
The Correlation Between Learning Interest And Reading Comprehension Achievements?

Indawan Syahri¹, Masagus Sulaiman², Dewi Risnawati³

^{1,2,3} English Education Study Program, Universitas Muhammadiyah Palembang
mrshu.ok@gmail.com

Abstract

This research aimed at figuring out the significant correlation between learning interest and reading comprehension achievement of the Seventh Grade Students of SMP Negeri 6 Sungai Lilin. This research encompassed 36 students as population and also sample since total sampling techniques was applied. The researchers used an experimental research method in term of a correlational design. Test and questionnaire were applied to obtain the data. To analyze the data, the researchers used Pearson Product Moment Correlation through SPSS 25.0. The results showed that there was a significant and strong correlation, with the value of correlation coefficient (r -obtained) of 0,768 was higher than the value of correlation coefficient of the Product Moment table (r_t) of 0,320 which indicated that the null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted. In conclusion, learning interest has an important role in increasing students' reading comprehension achievements.

Keywords: *learning interest, reading comprehension achievements, correlational*

Introduction

Reading is one of the important skills for it can help students gain information, train to have a good reading habit, enrich knowledge, and model of a good writing. According to Richards & Schmidt (2010), reading is the processes by which the meaning of a written text is understood (p.483). In reading activity, students should be able to comprehend meaning of texts to get information and also knowledge from texts. Thus, it can be concluded that readers not only should know the meaning of words but also be able to harness contained in texts.

Furthermore, Moreillon (2007) states that reading is such making meanings of the text. (p.10). It means that in reading activity, students should be able to get information from texts that can be in printed or visual forms. Hadyan (2013) says that reading is an activity done by people in order to get information out of a text (p.2). The goal of teaching reading is to assist students in improving their reading skill so that they can read English text efficiently and effectively.

Like other experts, Grabe and Stoller (2020) state that reading comprehension is the ability to understand and interpret information from a text appropriately (p.11). On other side, Snow (2002) says that reading comprehension is the process of extracting and constructing meaning together through interaction and involvement with written language (p.11). Reading comprehension can be defined as a process of interpreting meaning and it is not only reading the words, but also proceeding and even interpreting knowledge efficiently and fluently.

As the matter of fact, learning interest, especially in reading can increase students' ability in understanding the passage or text for they are motivated and enjoy in learning, and it makes them more active in reading classroom activities. Unfortunately, not all Indonesian students master reading skill. It still becomes problems for them to understand reading texts. It was supported by the data of the Program for International Student Assessment (PISA) in 2018. It showed that the level of literacy of Indonesian was 74th from 79 countries which were participating in the test. In relation to the problem mentioned, learning interests are much needed to be involved in students' classroom activity, as it is suggested by Harackiewicz, Smith and Priniski (2016) who state that learning interest is a powerful motivational process that

energizes learning and guides academic and career trajectories and is essential to academic success (p.1).

Meanwhile, Hidi and Harackiewicz (2000) say that when students are interested in an academic topic, they are more likely to go to class, pay attention, become engaged, take more courses, as well as process information effectively and ultimately perform well. It means that as soon as students have good learning interests, automatically, they are motivated to study. From the explanation stated, the researchers were keen on conducting a research under the title "The Correlation between Learning Interest and Reading Comprehension Achievements?".

Theoretical Review

Characteristics and Types of Learning Interest

There are six common characteristics of learning interest, as stated by Hurlock (in Riyani and Usman, 2021, pp. 1-20), as follows:

1. Interest grows with physical and mental development.
It is formed when a child is a baby or aged 0-3 years, where the child has shown an interest in what he likes or enjoys something. It grows along with physical and mental development in students,
2. Interest depends on learning activities.
It is one for a person's increased interest. Children cannot have an interest until they are ready physically and mentally.
3. Interest depends on learning opportunities.
It depends on the environment and interest both children and adults. The environment of young children is mostly confined to home. Their interest grew from home. As their social circle expands, they become interested in the interest of others they begin to know.
4. Interest is influenced by culture.
It derives from parents, teachers and other adults to learn about what their cultural group considers appropriate interests, and they are not given the opportunity to pursue interests that are not compatible with their cultural groups.
5. Interest in emotional weight.
It is related to feelings which mean if an object is experienced as something very valuable, and there will be feelings of pleasure which can eventually be of interest. Unpleasant emotional weight weakens interest and pleasant emotional weight strengthens interest.
6. An egoistic weighted interest,
It is such a condition as someone is happy, there will be a desire to have it. (p.5).

Indeed, there are also two major types of learning interest, for instances:

1. Personal Interest
Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. It is assumed to be directed toward specific activity or topic, such as in sports, science, music, dance, and computer.
2. Situational Interest
Situational interest is more temporary and specific situation of attention to a topic. It is more contextual dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest. It can be increased by the use of interesting text, media, presentation, and the like. It may trigger the students' interest in a topic or activity leading to personal interest. In brief, both situational and personal interest result in the psychological state of interest that involves increased attention and cognitive functioning, persistence and has an affective component. (Alderman, 2004, p. 241)

Aspects and Factors of Learning Interest

There are also two core aspects of learning interest (Michalos, 2014; Shanty, 2019), such as:

1. Enjoyment

Enjoyment is a positive affective state that occurs when a person engages in an experience or activity that satisfies a desire, goal, or need, including but not limited to the need for pleasure, meaning, security, safety, sustenance, esteem, belongingness, or love.

2. Motivation

Motivation is the power which motivates somebody to do something suitable her wish, preference organism for to do attitude or behavior that influence by needs and direct with definite purpose before who can plan.

On the other side, two factors of learning interest (Handito in Ratu, et al., 2020), cover:

1. Intrinsic

It refers to desire of someone to do something. It includes concentration, curiosity, motivation and needs.

2. Extrinsic

It refers to the basis of encouragement or implementation from the outside.

Reading Comprehension and Its Types

Johnson (2008) defines comprehension in reading as strategies that readers use to retrieve information and construct meaning from expository text (p.110). They are the thinking processes, broken down into steps that are used to comprehend. It means that comprehension is a process of understanding a text or a process of constructing meaning from a text. Comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text of the readers mean.

Moreover, Klingner, Vaughn and Boardman (2007) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (p.17). It means that in comprehending the text, the students take the expectation to get the point of what they read. Like other experts, Brown (2001, p. 306-310) says that reading comprehension is a matter of developing appropriate, efficient comprehension strategies (p.306), such as:

1. Identifying the purpose in reading.
2. Using rules and patterns to aid in bottom-up reading, especially for beginning level learners.
3. Using different silent reading techniques for relatively rapid comprehension, for intermediate to advanced levels.
4. Skimming the text for main ideas.
5. Scanning the text for specific information.
6. Using semantic mapping or clustering.
7. Guessing when you are not certain.
8. Analyzing vocabulary.
9. Distinguishing between literal and implied meanings.
10. Capitalizing on discourse markers to process relationships.

Patel and Jain (2008) add that there are four types of reading, as follows:

a. Intensive Reading

It is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes

analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information (pp.117-119).

b. Extensive Reading

It is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually, people read to keep them updated (pp.119-120).

c. Aloud Reading

It is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence (p.120).

d. Silent Reading

It is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease, and fluency. It aids comprehension and expands the student's vocabulary (p.122).

Methodology

This research applied a correlational design which deals with two variables, learning interest as independent variable and reading comprehension achievements as dependent variable. Baumgartner, Hensley, and Kulinna (2021) say that correlation is to determine if a relationship exists between variables (p.23). Ideally the variable has ratio level of measurement. In addition, Creswell (2012) further states that "correlation is a statistical test to determine the tendency or pattern for two (or more) variable or two sets of data to vary consistently" (p.338). This is to be conducted to figure out whether or not there is significant correlation between students' learning interest and reading comprehension achievements. In this research, the researchers used 36 persons of the Seventh Grade Students of SMP Negeri 6 Sungai Lilin to be population as stated in Table 1.

Table 1. Population of the Research

No	Class	Total
1	VII. 1	18
2	VII. 2	18
Total		36

Source: SMP Negeri 6 Sungai Lilin the Academic Years of 2021/2022

Table 1 showed that 36 students in Grade Seven were used as population of the research which derives from two different classes, VII.1 and VII. 2. The researchers then got all the population as the sample of this research. Fraenkel and Wallen (2006) state that a sample is a group in a research study on which information is obtained (p.91). In this research, the researchers used total sampling technique. Syahri, Sulaiman and Susanti (2017) say that total sampling is a representative sample of the population. This is usually done if the population is considered small or less than 100. (p.64). To collect the data, the researchers used test and

questionnaires. There were 20 multiple choices of descriptive reading test and 20 items of questionnaires given to students. Singh (2006) says that a questionnaire is a form which is prepared and distributed for the purpose of securing responses (p.191). In this research, the researchers used *Likert Scale* questionnaires.

According to Powers and Knapp (2006) likert scale is a type of test item in which respondents indicate their attitude toward a particular statement by choosing one of a small number of ordered alternatives. (p.94). To analyze the data, the researchers used Pearson Product Moment Correlation through SPSS 25.0.

Findings and Discussion

The Distribution Frequency of Reading Comprehension Test

There were 20 question test items in line with multiple choices in descriptive reading texts given to the Seventh Grade Students of SMP Negeri 6 Sungai Lilin. To be clear, Table 2 was presented.

Table 2. The Distribution Frequency of Reading Comprehension Test

Category	Score	Frequency	Percentage
A	81-100	20	56%
B	61-80	12	33%
C	41-60	3	8%
D	21-40	1	3%
E	Under 20	0	0%

Table 2 shows 0 student (0%) was in very poor category, 1 student (3%) were in poor category, 3 students (8%) were in fair category. Then, 12 students (33%) were in good category. Lastly, 20 students (56%) were in excellent category.

The Distribution Frequency of Questionnaires

The data for measuring the students' learning interest were gained by through questionnaires which consisted of 20 statements. To be vivid, Table 3 was presented.

Table 3. The Distribution Frequency of Questionnaires

Category	Score	Frequency	Percentage
Very High	85-100	17	47%
High	73-84	12	33%
Moderate	60-72	5	14%
Low	48-59	0	0%
Very Low	0-47	2	6%

Table 3 shows 2 students (6%) was in very low category, 0 student (0%) was in low category, 5 students (14%) were in moderate category. Then, 12 students (33%) were in high category, and finally, 17 students (47%) were in very high category.

The Results of Correlation between Students' Learning Interest and Reading Comprehension Achievements

In keeping with the data analysis of students' learning interest and reading comprehension achievement through calculating of Pearson Product Moment Correlation through SPSS 25.0, it was found out that there was correlation between learning interest and

reading comprehension achievements. To be clear, Table 4 was illustrated.

Table 4. Pearson Product Moment Correlation Results

Correlation		Learning Interest	Reading Comprehension
Learning Interest	Pearson Correlation	1	.768**
	Sig. (2-tailed)		.000
	N	36	36
Reading Comprehension	Pearson Correlation	.768**	1
	Sig. (2-tailed)	.000	
	N	36	36

Table 4 shows that the correlation coefficient between learning interest (independent variable) and reading comprehension achievement (dependent variable) is (r -obtained) = 0.768 with significance of 0.000. Based on the above decision criteria, it can be concluded that the correlation between two variables is significant, because the accompanying significance is smaller than 0.05 ($0.000 < 0.05$). As explained at the beginning of the value of the correlation coefficient range from -1 to +1. The correlation coefficient value of 0.768 indicates that there is a positive correlation, meaning that if the independent variable increases, it will be accompanied by an increase in the dependent variable, the correlation that occurs is in the strong category.

Based on findings, the researchers found out that there was a significant correlation between learning interest and reading comprehension achievement. In other words, the correlation coefficient between learning interest (independent variable) and reading comprehension achievement (dependent variable) in which r -obtained was 0,768 with significance of 0,000 which was lower than 0.05 that indicated there was such positive and strong correlation between the two variables analyzed.

Conclusion

Based on the research analysis, the researchers concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. It can be seen from the result of r -obtained = 0.768 with significance of 0.000. Based on the stated decision criteria, it can be concluded that the correlation of the two variables is significant, because the accompanying significance is smaller than 0.05 ($0.000 < 0.05$). The correlation that occurs is positive, meaning that if the independent variable increases, it will be accompanied by an increase in the dependent variable. The correlation that occurs is in the strong category. It means that the researcher assumption is true that is to say: there is correlation between learning interest and students' reading comprehension achievement of SMP Negeri 6 Sungai Lilin.

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