THE CORRELATION BETWEEN READING INTEREST AND READING COMPREHENSION SCORES OF THE FIRST-GRADE STUDENTS AT SMK FARMASI KESUMA BANGSA BANDAR LAMPUNG

(A Script)

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ABSTRACT

THE CORRELATION BETWEEN READING INTEREST AND READING COMPREHENSION SCORES OF THE FIRST-GRADE STUDENTS AT SMK FARMASI KESUMA BANGSA BANDAR LAMPUNG

by

Putri Fadiyah

The objective of this study was to find out the correlation between students' reading interest and their reading comprehension scores. This research was a quantitative research. The sample of the research consisted of 30 students of the first grade students at SMK Farmasi Kesuma Bangsa Bandar Lampung. The design of the research was *ex post facto design*. The instruments of this research were reading interest questionnaire and reading comprehension test. The collected data were analyzed by using *Pearson Product Moment Correlation* in SPSS 25. The result shows that the coefficient correlation between students' reading interest and reading comprehension is 0.609 at the significant level of 0.000. Based on the result, it can be concluded that there is positive significant correlation between students' reading interest and their reading comprehension scores. It means that students who have an interest in reading, they are better in reading comprehension rather than students who do not have an interest in reading.

Keywords: Correlation, Reading Interest, Reading Comprehension Scores.

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Script

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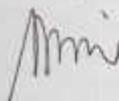
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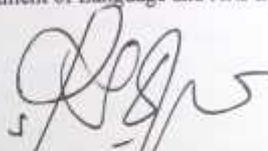
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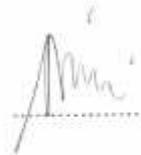
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Putri Fadiyah was born in Bandar Lampung, on October 29th 2001. She is the third child in the family of (Alm) Yusmadi and Ruwiyah. She has two older sisters, named Rikawati Safitri, S.T. and Dina Hamidah, S.Sos.

She started her study for the first time at TK Mandiri. Then, she continued her study at SD Negeri 2 Way Halim Permai, Bandar Lampung. After she graduated from elementary school in 2013, she continued her study at SMP Negeri 21 Bandar Lampung and graduated in 2016. Then, she continued her study at SMA Negeri 5 Bandar Lampung and graduated in 2019.

In the same year, she was accepted as a student of English Education Study Program of Teacher Training and Education Faculty at Lampung University through SBMPTN program. During her study, she joined HMJPBS (Himpunan Mahasiswa Jurusan Pendidikan Bahasa dan Seni). While studying at University of Lampung, she accomplished her Teaching Practice Program (PLP) in SMK Negeri 1 Natar and her Field Experiences Program (KKN) in Desa Negeri Agung, Gunung Pelindung, Lampung Timur.

MOTTO

"….. Do not worry Allah is certainly with us ….."

(Q.S. At-Tawbah :40)

"Nothing will happen to us except what Allah has ordained for us. He is our protector, and only in Allah do the believers put their trust."

(Q.S. At-Tawbah :51)

DEDICATION

This script is fully dedicated to :

My dearest parents, (Alm) Yusmadi and Ruwiyah

My beloved sisters, Rikawati Safitri and Dina Hamidah

My honorable lecturers of English Education Study Program

My Almamater, University of Lampung

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9. Herself. Thank you to herself for doing this so far. You are so brave.

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Bandar Lampung, June 2023
The Author,

Putri Fadiyah

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I. INTRODUCTION

This chapter discusses the following points, such as the introduction, which deals with the background of the research, research questions, the objective of the research, the uses of the research, the scope of the research, and the definition of key terms.

1.1 Background

Nowadays, science and technology developments can enable humans to gain information quickly and easily. These developments demand people make themselves stay up to date with information by reading. Therefore, reading is the most important activity that significantly impacts each person. Reading plays an essential role because reading has become a part of our daily life. People can gain a lot of knowledge, information, and new ideas through reading.

Reading is one of the English skills that students must master because reading is very important in learning a language. The students should improve their reading ability, which needs comprehension because reading comprehension is an important skill to get general information, especially the main idea or topic sentence in a text. But in fact, students still get difficulty in the reading activity.

Reading comprehension is an activity to find meaning or message from the writer through the text that the readers read. Moreover, Snow (2002) defines reading comprehension as processing the text and understanding the meaning. It means that the readers have to conceive the text to understand the meaning of the text

given by the writer. Belloni & Jongsma's (1978) stated that students comprehend better when they are interested in what they are reading. Therefore, to comprehend a text, one needs an interest in reading a text.

Many other factors can influence reading achievement. Interest is only one of many factors that directly influence the success of English learning, especially in reading comprehension. Factors such as vocabulary mastery, good learning strategies, good oral language skills, background knowledge, and other factors can also influence learning achievement. Students with good oral language and well-developed world knowledge are likelier to become good learners. However, the teaching-learning process cannot ignore the interest itself. Students' interests have an impact on students' reading comprehension.

Hidi & Renninger (2004) stated that interest is a motivating variable affecting mood and intelligence, making it a truly powerful energy source. So, interest can motivate a person to read a text that affects his intelligence. Reading interest should be the focus of students, especially high school students.

From the explanation, interest is a motivational variable and psychological state that occurs during the interaction between people and objects in the environment. Interest is an important variable in the decision to read and should not ignore. Students are more likely to read what they think is interesting in the reading materials. Readers' interest in reading and the content of that reading help shape the activity of text processing and the development of comprehension in various ways.

Based on the observation in the field, the researcher found that most students have reading comprehension problems. The students do not feel interested when the teacher teaches reading in the class. They have lacked reading comprehension because students claim their main problem is the lack of vocabulary, and they find difficulties understanding the text's main idea. Many students have difficulties reading english textbooks because they cannot understand the words. Students are easily bored in class, have difficulty getting familiar with the text, and become passive. It does not improve their reading comprehension skills. The teacher should teach english classes with fun techniques that help students understand the text and predict meaning. In this way, they can improve their reading comprehension skills.

Based on the pre-survey where the researcher conducted the research, she had some problems similar to those stated above. Most students do not intend to read the reading comprehension and are less motivated to read the text. Besides that, their interest in reading was low. However, the students with less interest in reading did not mean they also got a low score in comprehension.

The relevant study (Fitria, 2019) mentioned a significant correlation between students' reading interests and reading comprehension. Most of the students got high scores in reading interest and reading comprehension. In conclusion, reading interest is one factor affecting reading comprehension. Another previous study is the correlation between students' reading interest and reading comprehension in the second year students of SMA N 1 Punggur conducted by (Susanto, 2016). The results showed that the coefficient correlation was 0.673, which was significant.

Based on the background of the problem above, the researcher conducts research regarding the skill used by the researcher to support her teaching and learning of English, especially in teaching learning reading to the students. The difference between this research and the previous research are the instruments and the sampling technique. The previous research from Fitriani (2019) used a short text for the instrument of the research. Then, Susanto (2016) selected the sample of research by using simple random sampling.

Based on the explanation above, the researcher would like to know the correlation between students' reading interest and their reading comprehension, and the researcher proposed the research title: "The Correlation between Reading Interest and Reading Comprehension Scores of the First-Grade Students at SMK Farmasi Kesuma Bangsa Bandar Lampung"

1.2 Research Question

As a reference to the explanations of the background above, the research question presents as follows:

Is there any correlation between reading interest and reading comprehension scores of the First-Grade Students at SMK Farmasi Kesuma Bangsa Bandar Lampung?

1.3 Objective of the Research

From the research questions above, the objective of this research is as follows:

To know whether or not there is a correlation between reading interest and reading comprehension scores of the First-Grade Students at SMK Farmasi Kesuma Bangsa Bandar Lampung.

1.4 The uses of the Research

The findings of this research can be helpful both theoretically and practically. Theoretically, this research aimed to prove whether there is a significant positive correlation between reading interest and reading comprehension scores of the First-Grade Students at SMK Farmasi Kesuma Bangsa Bandar Lampung.

Practically, this research expected to provide information to english teachers about the correlation between students' reading interests and reading comprehension ability. For students, it might increase student reading interest and reading comprehension.

1.5 Scope of the Research

The researcher conducted this research at SMK Farmasi Kesuma Bangsa Bandar Lampung. The students chosen are first-grade students. This research aimed to determine whether the first-grade students had a significant positive correlation between reading interest and reading comprehension scores at SMK Farmasi Kesuma Bangsa Bandar Lampung. The research focused on the correlation between students' reading interest toward comprehension of descriptive text.

1.6 Definition of Terms

To prevention of misunderstanding from the reader, the definition of terms used in this study provide as follows:

1. Reading

Praveen (2008) stated that reading is an active process that consists of recognition and comprehension skills.

2. Reading Comprehension

Snow (2002) defines reading comprehension as processing the text and understanding the meaning.

3. Interest

Hidi (1990) argued that interest is central in determining how we select and process certain types of information in preference to others.

4. Correlation

Correlation means a statistical description for determining a relationship between two variables.

II. LITERATURE REVIEW

This chapter discusses several points related to previous studies, theories, and hypotheses about reading interest and reading comprehension to support the study.

2.1 Previous Studies

Several studies have related to the correlation between reading interest and reading comprehension. The following paragraphs will be explained several research studies focusing on the students' reading interest and reading comprehension.

Reading Interest And Reading Comprehension A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta from Dewi & Wahyudi (2020) was conducted on the students who have been doing reading classes in the second semester of Syarif Hidayatullah State Islamic University. The population in this research is all second-semester students in the academic year 2018-2019. This study engaged 38 students as respondents. It selects the students by using a simple random sampling technique. Regression statistical technique and correlation are techniques used to analyze the data. The result found that reading interest has an important role in reading comprehension. Students who often read will be faster to get the essence of text without repetition. They also easy to find information and knowledge, enhance their achievement, develop their ability, and communicate orally and written. In other words, by having a reading interest, students can easily understand the reading and even find ideas or creative solutions from what they have read.

The Correlation Between Reading Interest And Students ' Ability to Find The Main Idea in A Short Text: A Study Of Second - Year Students at SMU NEGERI 4 MALANG from Fitria (2019) mentioned that there is a significant correlation between students' reading interest and their reading comprehension. The researcher distributed reading comprehension tests and reading interest questionnaires to obtain the data. The method of analyzing data researcher applied descriptive analysis. The population were the eighth-grade students of SMP Ahmad Dahlan Kota Jambi. The numbers of population were 47 students. Most of the students got high scores in reading interest and reading comprehension. In conclusion, reading interest is one factor affecting reading comprehension.

The correlation between students' reading interest and reading comprehension the second-year students of SMA N 1 Punggur conducted by Susanto (2016) purpose of the research is to find out the correlation between students' reading interest and reading comprehension. The technique used random sampling for collecting the data. Students' reading interest scores are estimated using the Likert Scale in the range of 1-5, and their reading comprehension was tested and made based on materials the teachers had taught. The results showed that the coefficient correlation was 0.673, which was significant. The result also found that students' reading interest influenced students' reading interest comprehension of the students' by 43.4%. It means that the students who got high-interest scores also got high scores for their reading comprehension.

The Correlation Between Reading Interest and Reading Comprehension Ability of The Third Year Students at The English Department of Bunghatta University by Gultom (2018). The study was a correlational design. The population of this

research was the third year students of English Department Bung Hatta University. The number of population was 128 and the 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. Based on the conclusion, the correlation between reading interest and reading comprehension ability was classified as high correlation, and the students interest gives contribution as much as 61 % for their reading comprehension ability. It can be concluded that reading interest affected students' reading comprehension ability.

Language Teaching Strategies ' Impact on Third-Grade Students ' Reading Outcomes and Reading Interest was conducted at a primary school in Estonia by Käsper & Mikk (2018), confirming reading interest influences reading comprehension. The participants were 220 Estonian-speaking primary school students and their native language teachers from 12 schools. The instruments used were a questionnaire measuring students' reading interest, a text comprehension test, and a test measuring vocabulary knowledge. For the data analysis, the researcher used the SPSS Statistics program version 22.0. Reading interest in this research is a strong willingness added with a significant effort from someone to read. The findings showed that different language teaching strategies impact students' vocabulary knowledge, understanding of the text, and interest in reading differently. It means that someone with a high reading interest in one text will get information, insight, and knowledge.

2.2 Definition of Reading

Reading is one of the basic English skills that students must learn. Reading can give students a lot of information and knowledge. Praveen (2008) explains that reading means understanding the meaning of printed words, i.e., written symbols. In other words, reading is a way of acquiring meaning or knowledge from resources such as textbooks, newspapers, magazines, novels, etc. Reading helps students better understand what to write and what to say. The students will learn more about what they should write and speak by reading. The relationship between writer and reader focuses on how the readers comprehend the main idea of the writer's intention. A written book has a purpose or content one wants to share with the reader.

Praveen (2008) stated that reading is an active process that consists of recognition and comprehension skills. 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.

According to Kennedy (2010), reading is the human ability to identify visual forms, relate them to sounds and meanings acquired in the past, and understand and interpret their meanings based on previous experience. It means the reader can get the meaning he needs from the textual resource. Lado (2009) stated that reading a foreign language is the acquisition of the meaning of the language through its written expression.

From the above details, reading is not just looking at words in graphic symbols but acquiring meaning word by word to understand what we are reading. In

conclusion, reading is the process of understanding content and acquiring information.

2.3 Definition of Interest

Hidi (1990) argued that interest is central in determining how we select and process certain types of information in preference to others. It means that interest is how an individual interest selects any information they get and becomes their preferences. Hidi & Mclaren (1991) found that interest is related to a deep understanding of students' knowledge structure, recall of main ideas in source of written texts. They concluded that interest increased the amount of textual information remembered and significantly impacted the quality of learning.

Interest prompts readers to look beyond the apparent structure of the text and focus on the main idea and its underlying meaning (Krapp, 1992). Readers are motivated if they are interested in what they are reading. Researchers investigated topic interest, that is, interest triggered when a specific topic or theme is present. In early studies, Hidi & McLaren (1991) viewed topic interest as situational and personal interest.

Skinner (1984) mentioned four aspects of interest they are :

1) Pleasure

Pleasure will emerge in one's interest to objects of the people that satisfy them.

2) Willingness

This motivational desire will produce a will, attention, and concentration to a given object, then the individual's interest will appear.

3) Consciousness

A person can be said to be interested in something if they have consciousness.

4) Attention

When the students observe an object, he perceives what they pay attention to or is interested in.

2.4 Types of Interest

According to Alderma (2004) interest in a subject can promote motivation and learning. The students will learn if they are interested and will only learn or perform well if they are interested . Therefore, interest is an essential aspect of motivation, affecting students' attention, learning, thinking, and achievement. There are two types of interest:

a. Personal Interest

Personal interest is a relatively stable personal attitude towards a topic or field. This is the student's personal interest in the classroom, such as space exploration based on deep knowledge. Assume that personal interests are focused on a specific activity or topic, for example, a special interest in sports, science, music, dance, or computers.

Personal interest develops slowly, tends to be long-lasting, and is associated with increased knowledge and value (Hidi & Renninger, 1992). It means that if a person is interested in something, their interest is permanent and associated with increased knowledge and value.

b. Situational Interest

Situational interest is a more brief and contextual focus on a topic. It is more specific than personal interests. It arises from interest-inducing instructional

activities used in the classroom. Situational interest can increase through interesting text, media, presentations, etc. It can spark personal interest by sparking student interest in a topic or activity. Therefore, it argues that situational interest is more important for the classroom because teachers can control it rather than the personal interest brought about by students (Schraw & Gregory, 2001). Situational interest is something in the immediate environment and may not affect an individual's knowledge and values (Murphy & Alexander, 2000). In other words, situational interest can effect only by the environment that caused a person may or may not have a long-term effect on an individual's knowledge and values.

From the explanations above, similarities between individuals and situations emerge: First, situational and personal interests lead to a state of psychological interest that includes high levels of attention and cognitive functioning, persistence, and affective components. Second, personal and situational interests arise from personal interactions with specific aspects of the environment and are content-specific.

2.5 Reading Interest

From the above definitions of interest and reading, reading interest is the desire to engage in reading activities to obtain ideas and information. Hidi & Renninger (1992) defined reading interest as a personal variable, meaning that a trait of an individual takes time to develop but becomes stable over time on a particular topic or area, and levels of knowledge, values, and positive emotions influence it. Reading by those who are interested in reading is a voluntary activity. You want to read it without being told first or coerced by others. Because if one is interested in reading, the activity will be an enjoyable one.

Furthermore, Al-Nafisah & Al-Shorman (2011) pointed out that a person's interest in reading is one of the main factors determining what they read. The selection can be on genre or type of printed page. Some readers want to read fiction, romance, history, or whatever. Still, others like to read words from magazines, newspapers, comics, or novels.

Khairuddin (2013) defined reading interests as whether students like reading in their free time, at home, or going to the library. In addition, reading interest also depends on the number of books read a month, a student's reading time in a week, and the genre and type of English reading material preferred.

2.6 Reading Comprehension

Reading comprehension is the ultimate goal of reading activities. This ability is a product of the decoding and language understanding process (McCardle & Connelly, 2018). In other words, reading comprehension is a person's ability to understand text during reading activities.

According to Johnson (2008), reading comprehension is strategies readers use to retrieve information and construct meaning from a text. They break down the thought process into steps that facilitate understanding. Comprehension is the process of understanding text or constructing meaning from text. Comprehension is a building process, as all elements of the reading process work together when reading the text to create the text the reader wants to express. Furthermore, Kennedy (2010) defines reading comprehension as a thought process by which a reader becomes aware of an idea, understands its empirical context, and interprets it in light of their needs and purposes. Based on the elaboration above, reading

comprehension is the ability to understand what one reads and the process of finding and interpreting.

Suparman (2012) explains that reading recognizes the importance of reading in the teaching process. Reading is a contraction to engage readers and connect information from a written massage. There are several aspects of reading comprehension that the reader needs to master to understand the text: main idea, specific information, references, inferences, and vocabulary. These aspects are as follows:

1) Main idea

Finding the paragraph's main idea is one of the most important reading comprehension skills. In some paragraphs, the main idea is not explicitly in the sentence. Instead, it is left to the reader to infer or reason about. In other words, the main idea is the most important idea developed by the author throughout the paragraph.

2) Specific information

Specific information develop topic sentences by giving definitions, facts, comparisons, analogies, cause, and cited examples. In addition, specific information refers to exact, accurate facts or descriptions of things mentioned in the text.

3) References

References are words or phrases used before or after a reference in the reading material. These are to avoid unnecessary repetition of words or phrases. It also signals the reader to find the meaning of the word elsewhere in the text.

4) Inference

The inference is a guess or prediction about the unknown based on existing facts and information. It is the logical connection that the reader observes, through reasoning, what is known or unknown in the reader's observation.

5) Vocabulary

A vocabulary is known to an individual or a large group of people. As far as this statement goes, vocabulary is essential for anyone wishing to speak or produce words to read.

2.7 Correlation between Reading Interest and Reading Comprehension

Reading is one of the English skills that students must master 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 an 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 the reading activity.

Many other factors can influence reading achievement. Interest is only one of many factors that directly influence the success of english learning, especially in reading comprehension. Factors such as vocabulary mastery, good learning strategies, good oral language skills, background knowledge, and other factors can also influence learning achievement. We know that students with good oral language and well-developed world knowledge are more likely to become good learners. However, the teaching-learning process cannot ignore the interest itself. Students' reading interests have an impact on their reading comprehension. The

researcher assumes that if the students have high interest, the students comprehend well and have a strong willingness and effort to develop and learn the reading in reading class.

Hidi (2001) argued that reading interest is central to determining how we select and process certain information in comprehending others. The empirical findings of the literature indicate that all types of interest facilitate the reader's comprehension and recall. So, to make the reader interested, the writer must choose good information. Snow (2002) includes engagement and motivation as variables influencing language comprehension. This statement shows that reading interest is an important variable in the decision to read and should not be ignored. Students are more likely to read what they are interested in.

Reading interest was related to deep comprehension questions, recall of the main idea, and the structure of the text. Hidi (2001) concluded that interest did not simply enhance learning. Reading interest motivates readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning. So, if the students are interested in any subject, they are better understand and comprehend it.

From the explanation above, interest is a motivational variable and a psychological state that occurs during the interaction between people and objects in the environment. It can be seen that interest is an important variable in the decision to read and should not ignore. Students are more likely to read what they think is interesting in the reading materials. Readers' level of interest in reading

and the content of that reading help shape the activity of text processing and development of comprehension in various ways.

2.8 Theoretical Assumption

Reading is one language skill that plays an important role in learning english. Students can gain a lot of knowledge, information, and new ideas through reading. One of the main goals of students who learn a language is to be able to read. By reading, students can build language skills and add their vocabulary knowledge and reading fluency.

From the literature review above, the researcher assumed that students' interest positively correlates with the student's reading comprehension ability. It seems that students' interest influences students' achievement. Interest is a factor that directly affects the success of english learning. If learners have high interest, they will comprehend well when they read because they will have a strong willingness and effort to learn and to develop their competence in reading and be active in reading class. Students with a high interest in reading tend to comprehend the paragraph more easily, that feeling interested in reading means enjoying the activity.

The researcher also assumed that students' interests do not correlate with the students' reading comprehension ability. It means that if learners have no interest, they will find it difficult to comprehend what they read. Students with no interest in reading tend to have more difficulty comprehending the passage they read than students with high interest. Students with no interest in learning english will be difficult to understand because they do not pay attention to the learning process.

Thus, the researcher is interested in investigating the correlation between reading interest and reading comprehension scores of the First-Grade Students at SMK Farmasi Kesuma Bangsa Bandar Lampung.

2.9 Hypothesis

Based on the theoritical assumption above, the researcher would like to make a hypothesis as follows:

H : There is a correlation between students' reading interest and reading comprehension scores.

III. RESEARCH METHODOLOGY

This chapter presents the research design, population, sampling technique and sample, data collection technique, instruments, data analysis, and research procedures. All of the subtopics describe the method used in this research.

3.1 Research Design

This research was quantitative research because it focused on the result of the research (product). The researcher used *Ex- post facto* design related to the co-relation study in this research. *Ex post facto* design was used in this research because there was no treatment on the research subject, and the data were collected by seeing the correlation between two variables. This study only focused on whether there is a correlation between students' reading interests and reading comprehension scores. According to Setiyadi (2006), the design of this research describes as follows:

$$T1 \longrightarrow T2$$

Where:

T1: Reading Interest

T2 : Reading Comprehension

3.2 The Variables

In this research, there are two variables as follows:

1. The independent variables :

Students' Reading Interest (X)

2. The dependent variables :

Reading Comprehension (Y)

3.3 Population, Sampling Technique, and Sample

1. Population

According to Arikunto (2006), a population is a set (or collections) of all elements that deal with one or more attributes of interest. The population of this research was first-grade students, consisting of three classes of SMK Farmasi Kesuma Bangsa Bandar Lampung.

2. Sampling Technique & Sample

The researcher used a purposive sampling technique to get the sample from a population. The purposive sampling technique is one of the sampling techniques that use special consideration to make it suitable to become a sample (Noor, 2011).

The sample is a part of the number and characteristics possessed by the population. From the population above, the researcher took one class, X A, as a

sample. There were 30 students as the research sample using purposive sampling. Based on the early observations at SMK Farmasi Kesuma Bangsa Bandar Lampung, X A was the most responsive and active class among all the first-grade students.

3.4 Data Collecting Technique

To know the students' reading interest and their reading comprehension in descriptive text, the researcher used the following test:

1. Questionnaires

According to Sugiono (2012) questionnaire is a data collection technique that gives a set of questionnaires or statements to the respondent. The researcher distributed the questionnaire to the sample to get information about the students reading interest in english texts. The form questionnaires were in a set of Likert Scale questionnaires and then given to the respondents directly to fill. Respondent had to choose the responses category of "Sangat Setuju" (SS), "Setuju" (ST), "Ragu-ragu" (RG), "Tidak Setuju" (TS), "Sangat Tidak Setuju" (STS) to provide a cross ( ) on the choice was fitting. The Likert scale category equaled quantitative values 5, 4, 3, 2, 1 for a positive statement. The questionnaire was in Indonesian Language. This research adopted the reading interest questionnaire from Fauzi (2017) cited in Chotimah (2020), which used aspects of interest based on Skinner (1984). In the test of reading interest, students had to choose one choice among the five provided responses based on the questions in the test. The aspects of the questionnaires from Skinner (1984):

Table 3. 1 The Aspects of the Students' Reading Interest

Concept	Indicator	Item number	Total
Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has the interest to read, if they read, it means that he or she will get a good achievement. On the other side, if the reader has no interest to read, it can influence his or her achievement.	1. Pleasure	1, 4, 8, 12, 18, 22, 29	7
	2. Willingness	2,5, 10, 13, 14, 24, 26, 27	8
	3. Consciousness	6, 9, 17,19, 20, 21, 23, 28	8
	4. Attention	3, 7, 11, 15, 16, 25, 30	7
		Total	**30**

Through descriptive analysis, the researcher tried to describe the result of reading interest based on the criteria of reading interest score from Susanto (2016). The complete calculation can be seen in the table:

Table 3. 2 The Classification of Students' Score Reading Interest

The score level	Category
75-100	High
59-74	Average
20-58	Low

2. Reading Comprehension Test

To investigate the students' reading comprehension in learning English, the researcher distributed the reading test to get the students' scores. The test

consisted of 40 items with four alternative answers (a, b, c, d, and e). The researcher used this type because it was easier to know the students' reading comprehension. The test was a theory based on Kennedy (2010). The aspects of the reading comprehension test:

Table 3. 3 The Aspects of Reading Comprehension

Concept	Indicator	Item number	Total
Reading comperehension represents how well readers understand literal comprehension which consentrates on explicit meaning and inferential comperehension on implicit meaning in the reading text.	1. Finding main idea	1, 6, 10, 19, 24, 29, 37	7
	2. Finding specific information	2, 7, 15, 16, 20, 21, 25, 31, 38	9
	3. Finding inference (unstated information)	3, 11, 12, 26, 32, 34, 35	7
	4. Finding word references	5, 8, 13, 18, 23, 27, 30, 39	8
	5. Finding the meaning of certain word based in the context	4, 9, 14, 17, 22, 28, 33, 36, 40	9
		Total	**40**

Through descriptive analysis, the researcher tried to describe the reading comprehension result based on Harris (2004) reading comprehension score. The complete calculation can be seen in the table:

Table 3. 4 The Classification of Students' Score Reading Comprehension

Score	Grade	Classifications
81-100	A	Excellent
61-80	B	Good
41-60	C	Fair
21-40	D	Poor
Under 20	E	Failed

3.5 Instruments of the Research

Creswell (2012) mentioned that an instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities established or developed before the study. The researcher used two kinds of tests. The reading interest questionnaire consisted of 30 statements. In the reading comprehension test, 9 descriptive texts consisted of 40 items in about 60 minutes.

1. Students' Reading Interest Questionnaire

In constructing the questionnaire on students' reading interest, the researcher used the aspects of interest and principles affecting the students' reading interest as indicators. There are four aspects mentioned by Skinner (1984) as follows:

1) Pleasure

Pleasure will emerge in one's interest to objects of the people that satisfy them.

2) Willingness

This motivational desire will produce a will, attention, and concentration to a given object, then the individual's interest will appear.

3) Consciousness

A person can be said to be interested in something if they have consciousness.

4) Attention

When the students observe an object, he perceives what they pay attention to or is interested in.

Table 3. 5 The Specification of the Reading Interest Questionaire

Indicator	Item number	Total
1. Pleasure	1, 4, 8, 12, 18, 22, 29	7
2. Willingness	2,5, 10, 13, 14, 24, 26, 27	8
3. Consciousness	6, 9, 17,19, 20, 21, 23, 28	8
4. Attention	3, 7, 11, 15, 16, 25, 30	7
	Total	**30**

2. Reading Comprehension Test

After the questionnaires, the researcher given the test about the descriptive text in the reading comprehension test to get the student's scores. Based on language assessment theory by Kennedy (2010) especially in reading, some components/elements were commonly used in measuring students reading comprehension. They are:

1. Main idea (topic)

The main idea includes the overall message of the text that a writer intends to convey to the readers. It is important to think of a text that enables the readers to understand the meaning of the text.

2. Specific information

Specific information refers to exact, accurate facts or descriptions of things mentioned in the text.

3. References

References are words or phrases used before or after a reference in the reading material.

4. Inference

The inference is a conclusion or opinion about the unknown based on existing facts and information.

5. Vocabulary

A vocabulary is known to an individual or a large group of people.

Table 3. 6 The Specification of Reading Comprehension Test

Indicator	Item number	Total
1. Finding main idea	1, 6, 10, 19, 24, 29, 37	7
2. Finding specific information	2, 7, 15, 16, 20, 21, 25, 31, 38	9
3. Finding inference (unstated information)	3, 11, 12, 26, 32, 34, 35	7
4. Finding word references	5, 8, 13, 18, 23, 27, 30, 39	8
5. Finding the meaning of certain word based in the context	4, 9, 14, 17, 22, 28, 33, 36, 40	9
	Total	**40**

3.6 Scoring System

In scoring the students' results of the test, the writer used Arikunto (1997) formula as follows:

$$S = \frac{R}{N} \times 100$$

S = the score of the test

R = the right answer

N = the total of the items

3.7 Validity of the Research Instruments

3.7.1 Validity of the Reading Comprehension Test

According to Arikunto (2006) validity is a measurement that shows the instrument's level of validity or reality. A valid instrument has high validity. On the other hand, the instrument lacking goodness has low validity. An instrument is valid when it can measure what is wanted. In other words, an instrument can be called valid if it can correctly show the data of the variables researched. To measure whether the test has good validity, the researcher used content validity and construct validity.

3.7.1.2 Content Validity

Content validity is a type of evidence in which the test's content was judged to be representative of a large contain domain. In this research, the content validity of the reading test was based on curriculum 2013 and indicators of the syllabus for

the first-grade students of senior high school. The test was suited to the material was taught to the students. (See Appendix 2 for the syllabus)

In this session, the researcher consulted the English teacher of SMK Farmasi Kesuma Bangsa Bandar Lampung to ensure the instruments' validity was valid. The researcher focused on the kind of test used to measure the ability of students' reading comprehension. The reading comprehension test is about descriptive text that has been taught by the teacher. Thus, the test can measure learning achievement and the effectiveness of programs and teaching purposes in the school based on the curriculum.

3.7.1.2 Construct Validity

Construct Validity refers to test validity in terms of whether test items or tasks have been written based on the theory of what is being tested (Nurweni, 2018). It means that the test items must be considered with the aspects of reading. The researcher used reading aspects by Kennedy (2010) such as the main idea, specific information, references, inferences, and vocabulary. (See Table 3.3 for the aspects of reading comprehension)

3.7.2 Validity of the Questionaire

The type of questionnaire in this research was a close-ended questionnaire that used Likert Scale multiple-choice questions. The respondent was required to complete the questionnaire by choosing multiple-choice. The questionnaire could be stated that it was valid if the instrument could be used to measure what should be measured (Sugiyono, 2016). The researcher analyzed the validity of the

questionnaire using Pearson Correlation. The calculation of questionnaire and test validity used product moment from SPSS 25 version, the criteria as follows:

a. If $r_{table} > r_{value}$, it means the instrument is valid.

b. If $r_{table} < r_{value}$, it means the instrument is invalid.

Thus, the r_{value} was 0.339, the item can be valid if the result > 0.339 but can be invalid if the result < 0.339. The result of the item validity test by using SPSS version 25 can be concluded as follows:

Table 3.7 The Result Validity Test of the Questionnaire

Item	"r" value	"r" table	Criteria
1	0.613	0.339	**Valid**
2	0.715	0.339	**Valid**
3	0.563	0.339	**Valid**
4	0.601	0.339	**Valid**
5	0.645	0.339	**Valid**
6	0.654	0.339	**Valid**
7	0.632	0.339	**Valid**
8	0.638	0.339	**Valid**
9	0.765	0.339	**Valid**
10	0.520	0.339	**Valid**
11	0.704	0.339	**Valid**
12	0.827	0.339	**Valid**
13	0.720	0.339	**Valid**
14	0.787	0.339	**Valid**
15	0.708	0.339	**Valid**
16	0.632	0.339	**Valid**
17	0.588	0.339	**Valid**
18	0.530	0.339	**Valid**
19	0.509	0.339	**Valid**
20	0.543	0.339	**Valid**
21	0.575	0.339	**Valid**
22	0.570	0.339	**Valid**
23	0.544	0.339	**Valid**
24	0.533	0.339	**Valid**
25	0.747	0.339	**Valid**

26	0.777	0.339	**Valid**
27	0.688	0.339	**Valid**
28	0.744	0.339	**Valid**
29	0.735	0.339	**Valid**
30	0.521	0.339	**Valid**

From the result validity test of reading interest questionaire above, it can be indicated that all of the questionnaire items were valid. The valid items were 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30.

3.8 Try Out of the Instrument

The tryout was used to determine the quality of the data collecting instrument of the research, such as, reliability, level of difficulty, and discrimination power.

3.8.1 Reliability of the Try Out Test

Reliability of the reading comprehension test was estimated by using split-half technique. To measure the coefficient of reliability between odd and even groups, this research will use the Pearson Product Moment formula as follows:

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

r_{xy} : coefficient of reliability between odd and even numbers item

x : odd number

y : even number

x^2 : total score of odd number items

y^2 : total score of even number items

xy : total score of odd and even number

a. Reliability of half test of try out test:

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

$$r_{xy} = \frac{(30 \times 8527) - (485 \times 503)}{\sqrt{\{30 \times 8317 - (485)^2\}\{30 \times 8871 - (503)^2\}}}$$

$$r_{xy} = \frac{(255810) - (243955)}{\sqrt{(249510 - 235225)(266130 - 253009)}}$$

$$r_{xy} = \frac{118555}{\sqrt{187433485}}$$

$$r_{xy} = \frac{118555}{136906}$$

$$r_{xy} = 0.86$$

After the reliability of the half test was calculated, the researcher used Spearman
Brow's Formula to measure the reliability of the test. The formula is as follows:

$$rk = \frac{2.rxy}{1+rxy}$$

rk   : The reliability of the test

rxy   : The reliability of half the test

The criteria of the reliability are :

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

b. Reliability of the whole test of try out test:

$$rk = \frac{2.rxy}{1+rxy}$$

$$rk = \frac{2\,x\ 0.86}{1 + 0.86}$$

$$rk = \frac{1.72}{1.86}$$

rk = **0.92**

Based on the reliability criteria, it was found that the test items have a high reliability of 0.92.

3.8.2 Reliability of the Questionaire

Reliability refers to whether the test is consistent in its score and indicates how accurate the test score is (Shohmay, 1985). Reliability shows the degree of mainstay about something. A test is reliable if the score gained by examiners is constant whenever and by whomever the test is conducted. A test will be a good parameter if the test is suitable or consistent.

The reliability analysis used in this research was Alpha Cronbach Formula. This reliability was used to measure the internal consistency of the questionnaire's items. According to (Setiyadi, 2006:167), the higher alpha, the more reliable the questionnaire would be.

The criteria of reliability as follows:

0.800 to 1.00   : very high reliability

0.600 to 0.800 : high reliability

0.400 to 0.600 : moderate reliability

0.200 to 0.400 : low reliability

0.000 to 0.200 : very low reliability

Each item in the reading interest questionnaire is analyzed to ensure that the items consist of good unity. The result of the reliability test by using SPSS version 25 as follows:

Table 3.8 The Result Reliability Test of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.753	31

From the calculation of reliability analysis, the alpha point is 0.753. It means that the questionnaire has high reliability. It could be interpreted that the questionnaire is proper for the research.

3.8.3 Level of Difficulty

Level of difficulty related to "how easy or difficult the item is from the point of view of the students who take the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population" (Shohamy, 1985). To know level of difficulty of the try out test, the formula used is as follows:

:

$$LD = \frac{U+L}{N}$$

LD   = level of difficulty
U   = the number of upper group who answer correctly
L   = the number of lower group who answer correctly

N   = the total number of students in upper and lower groups

The criteria are:

< 0.30 = difficult

0.31 – 0.70 = average

> 0.71 – 1.00 = easy   (Shohamy, 1985)

The result of the level of difficulty test by using SPSS version 25 as follows:

Table 3. 9 Result of Level of Difficulty

Criteria	**Items**
Easy	2, 25, 28, 34, 37, 38, 39, 45, 48, 49
Average	1, 3,4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30, 31, 32, 33, 35, 36, 40, 41, 42, 43, 44, 46, 47, 48, 50

Based on the table 3.9, it can be seen that there were two criterion (easy and average.) Level of difficulty of the items showed that there were 10 easy items (2, 25, 28, 34, 37, 38, 39, 45, 48, 49) and 40 average items (1, 3,4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30, 31, 32, 33, 35, 36, 40, 41, 42, 43, 44, 46, 47, 48, 50).

3.8.4 Discrimination of Power

The discrimination power refers to extent to which the items differentiate between high and low level students on the test. A good item, according to the criterion is one in which good students do well and bad students fail (Shohamy, 1985).

To know the discrimination power of the try out test, the formula used is as follows:

$$DP = \frac{Upper - lower}{\frac{1}{2}\ (N)}$$

DP   = discrimination power

Upper = the number of students from the upper who answer correctly

Lower = the number of students from the lower who answer correctly

N   = the number of the students

The criteria are:

DP: 0.00 – 0.19   = Poor items

DP: 0.20 – 0.39   = Satisfied items

DP: 0.40 – 0.69   = Good items

DP: 0.71 – 1.00   = Excellent items

DP: - (Negative)   = Bad items, should be omitted

(Heaton, 1975)

The result of the level of difficulty test by using SPSS version 25 as follows:

Table 3. 10 Result of Discrimination Power

Criteria	Items	Decision
Bad	28, 34, 41, 47	**Dropped**
Poor	25, 37, 38, 39, 45, 49	**Dropped**
Satisfactory	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30, 31, 32, 33, 35, 36, 40, 42, 43, 44, 46, 48, 50	**Administered**
Good	15, 17	**Administered**

Based on Table 3.5 above, there were four items which negative discrimination (bad) and six items that were poor and should be dropped. Discrimination power of the items showed that there were 4 bad items and 6 poor items that should be

dropped, 38 satisfactory items and 2 items that were good and should be administered.

3.9 Research Procedures

The research was conducted at the first grade of SMK Farmasi Kesuma Bangsa Bandar Lampung in the academic year 2022/2023. The researcher used the procedure of the research as follows:

1. Select the subject of the research.

The researcher used the first-grade students of SMK Kesuma Bangsa Bandar Lampung as the subject.

2. Arranging the teaching material

The selection process considered the materials taught to the students and the level of the students.

3. Ask permission from the school.

The researcher gave the university's letter of doing the research to the school to ask permission to do the research.

4. Administering try out test and the questionnaire

Try out test was administered to identify the quality of the test before it was used to obtain the data for the research. The test included multiple choices that consisted of 50 items with four alternative options a, b, c, d, and e. There were

one correct answer and four distracters. The researcher distributed the questionnaire to the students in order to get information about students' reading interest, and the students had to answer the questions based on the statement provided.

5. Giving a Reading Comprehension test

The researcher distributed the reading comprehension test to the sample to get information about the students' reading comprehension. The researcher has done the test without treatment.

6. Analyzing the data

The questionnaire and reading comprehension test data were analyzed using Pearson Product Moment. After that, the researcher reported the result as a script.

3.10 Data Analysis

The researcher analyzed the data using Correlation in SPSS (Statistical Program for Social Science) 25 version. The test result would be in the form of score or interval data. After getting the result, the researcher analyzed the correlation between students' reading interest and reading comprehension scores.

3.11 Hypothesis Testing

The researcher used descriptive quantitative analysis to measure the hypothesis, and the data were correlated by using Pearson Product Moment Correlation to investigate whether there was any correlation. The formula is as follows:

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

Notes:

r_{xy} : product moment correlation coefficient of variable X and Y

N   : the number of sample

x   : the students score in reading interest

y   : the students score in reading comprehension

xy   : the sum of multiplying of the reading interest score and reading comprehension score

x   : the sum of reading interest scores

y   : the sum of reading comprehension scores

x^2 : the sum of reading interest scores square

y^2 : the sum of reading comprehension scores square

The criteria used as follows:

a. If $r_{value} > r_{table}$ = H is accepted. It means that there is a correlation between students' reading interest and reading comprehension scores.

b. If $r_{value} < r_{table}$ = H is rejected. It means that there is no correlation between students' reading interest and reading comprehension scores.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestion based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts: conclusions and suggestions. The suggestions are proposed for teachers and for other researchers who are going to conduct similar research.

5.1. Conclusions

Based on the data analysis and discussion in Chapter IV, there is a correlation between reading interest and reading comprehension scores of the first-grade students at SMK Farmasi Kesuma Bangsa Bandar Lampung. Therefore, the researcher summarized that the students' reading interest has a positive correlation to reading comprehension scores. It means that students who have an interest in reading, they are better in reading comprehension rather than students who do not have an interest in reading.

5.2. Suggestions

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follows:

1. For the Students

In order to improve reading comprehension ability, it is suggested that they should make effort to build interest in reading. Since students' interest towards language learning correlates with their comprehension in reading, every student should try to increase their interest to the study of language, especially english, by realizing

positive outcomes of learning english and involving English texts in reading activity on topics they like.

2. For the Teacher

The teachers are recommended to increase students' interest in reading by finding best ways for teaching reading. One of the ways is by practicing extensive reading in which the students are trained to read for pleasure because they can read what they want so that students' interest will be increased. Additionally, teachers need to select suitable and appropriate learning materials to build students' interest in reading and make them feel that reading is a need. Furthermore, teachers should consider the factors which may affect students' interest in reading, such as gender differences, the topic of interest and characteristics of the text. The factors which are interrelated can be used as the way to elaborate and design the techniques in teaching reading. It is also suggested that the teachers should enhance their ability to present enjoyable learning activities and give more awareness about the positive outcomes from english learning.

3. For the Further Researchers

For the next researchers, the researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study perhaps with other skill-achievements.

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