . If t-counted is bigger than t-table, the correlation is significant.

Findings and Discussion

As already discussed previously the data of this research were the students scores on interest and reading achievement. They were collected buyusing questionnaire of interest and reading test. There were 20 items of

questionnaire of interest and 50 items of reading.

Based on the result of data analysis on questionnaire of interest, it was found that the lowest score for interest was 50 and the highest score was 69, mean was 62.7 and the standart deviation was 4.69 . The score of interest questionnaire were found by using Tuckman’s opinion as follows.

For positive statement	For negative statement
Always = 5	Always = 1
Often = 4	Often = 2
Sometimes = 3	Sometimes = 3
Rarely = 2	Rarely = 4
Never = 1	Never = 5

Based on the result of data analysis, it was found that the lowest score for reading test was 42 and the highest score was 50.

To find out the correlation between interest and reading achievement of the first grade students of SMAN 1 Salimpaung Kabupaten Tanah Datar, the researcher used Pearson Product Moment coefficient correlation. Based on the result of the data analysis, it was found the value of r between interest and reading achievement was 0.45.

To find out whether the correlation between interest and reading achievement, the researcher tested it with t test. Based on

the result of data analysis, it was found that value of t-counted of this research was 2.666. Then value of t-counted was compared with the value of t-table at the α 0.05 and $df = n-2$. The value of t-table with the level of significance 0.05 and the degree of freedom ($df = 28$) was 2.048. Hypothesis was acceptable if the t-counted was higher than t-table. As a matter of fact, based on the result of calculation, the value t-counted was bigger than the value of t-table at the level of significant 0.05 and degree of freedom $n-2$ ($2.666 > 2.048$). It means, the correlation between interest and reading achievement was significant. Therefore, the hypothesis of this study “There is a significant correlation between interest and reading achievement of the first grade students of SMAN 1 Salimpaung Kabupaten Tanah Datar” was accepted.

As discussed above, this study found that there was a significant correlation between interest and reading achievement. Its index coeficient correlation was 0.45. In relation to the classification elaborated by Arikunto, the correlation of the two variables (interest and reading) could be classified as moderate correlation. In line with the finding of this study, it can be interpreted that there is increasing grade in interest, automatically the grade of reading also increases, and if there is decreasing

grade in interest, automatically the grade of reading also decreases.

Conclusions

Based on findings as already discussed in the previous chapter, the researcher pointed out the following conclusions:

1. There was a positive significant correlation between interest and reading achievement of the first grade students of SMAN 1 Salimpaung Kabupaten Tanah Datar. It means that if students have increasing grade in interest, automatically the grade of reading also increases, and if there is decreasing grade in interest, automatically the grade of reading also decreases.

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