

II. LITERATURE REVIEW

This chapter reviews some theories that would be used to support the research. The theories are reading theory, reading comprehension theory, reading achievement theory and Interest theories. This chapter also provides the review of previous research.

2.1 Review of Previous Research

There have been several correlated studies dealing with reading interest, and reading comprehension. First is dealing with a correlation study between student's reading interests toward their vocabulary mastery of the fourth semester of English Department students of Salatiga in academic year of 2012/2013, conducted by AJ Bastian (2013). He was a student of English Department of Education Faculty State Islamic Studies Institute (STAIN) Salatiga. This research analyzed the correlation between reading interest and vocabulary mastery. The objectives of the research are to know the score of reading interest, the score of vocabulary mastery, and to proven the significant correlation between reading interest and vocabulary mastery. This graduating paper intended to be a descriptive quantitative research. The writer applied questionnaire to found the score of student's reading interest, and the writer applied test to found the score of vocabulary mastery of the Fourth Semester of English Department

Students of Salatiga. Then, the writer applied correlation formula to proven the significant correlation between reading interest and vocabulary mastery. The result of this research showed that score of reading interest of the Fourth Semester of English Department Students of Salatiga is good and the vocabulary mastery score is excellent. While for the correlation between them is positive because the correlation between reading interest and vocabulary mastery are significance (the r -calculation is 0.483).

The second previous study is 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, conducted by Fitriani (2008). This graduating paper is conducted to find out the level of reading interest and significant correlation between the students 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 is questionnaire. It is used to measure the students reading interest. Besides, used 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 third previous study is the relationship between student's interest in speaking and their speaking score at the second grade of MTsN Parung conducted by Nurjanah. She was a student of English Department of Syarif Hidayattullah University Jakarta (2011). The purpose of her research is to find out the correlation between students' interest in speaking and their speaking score. The method used in conducting this research is correlational study. She takes only one class as the subject. She gave each

of the students a questionnaire related to the students' interest in speaking to be collaborating with their speaking score. The research itself takes place at MTsN Parung. It is located at Lebakwangi Parung-Bogor. The result of the analysis in the research showed that there is positive correlation between students' interest in speaking and their speaking score. Interest gives positive influence in teaching-learning speaking skill. Students who have higher interest in speaking get a better score than the lower one.

In line with the previous studies, it can be stated that all above mentioned studies reconfirmed the importance of the correlation between independent and dependent variable that are student's reading interest toward their vocabulary mastery, reading interest and ability to find the main idea in a short text, and student's interest in speaking and their speaking score. All relationship above gives effect in the English learning process.

However, there are still some issues which have not been investigated, that is, the correlation between students' reading interest and students' reading comprehension. Therefore, this research will be conducted to investigate the correlation between students' reading interest and students' reading comprehension at the second year of SMAN 1 Punggur.

2.2 Concept of Reading

There are many definitions and the goal of reading because of the complexity of the reading process. It is the suitable reason to discuss the difference of it. According to Nababan (1993:164), reading is a complex activity because it depends on the language skill and the level of intellectual activity of the reader.

According to Fauziati (2005:138) briefly it states that comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension, thus, requires the ability to relate the textual material to one's own knowledge. It can be inferred that reading is an interactive and interpretative process. The reader process his background knowledge and the printed text using specific skills and strategies to form expectations or predictions about the text, selecting and using the most productive cues to confirm or reject those predictions. This process takes place until the reader is satisfied with the information he gets from the printed message, and then, reacts to it accordingly (Fauziati, 2005: 139).

Reading comprehension is a term that represents the process of reading in which readers relate new information from the text being read to his previous knowledge stored their mind in order to gain the meaning and messages of the text. In comprehension process, readers bring background knowledge and certain a set of a reading strategies to read a reading a task at hand, while the text, on the other hand, provides the reader with factors involved in comprehending and storing information contained in a text ability to use background knowledge, ability to recognize and use

rhetorical structure, and ability to use reading strategies. It shows that beside background knowledge, the readers need some capability in inviting and bringing the knowledge toward the text called recognizing and reading strategies.

Comprehension can be regarded as a condition where no uncertainty exists. The learners comprehend when they have all question answered because they have no doubt about alternative interpretations or decisions in their mind. As one reads, he/she is constantly asking questions; and as long as these questions are answered, and his/her uncertainty is reduced, then he/she comprehends.

Furthermore, in the 2006 curriculum, known as School-Based Curriculum (KTSP), the focus of language teaching learning process is a text. There are many kinds of texts that are introduced to the students; one of them is narrative text. The text is applied in four language skills namely listening, speaking, reading and writing. In this case the research will focus only in reading comprehension because it is not as easy as we heard. According to Goodman (1992) reading is a receptive process. It creates an interaction between a writer and a reader. It is a difficult thing since a writer and a reader cannot contact each other, they only communicate through the text. So a reader should try some hard effort to do this language skill.

In reading activity of written or printed material, there are two subjects involved, i.e. the writer and the reader. The writer conveys and presents his/her message through the written symbols and the reader gets the message from them. In this case, Scott (1977) points out that reading always involves an interaction between the writer and

the reader. Reading also requires the communication of a message and it requires a language system- a sign system in which messages are formulated or encoded. It is clear that the process of reading requires not only skill in identification of words- in grouping words into thought units and in noting every detail of printed symbols- but it also requires the sum of all the readers' experiences and the skills as well. Therefore, in order to make sense of the reading material being read, a reader must be able to use his past experience and match it with the verbal symbols provided.

With different perspective, Bond (1984) argues that reading is a thinking process. Reading would be ineffective unless it is accompanied by thinking-reconstructing the ideas of others. Therefore, it is important to consider that the reader of a printed material must involve his mind for thinking as it is very essential to read. Indeed, reading without thinking will be meaningless.

To sum up, reading is not merely a process of reading words by words of a printed material but it is also a collaboration of a thinking process, a recollection of the past experience and the capacity of acquired language faculty to interpret the writer's intention. In addition, reading can also be said as a process of matching information since in reading activity, the reader matches his information that he has already had with the printed material in order to get the writer messages. Reading can simply be viewed as the process of the readers' thinking in relation to written symbols to get comprehension; it is also an interactive process between the reader's prior knowledge and what the writer writes.

2.3 Reading Process

Researchers from a variety of disciplines, including cognitive psychology, developmental psychology, and education, have been active in research on reading. This mix reflects the fact that the study of reading is both theoretically interesting and practically important. Reading is a domain in which experimental psychologists study fundamental questions such as how knowledge and experience affect perception. Reading is also a domain in which research findings have implications for important social issues, such as the education of children. It is no wonder, then, that a large amount of research has been carried out on reading. The discussion of this research begins with a consideration of the cognitive processes that are involved in skilled reading. According to Harris and Sipay (1980), there are three categories of model reading process, they are:

a. Bottom – up model

In the case of reading, as with other cognitive processes, psychologists have distinguished between two kinds of processing. One of them is bottom up model. The bottom – up model of reading process assumes that in understanding a text, the words to form phrase, clause and sentences of the text. Theories that stress bottom-up processing focus on how readers extract information from the printed page, claiming that readers deal with letters and words in a relatively complete and systematic fashion (Gough, 1972). Bottom-up processing starts with the printed symbols and derives meaning from individual words, phrases, clauses, sentences, paragraphs and entire texts. It means that reading in this model is a

process that involves accuracy, detail, and a series of perception and identification of letters, words, spelling patterns, and other language units. The main task of readers according to this theory is reviewing the written symbols into language sounds. In order to understand these symbols, the reader requires skill associated with the symbol of the language that is used in the text.

b. Top-down model

The top – down model of reading process involves the interaction of language and thought. In this process the background knowledge plays the important role in predicting the meaning of the text. It means that the reader will guess the meanings of the sentences or the large unit: discourse. With top-down processes, the uptake of information is guided by an individual's prior knowledge and expectations. Theories that stress top down processing hold that readers form hypotheses about which words they will encounter and take in only just enough visual information to test their hypotheses (Goodman 1992). Top-down processing goes from general to specific. It starts in the mind of the reader who then samples textual information only to confirm his hypotheses and predictions about that text. In this model, reading as part of the process of developing one's scheme which readers are continually test and accept or reject the hypothesis that he has made by himself during the reading process takes place. So in Top-down theory can be concluded that the knowledge, experience and intelligence of readers are required as a basis in comprehending the text.

c. Interactive Model

A very important position concerning top-down and bottom-up processing is that represented by Stanovitch's (1980) 'interactive-compensatory model' of reading comprehension. According to this model, top-down and bottom-up processing take place at the same time at all levels of text information processing. This is what Stanovich means by 'interactive'. By 'compensatory' he means that if there is a deficit in any particular process, this deficit will be compensated by a heavier reliance on other knowledge sources (Stanovich 1980:32). For example, if a reader faces difficulty in identifying graphic symbols, or word meaning, he may more strongly rely on bottom-up strategies such as use of context to compensate for the difficulty. Or, where a reader knows little about a given topic, he may more strongly rely on top-down sampling of the text to compensate for his inability to make predictions about its content.

2.4 Purposes for Reading

There are many reasons why people take reading as their activity. From those several reasons, it can be seen that they have several purposes why they read some of text.

According to Risdianto (2012:94), there are some purposes for reading, namely:

- a. For pleasure or for personal reasons to find general information such as what a book is mostly about.
- b. To find a specific topic in a book or article.
- c. To learn subject matter that is required for a class.

Once students have mastered the basic decoding skills, they will begin to read for a variety of purposes. If they are reading a book or article for fun or if they simply want to know about a particular subject such as frogs, they may want to read fast. It isn't necessary for them to read every word or even know the meaning of every word in the text. According to Risdianto (2012:95), they can do some of this step:

a. Skimming for General Information

Students who want to find general information about a subject such as "Frogs" will want to skim through a book or several books to determine how the books are organized and what they cover. When they skim, they run or flip through the pages of the book or article quickly to find out whether it might cover the information they need.

b. Scanning for Specific Information

When a student wants to know how tadpoles (Indonesian:berudu, cebong) become frogs, he will need to scan a book or article about amphibians or frogs to find out whether the material covers tadpoles. When he scans, he will look at the title, the table of contents, the headings, and the index to find out if the material gives information about tadpoles.

c. Reading to Learn

Another purpose for reading calls for reading carefully and slowly. When a student studies for a test, he will want to skim the book or chapter first to see what it covers. Then he will read the headings and subheadings to discover how the book is organized. He should try to make connections between the material and what he already knows.

2.5 Benefit of Reading Skill

In addition, reading has many benefits and function. There are 8 (eight) reading functions according to St. Y. Slamet (2007) as quoted by P. Iwuk (2007:8).

The functions of reading such as:

a. Intellectual Function

Reading has intellectual function if with reading the learner can improve intellectuality and our brain power. For example: when the learner read research report, journal, or graduating paper. The material like that can be helping everyone to brain sharpen.

b. Increase the Creativity

After usually in reading the learner often fell challenging for doing something new or new things. The new things appear because the learner gets some information from reading. For example: read the material of text which built the inspiration for write a poem.

c. Practically Function

The practically function of reading when the learner read, the learner get some information which have the practically quality or building on practice. The information which has the practically quality is information in our mind about the real activity or bring into reality. For example: reading about the manner of make a kite, prescription to make beverage and food, take a picture technique, etc.

d. Recreatively Function

The meaning of reading with recreatively function is reading to get some entertainment. For example: reading the popular novel, funny stories, or pictures stories.

e. Informative Function

The meaning of reading with informative function is reading to get some information. The information can organized as anything what the learner need in daily life. After The learner get some information, maybe the learner don't do anything. However, the learner still remembers the information in our mind. The learner can put outside or using some information anytime the learner need.

f. Religious Function

In this function, reading can using for improve the faithful, right thinking, and near himself with god. For example: when the learner read the material which has the quality religious, like spiritual magazine or holy book.

g. Social Function

Reading with social function is reading in an oral manner and high pitched. When the learner read the others people can get some information from listened what the learner read. The learner can give some benefit from reading activity with attitude instruction such as pronounce, deed, and think. The example of reading activity is like reading news, reading belles letters, and reading announcement.

h. Disappearance of Quiet Function

The learner get the reading function as disappearance of quiet when the learner have some purpose to fill the time off. The learner wants to read just for spending the time. For example: reading magazine or a news paper when the learner waiting friends or doesn't have activity except reading a book.

In teaching and learning process, reading is very important for achieving success for teachers and students. The students will have more positive activities if they use part of their time to read English book continually, they can plan how long they need to read an English book. Then the teachers will have an important part of their job. Many of them want to be able to read texts in English for achieving their careers, for study purposes and others.

Reading is a good thing for language students. At very least, some of the Language aspect that in their minds as part of the process of language acquisition and it will be more successful if reading text is especially interesting and engaging (Harmer, 2001:68). Besides that, the students also have their purposes why they read English book or others. The purpose of the reader is an important aspect of reading. It is also useful for understanding process of entire reading, and the purpose of reading can be found (Djiwandono, 2001:76). According to Nababan (1993:164) that there are two purposes of reading:

- a. To know the contents of text efficiently.
- b. To get information:

- Cognitive and intellectual information, this is applied by reader who want to add their own knowledge.
- Reference and factual information, it is applied by reader who want to know the real facts in the world.
- Effective and emotional information, this is applied by reader who want to discover the enjoyment in reading.

2.6 Reading Strategies

There are many strategies of reading. It is applied by many readers. They will choose different way to read. According to Johan (2004: 1-10) that there are five macro skills of reading:

a. Deducing the meaning of words from contexts

Deducing the meaning of words from contexts is reading by looking for the attending words and phrase of words in order to know the functions of words and the kinds of the words. So, the meaning of word can be found.

b. Understanding the form and meaning of non-idiomatic phrases.

Meaning of Non-idiomatic phrases is the definite meaning. For example:
Noun phrase, gerund, participial phrases, etc.

c. Understanding sentence meaning through syntactical structures. This skill is the application of the grammatical knowledge especially in syntax. It is in the word and phrase identification, or the functional sub -clause such as subject, verb, object, and complement.

d. Recognizing and understanding rhetorical structures

Understanding rhetorical structures are include the understanding of meaning, function of words, phrase, discourse markers, and a certain structure that is used by writers to explain their idea. Rhetorical structures can be found in the level of sentence, paragraph or inter-sentences, and level of the text entirely.

e. Critical reading skills

- Understanding the purpose of the writer

For example: the writer wants to give information, guessing the idea, or influence the reader, etc.

- Understanding point of view of the writer

The writer sees the problem from many points of views such as: economic, politic, education, religion, etc.

- Understanding intonation of the writer

The writers have humor or serious intonation for their written.

According to Fauziati (2005:141), she states that to read well, learners have to detect and select the right clues to form concepts or meaning. There are some activities which are done by the readers in order to understand texts-based processing skills.

a. Recognizing word

To find the word means by using context clues. Then, figure out the unfamiliar word by word analysis that is recognizing the parts of word.

b. Recognizing Phrases

In order to enable the reading learners understand the meaning of the word, they have to be able to recognize the position of the word in phrases. For that purpose, they should see and understand the characteristics of the phrase and know how it is functionally constructed.

c. Recognizing Structures

Students learn about the types of sentences: simple, compound, and complex sentences. They are also familiar with the classification of sentence into declarative, interrogative, and imperative sentences.

d. Discourse Analysis

Discourse analysis enables students to get interpretation meanings of ideas those carried by reading text. The students need to be familiarized with sentences.

Besides that, Nuttal (1992) states that there are five reading skills that should be mastered by reader to comprehend the text deeply; they are as follow:

a. Determining main idea

The main idea is the most important piece of information the author wants to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.

b. Finding the specific information or part of text

Finding the specific information or part of text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

c. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A cataphoric reference unit refers to another unit that is introduced later on in the text/speech. To understand the unit refers to by a cataphoric reference you would need to look ahead in the text. Meanwhile, an anaphoric reference unit, on the other hand, refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference you would need to look back in the text.

d. Finding inference

Inference is good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

e. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehending will be deeper. Since comprehension is ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

Considering the theories above, the five reading skills is important to comprehend the text. So in this research, the researcher uses all of sort reading skill.

2.7 Concept of Interest

Bloom (1976) agrees that human being has three characteristics as a part of learning process. They are thinking, doing and feeling. Characteristic feeling correlates with affective, thinking correlates with cognitive and doing correlates with psychomotor. Affective domains consist of characteristic personality, such as feel, interest, attitude, emotion and value. Affective as a part of learning process plays important role in students' achievement. The successful learning process on cognitive and psychomotor depends on the affective condition of students. Someone who has not good interest toward subject matter, she/he will get difficulty to reach an optimal achievement. On the other hand, someone with high interest in a subject matter can reach an optimal achievement.

According to Gardner and Tamir (1989: 410), interest usually refers to preference engaged in some types of activities rather than others. An interest may be regarded as highly specific type of attitude: when we are interested in particular phenomenon or activity, we are likely to attend to in and to give time to it. According to Ortlieb (2010:5), interest is positive attitudes of attraction toward objects or events. They learned responses which predispose the organism to certain lines of activity and which facilitate attention. Interest is the set of attending, the tendency to give selective attention to something. Interest arises through the interaction of basic

needs and the means used to satisfy them. The child who is interested in reading is usually the child for whom reading satisfies the basic needs of personal adequacy or self-esteem, esteem of others, curiosity, or success.

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. Frymeir (in Crawley and Mountain, 1995) identified six factors that influenced the development of children's interests. These factors are as follows:

1. Previous Experience.

Students may not develop their interest toward something new that they have never 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.

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.

Deci (1992) cited, interest is an enduring characteristic expressed by a relationship between a person and a particular activity or object. Interest occurs when students' needs, capacities, and skills are good match for the demands offered by a particular activity. The main important of interest is the intensity. In general, interest is an affective characteristic with high intensity.

From the description above, it can be said that interest is an affective characteristic that has high intensity as a motivator to do a particular activity. In other words, interest is a manageable disposition through prior knowledge that forces someone to get or to do particular activity.

2.8 Categories of Interest

Educational researchers have defined several different categories of interest. Alexander and Jetton (2000) highlighted situational and personal interest as the two main dimensions of interest involved in the reading process.

2.8.1 Situational Interest

Situational interest is a transient arousal or heightened sparked by features of the proximal environment (Hidi, 1990; Schiefele, 1991). Krapp *et al* (1992) adds that

situational interest is interest caused by situational variables, such as the text and test. The category of interest is short-lived and is induced by a particular situation. Hodo and Anderson (in Brantmeier: 2006) define text-based situational interest as interest that is evoked by test through topics or ideas that are of universal appeal. Based on the explanation above, it is concluded that situational interest occurs by particular situation that makes students tend to spend time to an activity.

For readers, features that can cause situational interest include reference to universal attention-getters such as sex, danger, death, and money (Schank in Fox and Alexander, 2004). Strong visual images or perceived links to personal experience can also draw readers' interest on comprehension. They create a questionnaire containing items that include sourced of situational interest variables and perceived situational interest variables.

The sources of situational interest focus on the reader's assessment of text's content and structure. Schraw *et al.*, (1995) identifies six potential sources of situational interest in texts.

These are six potential sources of situational interest in texts by Schraw *et al.*, (1995), they are:

1. *Ease of comprehension*. Assesses whether the text is easy to remember and concentrate on.
2. *Cohesion*. Pertains to the text's organization and clarity.
3. *Vividness*. Addressed the degree to which the text contained exciting and vivid details.

4.*Engagement*. Measures the degree to which the text is thought provoking, simulating, and timely.

5.*Emotiveness*. Addresses whether the story evoked strong emotional responses.

6.*Prior knowledge*. Measures the degree to which the reader is familiar with the story's content prior to reading.

The perceive situational interest focuses on the readers' assessment of students' feelings of interest and measures overall situational interest in the content and issues raised by the text.

2.8.2 Individual Interest

Individual interest refers to an abiding and deep-seated personal involvement with a given topic, domain, or activity (Hidi, 1990; Schiefele, 1991). Individual interest in reading can mean enjoying reading and choosing to read: it can equally mean the deliberate pursuit of investigation of reading as a human activity. Prior research on interest revealed that personal interest connected with the learner's background knowledge or existing schema (Alexander, 1997) and intrinsic motivation (Deci, 1992; Schiefele, 1991) and that logically situational interest is aroused spontaneously (Hidi, 1990).

An individual interest in a subject matter, by definition, implies the desire to learn more about it. Individual interest are relate to the desire to explore and learn, become absorbed in task, and persist through difficulty (Schiefele, 1991). An individual with high interest have more energy to explore and expand their

knowledge. He expects to be more highly engaging in reading. The greater degree of engagement is likely to result in learning that is more effective from such test (Alexander, 1998). Degree of engagement is seen when students select what they want to read, as students are more likely to read material in which they are interested. The researchers of attitudes toward reading have categorized interest in reading as an enduring, positive stance toward the activity of reading itself. Interest in reading can involve interest in studying the activity of reading, which is closer to personal interest. Fox and Alexander (2004) divide individual interest into two strands, one related to interest in reading as an activity in which to engage in general and one related to interest in reading as an object of thought or study.

2.9 Relation between Interest and Reading Comprehension

Interest plays a role in the decision to read in the level of engagement with the text during reading, and thus also in product the reader creates in term of comprehension of the text and learning from the text (McKenna, 1994). Snow (2002) includes engagement and motivation as variables influenced language comprehension. From these statements, 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 of 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. For example, interest contributes to the frequency and form of strategic processing in

which readers engage (Paris and Winograd, 1990). Readers with high level of interest in the topic are receptive to the information and eager to engage in the learning activity. In contrast, readers with low personal interest in the topic are unlikely to become engaged in the activity or to value the material that is being taught. In turn, readers' levels of interest may be relate to their domain knowledge of topic under consideration, with greater knowledge being linked to stronger interest in the subject matter as content to read and learn about (Alexander and Judy, 1988).

2.10 Theoretical Assumption

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 as Purwanto found 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 in 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 Negeri 1 Punggur..

2.11 Hypotheses

Concerning with the concept and theoretical assumption above, the researcher formulates hypotheses below:

H₀: there is no correlation between students' interest and students' reading comprehension.

H₁: there is correlation between students' interest and students' reading comprehension.