

THE CORRELATION BETWEEN READING INTEREST AND READING COMPREHENSION ABILITY OF THE THIRD YEAR STUDENTS AT THE ENGLISH DEPARTMENT OF BUNGHATTA UNIVERSITY

Uly Artha Gultom¹ , Khairul¹, Fatimah² ,

¹English Department, The Faculty of Teacher Training And Education of Bung Hatta University

E-mail : uly.artha30@yahoo.com

² English Department, The Faculty of Teacher Training And Education, Bung Hatta University

Abstract

The type of this study was correlational design. The purpose of this study was to determine the relationship between students' reading interest and students reading comprehension. The population of this research was the third year students of English Department Bung Hatta University. The number of population members was 128 and the members of sample in this research were 30 students. The data of this research were collected by using two kinds of instruments. The first is Questionnaire, and the second is reading test. To make the instrument reliable, the researcher gave try out test to the students out of the sample. It was found the reliability index of questionnaire was 0.89, and reliability index of reading test was 0.80. It means that the instruments were very reliable. Based on the result of data analysis, the researcher found that the value of r calculated of this research was 0.78, while the value of r -table with level significance 0.05 and degree of freedom ($df=n-2$) was 0.362. It means that r -calculated was higher than r table ($0.78 > 0.362$). Therefore, the alternative hypothesis of this research stating that there is significant correlation between students' interest and reading comprehension at the third year students of English Department of Bung Hatta University was accepted. Based on the conclusion, in order to improve students' reading comprehension ability, it is suggested to lecturers to guide their students to have more interest in reading. Suggestion also goes to the students to have more interest in reading and make them have reading comprehension ability.

Key words: Correlation, Interest, Reading Comprehension.

Introduction

Interest is one of the learner's internal factors. It may have a significant influence on the student's reading ability. Studies by Christianson (1992) suggest that positive emotion, activation, and

concentration each play an important role in readers' text processing, focused on gaining a better understanding of the concept of interest and the ways in which it has been investigated

Eidswick (2009) defines Interest is commonly categorized as situational interest, individual interest and topic interest: Individual interest subsumes the readers' preferences for certain text topics or subject matter, and this interest exists before reading a particular text. Situational interest refers to interest caused by situational factors, such as the text and test; a particular situation can influence situational interest, and is therefore not enduring. Topic interest refers to interest prompted by a certain topic or theme. It appears to share qualities of both situational and individual interest with contributions of either depending on individuals' knowledge, experiences and the perceived value of a topic.

In learning English, there are four skills we must study. They are listening, speaking, reading, and writing. The four skills mentioned are divided into receptive and productive skills. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works or documents. Productive skills consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others. Therefore, these skills need to be developed and learnt properly

Among the four language skills above, reading is importance to student. By reading, someone will know many things. Obviously, a student who wants to develop his/her knowledge should have an ability in reading. Efficient reading involves two components, namely : first, understanding what the written passage means and the second is doing it in a short period of time. A person must read well if he or she is to broad his or her experience, develop new concepts and solve challenging problems. As for the English language skills that are studied by Indonesian students, it has an important position beside listening, speaking and writing skills, we realize how important reading.

Based on identification of the problem, the researcher limited her study to the students' interest and their reading. Furtherly, she focused her study on the correlation between students' interest in reading and their reading comprehension at the third year students of English Department of Faculty of Teachers Training and Education, Bung Hatta University. On the basis of the statement of problem above, the research hypothesis of this study was stated as follows: "H₁: There is a significant correlation between reading interest and reading comprehension ability at the third year students of English Department of

Bunghatta University “. However, the hypothesis which was statistically tested was null hypothesis as the following. “H₀: There is no significant correlation between the students’ interest and their reading comprehension ability at the third year students of English Department of Bunghatta University “.

Based on the discussion above, the researcher is interested in conducting a study The Correlation Between Student reading Interest and reading Comprehension of the third year students of Bunghatta University.

Research Method

In this study the researcher used descriptive correlational ex post facto design with one independent variable and one dependent variable. This study used a descriptive design since it was aimed identifying and describes what extant the correlation between reading interest and reading comprehension is

The independent variable was the reading interest and dependent variable was their reading comprehension. Independent variable was the condition or characteristics that the experimenter manipulated in her attempt to ascertain their relationship to observe phenomena, whereas dependent variable was a condition or characteristics that appeared,

disappeared, or changed as the experimenter introduced, removed, or changed independent variables (Best, 1981:59-60). Independent variable was selected by the researcher to determine its relationship with dependent variable (Brown, 1993:10).

According to Gay(1987 :102), population is the group to which the researcher would like the results of study to be generalized. In this research, the population of this study was the third year students of English Department of BungHatta University who register in 2014/2015 academic year. The researcher chose them as population because they have studied a series of reading subject. The number of population members was 128 students and they are distributed into three classes, as shown in Table 3.1:

Table 3.1
Table Distribution of
the population members

No	Class	Number of Students
1	A	43
2	B	46
3	C	39
Total		104

The researcher used cluster random sampling technique to select the sample

because the population was distributed in groups or classes and they are homogeneous: they have similar syllabus, the same materials, the same time allocation and the same teacher. Gay (1987 : 110) states that cluster random sampling is a sampling technique in which the sample in group not individual, is randomly selected and all members of the selected group have similar characteristic

To collect data of this study, the researcher used a the questionnaire and a reading test. Questionnaire was used to collect data on students' interest in reading, and reading test was used to collect data on students' comprehension in reading.

To know the reliability of the questionnaire, the researcher did try out of the questionnaire, and to know wheter the questionnaire was reliable or not the researcher used variant Formula and alpha Formula. According to spearman Brown (Arikunto, 2010:227-239) alpha formula was used to find out the reliability of instrumentation that has score 1 until 5.

The variant Formula :

$$\sigma^2 = \frac{\sum X - \frac{(\sum X)^2}{N}}{N}$$

Where :

σ^2 = Total variants

$\sum x^2$ = Total quadrate score for each question

\sum = Total Score for score for each question

N= Number of Items

Alpha Formula :

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma b^2}{\sigma_t^2} \right]$$

Where:

r_{11} = reliabilty of instrumentation

K = Total number of question

$\sum \sigma b^2$ = calculation of variants score for each item

σ_t^2 = the total of variants

The scale of measurement variables in this study refers to the Likert Scale, each of which is made by using a scale of 1-5 categories answers, each answer was given a score or weight which is the number scores between 1 to 5, Based on the question give to the students, their choose a number from 1 to 5 using the criteria below:

1–strongly agree

2– somewhat agree

3– neutral/no opinion

4– somewhat disagree

5– strongly disagree

(Singarimbun, 1994: 249).

To get the data on reading comprehension ability, the researcher gave

the reading test to measure the student's reading comprehension ability. The test was constructed in the form of multiple choice. The test covers two passages and consists of 20 items and the students are given 60 minutes to do the test.

A test is valid if measures what it is supposed to be measured (Arikunto: 2010: 67). To have a valid reading test, the researcher uses content validity, it means that this test is constructed based on curriculum, syllabus and teaching materials and it was consulted with lecturer who teach as reading subjects at BungHatta University.

Reliability of the test is one of important things to show a necessary characteristic of any good test. A test can be called reliable if the result of the test shows consistency (Arikunto, 2010:221). To find out the reliability index of the test, the researcher used split-Half method. Singh et.al (2008: 79) state that split- half method (odd-even) typically provides largest reliability coefficients for a given test. It is a kind of method which divides the items of the test into odd group and even group. To calculate the coefficient correlation between score of odd and even items, the researcher used pearson product moment correlation formula. The formula is as follows (Arikunto, 2010: 72)

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

The words in the formula stand for :

n = The total number of students

x = The score of odd items

y = The score of even items

r = Coefficient variable between even and odd items

To analyze the data, the researcher used Pearson Product Moment, Formula as follows

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

The words in the formula stand for :

r = Coefficient variables

x = The score of questionnaire

y = The score of reading comprehension

n = The total number of the student

$\sum xy$ = the total score of cross product

$\sum x$ = the sum of x

$\sum y$ = the sum of y

$\sum x^2$ = the sum of x square

$\sum y^2$ = the sum of y square

In this research the researcher used descriptive technique to analyze the data. In using this technique the average ability (M) and standard deviation (SD) need to be measured. To measure the average

ability and the standard deviation the researcher used the formula (Gay, 1987:361) as follow:

1. Calculating mean

$$M = \frac{\sum X}{N}$$

Where:

M= Mean

$\sum X$ = total score of students

N= Number of sample

2. Standard deviation

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where:

SD= Standard Deviation

x= Student's score

$\sum x$ = The total of x

$\sum x^2$ = the total of x^2

N= total number of students

3. Classifying students ability into high, moderate, and low ability. The researcher used the following formula by Arikunto (2012:299):

$>M+SD \rightarrow$ High Ability

Between $M - SD$ until $M + SD \rightarrow$ Moderate Ability

$<M - SD \rightarrow$ Low Ability

4. Calculating the percentage of students who get high, moderate, or low ability by using the formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P= Percentage of the students who get the ability

F= The sum of the students who get high, moderate, or low ability

N= The sum of the students

Testing Hypothesis

The hypothesis of this research is that there is a correlation between the third year students' interest and their ability in reading comprehension of English Department of BungHatta University. To test the hypothesis, a statistical analysis is used. The statistical or null hypothesis (Ho) : There is not a significant correlation between the third year students' interest and their ability in reading comprehension of English Department of BungHatta University, is accepted if the value of r^{counted} is zero. Otherwise, alternative hypothesis (HA) : there is a significant correlation between the third year students' interest and their ability in reading comprehension of English Department of BungHatta University, is accepted if the value of r^{counted} is not zero.

Then to find out whether there is significant correlation or not, the researcher compared r -counted and r -table at the level of significant 0,05 and the degree of freedom ($df=n-2$) (Gay1987:367). If r^{counted} is bigger than r^{table} , the correlation is significant.

Findings

As already discussed, data on this study were collected by using questionnaire and reading test. The data of this research were the students' scores both questionnaire and reading test.

a. Students Interest

Based on the result of analyzing data on reading interest, it was found that the lowest score for reading interest was 78 and highest score was 114 (see appendix 14). Mean of the reading interest test was 97,4 and the standard deviation was 2.36.

b. Students Reading ability

Based on the result of analyzing data on reading, it was found that the lowest score for reading was 12 and the highest score was 17 (see appendix 18). Mean of the reading test was 15,3 and the standard deviation was 1,48.

From data analysis, it could be seen that the value of r^{counted} in this research was 0,78 (see appendix 20). To test the hypothesis, the researcher compared r^{counted} with r^{table} at $\alpha.05$ and $df N-2$ (.362). As a matter of fact, r^{counted} was bigger than r^{table} ($0.78 > 0.362$). It means that the correlation between students' Reading Interest and their reading comprehension ability was significant. Therefore, the

hypothesis states that "There is a significant correlation between students' Reading Interest and their reading comprehension ability of the third year students at BungHatta University was accepted".

Testing Hypothesis

From data analysis, it could be seen that the value of r^{counted} in this research was 0,78 (see appendix 20). To test the hypothesis, the researcher compared r^{counted} with r^{table} at $\alpha.05$ and $df N-2$ (.362). As a matter of fact, r^{counted} was bigger than r^{table} ($0.78 > 0.362$). It means that the correlation between students' Reading Interest and their reading comprehension ability was significant. Therefore, the hypothesis states that "There is a significant correlation between students' Reading Interest and their reading comprehension ability of the third year students at BungHatta University was accepted".

Discussion

The result of data analysis showed that there was a positive and significant correlation between students' Reading Interest and their reading comprehension ability. Its index coefficient correlation was .78. Based on the classification of correlation elaborated by Arikunto (2010), the correlation of two variables

(questionnaire and reading test) could be classified as strong correlation.

Since the correlation between students reading interest and reading comprehension of the third year students of English Department of Bung Hatta University was positive and high, it can be interpreted that if the students' reading interest is good, their reading comprehension ability is good too. Coefficient determination (r^2) of this study was .61. It means that the reading interest contributes as much as 61 percent for reading ability.

Conclusions

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

1. There was a positive and significant correlation between reading interest and reading comprehension ability of the third year students of Bung Hatta University. It was proved by the value of r^{counted} which was bigger than r^{table} of $dfN-2 \alpha.05$ (.78 > .36).

2. The correlation between reading interest and reading comprehension ability of the third year students of Bung Hatta University was classified as high correlation, and the students interest gives

contribution as much as 61 % for their reading comprehension ability.

Suggestions

Based on the conclusions above, some suggestions were presented as follows :

1. For the students, in order to improve reading ability, they should make effort to generate and build increase interest in reading..
2. For lecturers, in order to motivated the students to have interest in reading, and find best ways for teaching reading.

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