Reading Interest And Reading Comprehension
A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta

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Abstract
Reading comprehension is an activity to find meaning or message from the writer through the text they read. This research seeks to know the relationship between reading interest and reading comprehension. There were 38 students are engaged in this study as respondents who selected by using simple random sampling technique. The respondents are the students who have been doing reading class in second semester. Regression statistical technique and correlation are used to analyze the data. The result shows that there is a positive correlation between reading interest and reading comprehension. The level of their reading comprehension is determined by high or low of their reading interest. Based on the findings, reading interest that categorized as “very high” is found in creative reading comprehension group. This finding shows that the more students do reading, the easier they comprehend the meaning of what they read, both explicitly and implicitly. The result of the research can be one of considerations to the readers, especially for education practitioners in term of improving students’ reading comprehension.

Key Words: reading interest, reading comprehension

Introduction
The development of science and technology requires people to have literacy habit. The development of literacy is become more important as a basic comprehension in order to prepare knowledge for the future (Hunt, Carper, Lasley, Raisch, & Wissick, 2013). Literacy learning have to begin from early childhood to get optimal result that usually called as early literacy. One of the literacy skill that need to be improved is reading literacy. Reading comprehension have important role in people’s life. Reading become important bridge to the students who wants to have integrating interactive ability (Springer, Harris, & Dole, 2017). Reading is an activity that apply some of abilities to process reading text in order to understand the content of reading. Therefore, reading can be called as an activity to get the information or message that delivered in written language. A person able to read, not only because of coincidence but also because someone learns and practices to read a text.

Reading habit needs to start from an early age at home, elementary school, junior and senior high school up to college. Reading habit are required to master science and technology that always change. People who fond of reading will get new insight and develop their intelligence so that they will be able to deal with the future challenge (Putro & Lee, 2017).
Reading comprehension have been taught since early childhood level until university level. In university level, reading is a process that have to be done in every lecture. This is happen because all lectures are integrated with many kinds of reading activity such as reading text, article, journal, and so on. Reading activity that have been done by the students is a kind of comprehensive reading. Reading comprehension is a process of reading in order to build understanding (Tarchi, 2017). In reading comprehension process, there are some stages that should be known such as literal, inferential, critical, and creative (Duchovičová, Kozárová, Kurajda, Bajrami, & Baghana, 2019), (Duncan, Mcgeown, Griffiths, Stothard, & Dobai, 2016).

In literal comprehension stage, students are required to understand the information that explicitly stated in the text (Duncan et al., 2016). Literal comprehension is the lowest stage of comprehension. Even though this comprehension is in the lowest stage, it is important as a requirement to the next higher stage. The second stage of comprehension is inferential comprehension where it is emphasized on the comprehension to understand the information that implicitly stated in the text (Kocaarslan, 2016), (Veverková, 2016). Understand the text inferentially is to know what is the information implied in text. In this time, readers use the information that explicitly stated in text, back ground of knowledge, and personal experience to make hypothesis (Vandergrift, 2006). The next stage of comprehension is critical comprehension where students are required to master the ability to evaluate text material. Critical comprehension is basically similar with evaluative comprehension (Bogan, King-Mckenzie, & Bantwini, 2012). In this comprehension, readers compare the information that is found in text with particular norms, knowledge, and background experience of the readers to evaluate the text. The highest stage of comprehension is creative comprehension which involves cognitive dimension of reading because it is related to psychological impact and esthetic of text toward the readers. In creative comprehension, readers are required to use their imagination to get new perspective exceed from what served by writer (Yavuz Mumcu & Aktürk, 2017), (Karamalak & Pesina, 2017).

Yet, based on the preliminary study that was conducted on some students of English education department in Universitas Islam Negeri Hidayatullah Jakarta, most of the lecturers in English department criticize the students relate to their reading comprehension. This is evidenced by students’ reading comprehension score that is still low. The low score of reading comprehension is caused by the test that use HOTS (High Order Thinking Skill). Most of question in test use text description that need critical thinking to test their reasoning for a case. If students do not master reading comprehension, they will difficult to answer that kind of questions or will answer inappropriate answer toward the questions.

The situation described above is in line with the result study of PISA 2018 that released by OECD which showed Indonesian students’ reading comprehension that only reached average score 371, with the average score of OECD is 487 (OECD, 2019). This study judges 600.000 of 15 years old children from 79 countries every three years. This study compare math comprehension, reading and science performance of a student. In reading comprehension category, Indonesia is located in 74, the sixth from the bottom. Yuri Belfali,
the head of early childhood and school division stated that Indonesia has good result in single text, but very weak in multiple text. He also mention that Indonesian students is able to find information, evaluate, and reflect the information, but still weak in understanding the information. Reading comprehension that scored by OECD in PISA is not only written comprehension but also understanding text in vary difficulty level.

Seeing the above facts, it is important to pay more attention on students’ reading comprehension. Educators should give learning experience and learning method that suitable to the students so students can improve their reading comprehension. The students who has good reading comprehension will easier to understand implicit meaning in every subject learning. Reading is basic knowledge of students to understand the message that delivered through writing. Therefore, developing reading comprehension continuously is not only as the goal of teaching but also as the requirement to improve students’ reading comprehension. Good reading is depend on the motivation from inside or outside. In adolescence, reading interests should be motivated in order to get a lot of knowledge and experience. Fostering and developing students’ interest in reading is not only the responsibility of language lecturers, but responsibility among all fields.

Reading interest means a high tendency towards reading activity or a high willingness in reading activity, or can be identified with the love for reading. The research (Shnayer, 1968), (Cooc, Kim, & Kim, 2016), (Haroun, 2018), (Ardasheva, Wang, Roo, Adesope, & Morrison, 2018) stated that “reading interest is recognized as a multidimensional construct, incorporating one’s affective, cognitive and behavioral tendencies towards an object, event or tasks related to reading”. In developing students’ reading interest, students combine affective tendency, cognitive, and their manner toward object, event, or assignment that relate to reading. Therefore, some factors that influence students’ reading interest is the environment which form one’s personality and mindset (Ay & Bartan, 2012). Good environment is affected by people who give positive encouragement in every aspect of life. Then, the culture of copy paste is often happened in students’ environment especially in technology users circle that use internet or computer to find the source for their assignment such as articles, news, or other information they need. The culture of copy paste affect students’ interest because students are more careless to read comprehensively. Another factor is less motivated. Motivation in reading is needed in order to encourage students to fond of reading (Wheatley, Gerde, & Cabell, 2016). If someone know and understand the benefit of reading, he will realizes that reading is very important so that his reading interest will grow more and more. Next factor is reading facilities and reading resources. It will support student to read. Interesting book and comfortable place will attract students to read.

The novelty of this research is that the researchers will measure the extent to which the correlation of reading interest on reading comprehension that seen from the level of literal comprehension, inferential comprehension, critical comprehension and creative comprehension. Besides, the results of this study can be used as a reference for further researchers who want to carry out research on reading comprehension skills in universities. Based on the description above, researchers are interested to conduct research on the
relationship between reading interest and students' reading comprehension in Syarif Hidayatullah State Islamic University, Jakarta.

Method

This research is conducted on the students who have been doing reading class in second semester of Syarif Hidayatullah State Islamic University. The research is held in even semester academic year 2018-2019 from April to May 2019. Quantitative method is used as methodology of the research by using correlational study. This research is conduct in order to know the relationship among variables in researched object or subject. Students as sample of study are given reading comprehension test in multiple choice form to get reading comprehension score and reading interest questionnaire to get reading interest score. The population in this research is all second semester students in academic year 2018-2019. There were 38 students are engaged in this study as respondents who selected by using simple random sampling technique. Regression statistical technique and correlation are technique that used to analyze the data.

Result

Data Description

Data description of the research can be translated based on the result of 20 items of multiple choice test that given to the sample. Based on reading comprehension data, the biggest data that gained is 90 and the lowest is 5, the range of data is 85, the number of classes are 7 with the calculation $1 + 3,3 \log 38$, and the length of the interval is 13. Next, the data gained from reading interest (variable X) that is done through questionnaire. There are 28 items given to the sample. Based on calculations that have been made from collecting data, the average score of reading interest (X) is 86.33. It is gained from the accumulation of reading interest variables 3280.4 divided by the total sample of 38 people. Variance (S2) is 58.480 and standard deviation (S) is 7.647 (annex 17). From the calculation results, it can be seen that the largest data value is 100 and the smallest is 70.5 the range of data is 29, the number of classes are 7 with calculations $1 + 3,3 \log 38$, and the length of the interval is 5.

Requirements Testing Analysis

Normality test is done to test whether estimated error Y on X is normally distributed or not. The result of liliefors testing showed that estimated galat regression Y on X is normally distributed. The calculation showed $L_{\text{count}} = 0.074$ while $L_{\text{table}} = 0.143$ (see appendix 24). It proved that $L_{\text{count}} < L_{\text{table}}$ and concluded that estimated error Y on X is normally distributed.

Homogeneity test variance Y on X is done to know whether variance Y on X is homogeny or not. From the result of homogeneity test, it gained $\chi^2_{\text{count}} = 0.003$ dan $\chi^2_{\text{table}} = 3.841$ at the level of significance $\alpha = 0.05$ with degree of freedom (dk) = k – 1 = 2 – 1 = 1, so it can be concluded that the variance is homogeny.
Hypothesis Testing

This test is carried out to find out whether the regression model that has been obtained through the simple linear regression equation is linear or not by using ANAVA table. Test criteria accepted $H_0$ if $F_{count}(b/a) < F_{table}$, and rejected $H_0$ if $F_{count}(b/a) > F_{table}$, where $H_0$ is a linear regression model and $H_1$ is a nonlinear regression model. The calculation results show the value of $F_{count}(b/a) = 482.92 < F_{table} = 251$, which means that $H_0$ is accepted so that it can be interpreted that the regression equation model of the equation $\hat{Y} = -189.41 + 2.895X$ is a linear regression model. The calculation of linearity regression test in reading interest (variable X ) with reading comprehension (variable Y) are presented in table I below:

**Table I**

Analysis Variance (Anava) to Linearity Test

<table>
<thead>
<tr>
<th>Variance Source</th>
<th>dk</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>$F_{count}$</th>
<th>$F_{table}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>38</td>
<td>158700,00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regression (a)</td>
<td>1</td>
<td>139210,53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regression (b/a)</td>
<td>1</td>
<td>18137,39</td>
<td>18137,39</td>
<td>482.92</td>
<td>3.96</td>
</tr>
<tr>
<td>Residual</td>
<td>36</td>
<td>1352,09</td>
<td>37,56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted R.Square</td>
<td>17</td>
<td>-5572,08</td>
<td>-327,77</td>
<td>-0.90</td>
<td>2.23</td>
</tr>
<tr>
<td>Std. error</td>
<td>19</td>
<td>6924,17</td>
<td>364,43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation:

*) : Significant Regression $F_{count}(482.92) > F_{table}(0.05;1/36) (3.96)$

**) : Linier Regression $F_{count}(-0.90) < F_{table}(0.05;17/35) (2.23)$

From the calculation results, it obtained $r_{xy}$ is 0.965 (appendix 30), because $r_{xy} > 0$ then $H_0$ is rejected, means that there is a relationship between variable X (reading interest) and variable Y (reading comprehension). The relationship between X and Y is included in the level of a strong relationship. To find out whether the relationship between variable X and Y is significant or not, a correlation coefficient significance test is performed using a $t$-test at a significance level of 0.05 with dk (n-2). The test criteria are significant if $t_{count} > t_{table}$ and not significant if $t_{count} < t_{table}$. 
Based on the calculation, it showed that $t_{count} = 22.04$ while $t_{table} = 1.70$. Thus, it can be concluded that $t_{count} (22.04) > t_{table} (1.70)$, $H_0$ is rejected, then the results of these calculations can be concluded that there is a significant relationship between variable $X$ (Reading Interest) and variable $Y$ (Reading Comprehension).

**Table 2**

**Hypothesis Testing Coefficients Correlation**

<table>
<thead>
<tr>
<th>Coefficients Correlation</th>
<th>Coefficients Determination</th>
<th>$t_{count}$</th>
<th>$t_{table}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.965</td>
<td>93.10%</td>
<td>22.04</td>
<td>1.70</td>
</tr>
</tbody>
</table>

$t_{count} > t_{table} = 22.04 > 1.70$

Next, is to test coefficient determination. This test was conducted to determine the magnitude of the percentage of the dependent variable $Y$ (Reading Comprehension) to variable $X$ (Reading Interest). Based on the calculation, the coefficient determination is 93.10%. Thus, it can be concluded that 93.10% of variation in reading comprehension is determined by reading interest and the rest is determined by other factors.

**Discussion**

The result suggest that reading interest has important role on reading comprehension. Students who have high level of reading comprehension can be seen from the intensity of reading (Zubaidah, Corebima, Mahanal, & Mistianah, 2018). Students who often read will faster to get the essence of text without repetition. They also easy to find information and knowledge, enhance their achievement, develop their ability, and make communication both orally and written. This is in line with world quotes that mention reading is a world window. Otherwise, the students who are not usual to read, they will repeat to read the text to get the essence of text.

Similar with the research result (Meniado, 2016), (Käsper, Uibu, & Mikk, 2018), (Kuşdemir & Bulut, 2018), (Sellah, Jacinta, & Helen, 2017) (Nasiruddin & Hum, 2018) (Drobisz, 2017), (Calloway & Calloway, 2019) that confirm reading comprehension is influenced by reading interest. Reading interest in this research is a strong willingness added with big effort from someone to read. In this research, indicators of reading interest are fond of reading, awareness of reading benefit, reading frequencies, and reading quantity. If someone has high reading interest on one text, he will get information, insight and knowledge.

In this study, students' reading ability is divided into several groups namely groups with literal comprehension levels, groups with inferential comprehension levels, groups with critical comprehension levels, and groups with creative comprehension levels. Based on the findings, groups with a level of creative comprehension have high interest in reading compared to other levels of comprehension. Creative comprehension is the highest level of
one's reading comprehension (Steele, Johnston, Lawlor, Smith, & Lamppa, 2019), (Karamalak & Pesina, 2017). It means that the reader not only captures the explicit meaning, the meaning between the lines, and the meaning behind the line, but also is able to creatively apply the results of reading for everyday purposes. Students with a level of creative comprehension will demonstrate their changes in attitude and behavior after completing the reading. Reading activities do not stop after closing the book. He will be able to critically and creatively assess reading material and will be able to solve problems of daily life based on the results of what have been read. Reading is not only an obligation but a hobby that he always does every day.

In the other hand, students who have literal level of comprehension. His reading interest is in the "lack" category. This is because he has not made reading as hobby. Most students with literal comprehension do reading activities if they have assignments from the teacher. Students with literal comprehension demonstrate the ability to gain low-level understanding by only using information that is mentioned explicitly. In this type understanding, the reader is only directed to the answers of literal questions that require students to remember what is stated directly in the reading text without linking to the schemata of prior knowledge (Hunt et al., 2013).

For students who have a level of inferential comprehension, their reading interest belongs to the "quite high" category. This shows that students already have the urge to read but not optimal. Students with this ability are able to identify ideas that are conveyed indirectly. Inferential comprehension involves the ability to make conclusions, for example about the main ideas of reading, the causal relationship, and analysis of readings such as finding the author's purpose of reading writing, interpreting figurative language. In inferential comprehension, the reader plays an active role to construct the meaning of what is stated in the text. The reader concludes implicit information by combining information in the text with background knowledge. In line with research (Bogan et al., 2012), (Snyder & Snyder, n.d.) states that readers make conclusions according to their schemata that demand higher ability to think, because most of the answers in the interpretive category are related to answers which not directly mentioned.

In critical reading groups’ students, they have reading interest in the "high" category. It also shows that most students with this level enjoy reading activities. Critical reading skills involve evaluation, personal judgment, and the truth of what is read (Gursoy & Bağ, 2018). Critical understanding requires them to analyze the material read by paying attention to key words, ignoring irrelevant passages or selecting titles that are appropriate for the story (Zhang & Kim, 2018). The analysis activity is usually done by understanding the other side that is not explicitly stated by the author or it is only implicitly expressed. With enough interest, reading critical comprehension becomes easier. They are able to understand the implicit meaning, analyze, organize reading material, and make conclusions or make judgments (Asgari, Ketabi, & Amirian, 2019).

Thus, the level of interest in reading is also determined by their level of reading comprehension. The more he often does reading activity, the easier it is to master both explicit and implicit meanings in a text. Even for students with a level of creative
comprehension, reading is not only about reading but also enjoy the reading process so that it is able to solve problems in life by experiencing reading.

Conclusion

Based on the findings and discussion, this research conclude that there is significant relationship between reading interest and reading comprehension. High reading interest will influence the level of reading comprehension. From the findings, reading interest with very high level is gained in creative comprehension group. It showed that by having reading interest, students will easy to understand the reading and even can find the idea or creative solution from what they have read.

The result of research is expected to give benefit for all readers, especially for education practitioners in term of improving students’ reading comprehension. The educators in university level are considered to improve students’ reading comprehension in four levels that are literal comprehension, inferential comprehension, critical comprehension, and creative comprehension. Thus, this research can be one of considerations to develop teaching method in order to attract students’ reading interest.

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