THE EFFECT OF READING INTEREST ON READING COPREHENSION OF GRADE XII HIGH SCHOOL STUDENTS OF SMA NEGERI 1 BRANDAN BARAT

Khadijah[1], Arsen Nahum Pasaribu[2]
[1]SMA Negeri 1 Brandan Barat, Indonesia, [2]Universitas HKBP Nommensen Medan, Indonesia
Email: [1]khadijah.uhn@gmail.com. [2]arsen.pasaribu@uhn.ac.id

ABSTRACT
 This study aims to find out the effect of reading interest on the reading comprehension of grade XII high school students of SMA Negeri 1 Brandan Barat. This is an ex-post-facto study using a mixed-method approach and quantitative and qualitative data. The population of this study was 180 12th grade students of SMA Negeri 1 Brandan Barat for the 2020–2021 academic year majoring in social sciences (IPS) and natural sciences (IPA). The procedure of sampling taking for this study was a randomly selected sampling plan. Slovin's formula was used to compute the samples. The computed sample size was 64 students from a population of 180 students. The data collection methods used were the questionnaire method and a test of reading comprehension. The data collected was analyzed using multiple linear regression analysis with partial test hypothesis testing (t-test). The findings of this study indicated that the t-value = 6,201 > t-table 1,669 with a significance value of 0.000 0.05, then Ha was accepted. This shows that partially Ha, which stated that there was an effect of reading interest on reading comprehension, is accepted. It can be concluded that reading interest affected the reading comprehension of Grade XII high school students of SMA Negeri 1 Brandan Barat.

Keywords: *Reading Interest, Reading Comprehensio*.

ABSTRAK
 Tujuan dari penelitian ini adalah untuk mengetahui Pengaruh Ketertarikan Membaca Terhadap Kemampuan Membaca Siswa Kelas XII SMA Negeri 1 Brandan Barat. Penelitian ini adalah jenis penelitian ex-post facto dengan pendekatan kualitatif dan kuantitaf. Populasi pada penelitian ini berjumlah 180 siswa kelas XII juruan IPS dan IPA SMA Negeri 1 Brandan Barat Tahun Akademik 2020 – 2021. Prosedur pengambilan sampel pada penelitian ini dengan menggunakan teknik random sampling dengan menggunakan rumus slovin. Sampel pada penelitian ini berjumlag 64 siswa yang diambil secara acak dari 180 siswa jumlah populasi. Pengumpulan data dilakukan dengan menggunakan angket kuisioner dan tes kemampuan membaca. Data dianalisis dengan menggunakan analisis regresi linier sederhana serta uji hipotesis parsial (uji t. Hasil temuan daalam peneltian ini menunjukkan hasil uji parsian bahwa nilai t hitung pada varabel ketertarikan membaca diperoleh 6,201 > t$_{tabel}$ 1,669 dengan nilai signifikansi 0.000 < 0.05, sehingga Ha diterima. Sehingga dapat dinyatakan bahwa ada pengaruh ketertarikan membaca terhadap kemampuan membaca siswa kelas XII SMA Negeri 1 Berandan Barat.

Kata Kunci: *Ketertarikan Membaca, Kemampuan Membaca*.

INTRODUCTION

 The process of reading to gain understanding is known as reading comprehension (Tarchi, 2017). Reading comprehension is a necessary skill for success in higher education. Students must be able to grasp academic texts and search for more academic information using a variety of reading materials, such as textbooks, journals, reports, or electronic messages, to gain additional knowledge. Not all students, however, are capable of comprehending the text being read. The majority of them

comprehend the text's informational content; in other words, they are adept at decoding the text but have difficulty comprehending what the undecoded text is saying. This happened because most students have low motivation in learning English, especially in reading comprehension. Besides those cases, they also have low interest in reading the text, as well as no purposes when they are reading the texts

The literal, inferential, critical, and creative stages of the reading comprehension process should be understood by the students (Duchoviová, Kozárová, Kurajda, Bajrami, & Baghana, 2019). Perfetti (1985) claims that certain pupils suffer because they lack reading comprehension methods as part of their background knowledge in this situation. Reading comprehension is the process of reading to gain a better knowledge of what you're reading (Tarchi, 2017). Reading comprehension is a necessary ability for future academic achievement. Students must be critical and analytical in their comprehension of academic texts and in their search for more academic information through various types of reading resources such as textbooks, journals, reports, or electronic messaging to gain further knowledge. Not all students, however, are adept at grasping the text being read. The majority of them comprehend the text's informational content; in other words, they are competent at decoding the text but struggle to comprehend what the undecoded text is saying.

1) Vocabulary knowledge is limited.
2) Inability to communicate fluently.
3) A lack of understanding of the subject.
4) The text's level of difficulty (readability)
5) Insufficient application of appropriate reading skills.
6) Inadequate verbal reasoning
7) Issues with information processing.
8) Issues with remembering knowledge after reading.

According to Nuryana (2009), various aspects influence students' reading comprehension, both internal and external factors. Internal factors include baseline information, physical and mental state, interest level, and reading proficiency. From a background knowledge standpoint, the quantity of knowledge we have about a topic has an impact on how readily and quickly we can read about it. Assume we were given an excerpt from an organic chemistry textbook to read. The excerpt would be quite simple to comprehend if we had taken multiple chemistry classes. The teachers need to give students some types of texts when teaching reading because students have different interests. All students come to school with different interests because of their exposure at home and within their communities. Throughout this study, the writer wants to explore if students' interests influence their ability to comprehend the text and they can experiment with and apply their knowledge in various ways.

Reading interest is defined as a strong desire to participate in reading activities or a strong willingness to participate in reading activities, and it is linked to a love of reading (Ratna Sari Dewi, Fahrurrozi , Uswatun Hasanah , Apri Wahyudi:2020). Then, Ardasheva, Wang, Roo, Adesope, and Morrison (2018) noted that reading interest is acknowledged as a complex concept, including one's emotive, cognitive, and behavioral proclivities towards an object, event, or tasks connected to reading. According to Vig and Sharma, Renninger defines reading interest as a personal variable that takes time to develop but becomes stable over time toward a single topic or domain and is influenced by knowledge, values, and pleasant sensations (2014). A person who appreciates reading engages in the activity of reading. It's a completely selfless effort. They want to read without being told what to do or feeling obligated by

others to do so. It's because, for someone who appreciates reading, it will be an enjoyable hobby.According to Shaleh and Wahab (2004) that there are three indicators of interest. They are internal motivation, social motive, and emotional factors. The indicators developed into reading interest indicators as follow:

Table 1. Indicators of Reading Interest

Indicator	Sub – Indicator
Internal Motivation	1. Focusing attention, 2. Curiosity, 3. Time spending, 4. Effort
Emotional Factors	1. Pleasure, 2. Enthusiasm, 3. Impression

Shaleh and wahab (2004)

According to a preliminary assessment of some students in grade XII at SMA Negeri 1 Brandan Barat for the academic year 2020/21, the majority of English teachers critique the students' reading comprehension abilities. The fact that children's reading comprehension scores are still poor demonstrates this. The test that uses HOTS (High Order Thinking Skill) on the final semester test in April 2021 is to blame for the low reading comprehension score. The majority of the questions on the test use text descriptions to test their reasoning for a scenario. If students do not master reading comprehension, they will struggle to answer such questions or will offer incorrect answers.

The results of students' English test scores in the National Examination for Academic Year 2018/2019, which were announced by the government and showed that English scores only averaged 43,63. (2019) Pusat Penilaian Pendidikan, Kebudayaan, dan Pendidikan. This occurred because the majority of English assessments focus on reading comprehension. Students struggle to answer reading text questions, which often ask them to gather information, analyze it, and reflect on it, yet they lack understanding of the material. The reading comprehension question on the test was not just about written comprehension, but also about oral understanding.

From the explanation above, it is critical to focus more on students' reading comprehension. Teachers should provide students with a learning experience and strategy that is appropriate for them to increase their reading comprehension. Students with high reading comprehension will find it easier to comprehend implicit meaning in all subjects. Reading is a fundamental skill that pupils must have in order to comprehend the message that is conveyed through writing. As a result, the constant development of reading comprehension is not only a goal of education but also a need for improving students' reading comprehension. Good reading depends on internal or external motivation. Based on the discussion above the study aims to find out the Effect of Reading Interest on Reading Comprehension of Grade XII High School Students of SMA Negeri 1 Brandan Barat. Then the study attempted to answer the following research question. " Is there any Effect of Reading Interest on Reading Comprehension of Grade XII High School Students of SMA Negeri 1 Brandan Barat ?"

RESEARCH METHODOLOGY

This study used a mixed-methods approach. To find out the answer to the study questions, it used both quantitative and qualitative data. The researcher used a non-experimental correlation research design to see if there was a statistically significant positive or negative correlation between the independent variables of reading interest (X) and the dependent variable of reading comprehension (Y). The following are the research variables, as shown in Table 2:

Table 2. Research Variables

Variables	Indicators/ Sub - Indicators	Instrument	Scale	Correlation
X_1 Reading Interest (X)	**Internal Motivation** 5. Focusing attention, 6. Curiosity, 7. Time spending, 8. Effort **Emotional Factors** 4. Pleasure, 5. Enthusiasm, 6. Impression	Questionnaire	Likert	$X_1 \rightarrow Y$
Reading Comprehension (Y)	**Finding Explicit Information** 1. Finding details and fact 2. Finding Main Idea 3. Inferring Reference 4. Drawing Conclusion **Finding Implicit Information** 1. Detecting The Title 2. Detecting the purpose 3. Making prediction 4. Dealing with unfamiliar words **Finding Judgment** 1. Making judgment	Test	0 - 100	$X \rightarrow Y$

$X_1 \rightarrow Y$ = The correlation and effect of reading interest on the result of reading comprehension test

The populatiom of this study were 12th grade students of SMA Negeri 1 Brandan Barat for the 2020 – 2021 academic year majoring in social sciences (IPS) were 2 classes and natural sciences (IPA) are 4 classes. The total number of the students were 180 students. The procedure of sampling taking of this study was randomly sampling plan. (Sugiyono : 2008 : 69). The Slovin's formula will be used to compute for the sample and stratified sampling technique was employed in selecting the students who became the respondents of the study. The computed sample were 64 from thepopulation of 180 students.

The instrument of the study used in this study were test and non test. To measure the independent variables (i.e., reading interest (X1)) was the pre-existing

survey developed by Shaleh and Wahab (2004), called the Reading Survey in the form of questionnaires. Each question was answered on a five-point Likert-type scale (1 - 5). The scores of each statement will be marked as: (5) strongly agree, (4) agree, (3) undecided, (2) disagree, (1)strongly disagree. This questionnaire will be given to the respondents.

Reading comprehension (Y) was the instrument used to measure the dependent variables. It was a series of exams designed not only to examine information, but also to assess how well a student can apply that knowledge to diverse situations. Multiple-choice questions are used to assess a student's reading skills and its relationship to understanding. The indicators of factors (reading interest (X_1), reading purpose (X_2), and reading comprehension (X_3) were shown in the table below (Y).

Table 3. The Indicators of Variables

Variables	Indicators/ Sub - Indicators	Number of Statement/ Question	Total
Reading Interest (X_1)	**Internal Motivation**		
	1. Focussing attention,	2	1
	2. Curiousity,	3, 4	2
	3. Time spending,	1	1
	4. Effort	5	1
	Emotional Factors		
	5. Pleasure,	7	1
	6. Enthusiasm,	8, 9	2
	7. Impression	6, 10	2
	Shaleh and wahab (2004)		
Total of Statement			**10**
Reading Comprehension (Y)	**Finding Explicit Information** 1. Finding details and fact	4,5,6,13,14,17,21,23,30,32	10
	Finding Implicit Information		
	2. Finding Main Idea	10, 19, 24	3
	3. Inferring Reference	2, 11, 22	3
	4. Drawing Conclusion	8,15, 25,29	4
	5. Detecting The Title	16, 27,31	3
	6. Detecting the purpose	1, 12, 20, 34	4
	7. Making prediction	7, 28	2
	8. Dealing with unfamiliar words	3, 19,33,8	4
	Finding Judgment		
	9. Making judgment	18, 26	2
	Developed by the writer from (Swan and Greenall: 1993)		
Total of Question			**35**

RESULTS AND DISCUSSIONS
Descriptive analysis
Students' Reading Interest

This study tried to find out the level of students' reading Interest as mentioned in the research question before. To collect the data, the researcher used a questionnaire given to the respondents which were from 12th-grade students of SMA Negeri 1 Brandan Barat for the 2020 – 2021 academic year majoring in social sciences (IPS) and natural sciences (IPA). After distributing the questionnaire to the respondents, researcher acquired data listed below.

Table 4. Distribution Frequency of Students' Reading Interest

Interval	Frequency	%	Description
47 – 50	**4**	6.25	Very High
38 – 46	**30**	46.88	High
30 – 37	**25**	39.06	Medium
22 - 29	**5**	7.81	Low
Total	64	**100**	

Because the mean of the score was 36,94, which was in the range of 30 – 37, the table above indicated that the degree of students' interest in reading was medium. The achievement of students in reading comprehension was the following variable. These results were obtained by administering a test and reviewing the results. The following are the data that were gathered:

Students' Achievement in Reading Comprehension

Table 5. Distribution Frequency of Students' Reading Comprehension

Interval	Frequency	%	Description
84 - Above	6	9.38	Very High
71 - 83	22	34.38	High
58 – 70	28	43.75	Medium
45 - 57	7	10.94	Low
44 - below	1	1.56	Very Low
Total	64	100	

According to the table above, students' reading comprehension achievement was medium, as the mean score was 69.65, which was in the range of 58 to 70.

The Result of Hypothesis Testing.

Hypothesis is a prediction of the possible outcomes of the research. In this research would like to find the empirical evidence whether or not reading interest and reading purpose effect students' achievement in reading comprehension.To answer the question the researcher use Product moment correlation analysis and regression analysis by using the application of SPSS 25,0.

The standard score of significant was 0.05. from the questions the statistical hypothesis show Ha = P was higher than 0.05 it means Ha was significant. While, if P = lower than 0.05 it means no significant. The statistical hypothesis of this research can be seen as:

Ha : $P < 0,05$ means that there is any significant effect between reading interest on

students' reading comprehension of Grade XII High School Students of SMA Negeri 1 Brandan Barat.

H0 : P > 0.05 means that there is no any significant effect between reading interest on students' reading comprehension of Grade XII High School Students of SMA Negeri 1 Brandan Barat.

The Result of Correlation Analysis

Bivariate analysis, which tried to discover a statistical solution to the proximity (strength and weakness) of the link between two variables, namely the independent variable (independent) and the dependent variable, was included in product moment correlation analysis (dependent). Both the population and the sample must come from two regularly distributed variants in order to calculate product moment correlation. The Pearson correlation (product moment correlation) is a widely used method for determining the correlation of data on an interval or ratio scale.

Table 6. Pearson Product moment Correlation

		Reading Interest	Reading Purpose	Reading Comprehension
Reading Interest	Pearson Correlation	1	.370**	.231
	Sig. (2-tailed)		.003	.067
	N	64	64	64
Reading Comprehension	Pearson Correlation	.231	.801**	1
	Sig. (2-tailed)	.067	.000	
	N	64	64	64

From the data above, it showed that $rx_1y = 0{,}231 <$ r table 5% $= 0{,}246$, It means that there was not significant correlation between variable reading interest and variable reading comprehension.

The researcher would interpret the category of coefficient correlation based on the following criteria based on all of the data:

0.90 – 1.00 means very high correlation

0.70 – 0.90 means high correlation

0.40 – 0.70 means enough correlation

0.20 – 0.40 means low correlation

0.00 – 0.20 means very low correlation

The researcher concluded that the correlation between variables X1 (Reading Interest) and Y (Reading Comprehension) had no significant correlation with the score correlation 0,231 and was classified as low correlation based on the correlation above.

The Result of Regression Analysis

Regression analysis was used in this study in order to determine whether there is an effect of the independent variable on the dependent variable. Statistical calculations in multiple linear regression analysis used in this study were to use SPSS software 25,0.

Partial regression analysis was conducted in this study to determine the effect of reading interest (X) on the variable of reading comprehension by using the T-test. From the analysis using the error rate (α) 10% and degrees of freedom (df) = n-k-1.

Table 7 Hypothesis Test

No.	Variables	t- value	Sig	t- table
1	Reading Interest	6.201	.000	1.669

a. Dependent Variable: Reading Comprehension

Based on the results of the trial test for the Reading Interest variable, it was found that t-value = 6,201 > t-table 1,669 with a significance value of 0.000 < 0.05, then Ha was accepted. This shows that partially Ha which states that there was an effect of reading interest on reading comprehension is accepted.

DISCUSSION

The researcher would like to discuss and interpret the research findings in this part. rx1y = 0,231 r table 5 percent = 0,246, according to the data above. It suggests there was no statistically significant link between varied reading interest and variable reading comprehension. The researcher found that the correlation between variables X1 (Reading Interest) and Y (Reading Comprehension) showed no significant association with the score correlation 0,231 and was classified as the low correlation based on the correlation above. The correlation between variables X2 (Reading Purpose) and Y (Reading Comprehension) was considerable, with a score correlation of 0.801, and was classified as good correlation. For the result of partial regression, it was found that t-value = 6,201 > t-table 1,669 with a significance value of 0.000 < 0.05, then Ha was accepted. This shows that partially Ha which states that there was an effect of reading interest on reading comprehension of Grade XII High School Students of SMA Negeri 1 Brandan Barat is accepted.

The findings imply that reading interest plays a key role in understanding. The intensity of reading by students who have a high degree of reading comprehension can be seen (Zubaidah, Corebima, Mahanal, & Mistianah, 2018). Students that read frequently will be able to grasp the essence of the book more quickly. They also have easy access to information and knowledge, which boosts their accomplishments, abilities, and communication both vocally and in writing. This is consistent with world quotes that refer to reading as a window into the world. Otherwise, children who do not normally read will repeat the material in order to grasp the meaning.

This study also was supported by Miranda, T., Williams-Ross, D., Johnson, K., and McKenzie, N. (2011), who claim that various research has shown evidence to support the concept that reading interest and engagement are the most important characteristics in determining reading comprehension. To put it another way, when people are more interested in reading, they become better readers, as seen by their reading speed, comprehension, and vocabulary quality.

CONCLUSION

After the researcher completed the research and data analysis for the data obtained in the context of the discussion, it was determined that the t-value of the Reading Interest variable was 6,201 > t-table 1,669 with a significance value of 0.000, and that the t-value of the Reading Interest variable was 6,201 > t-table 1,669 with a significance value of 0.000 0.05, then it can be concluded that Ha was accepted. This shows that partially Ha which stated that there was an effect of reading interest on reading comprehension of Grade XII High School Students of SMA Negeri 1 Brandan Barat is accepted. The average score was 36.94, which was in the range of 30 to 37, indicating that students' interest in reading was moderate.

REFERENCES

Duchovičová, J., Kozárová, N., Kurajda, L., Bajrami, B., & Baghana, J.2019. *Level of auditory analysis, synthesis, and active vocabulary and their intergender context.* XLinguae, 12(4), 229–238. https://doi.org/10.18355/XL.2019.12.04.20

Duncan, L. G., Mcgeown, S. P., Griffiths, Y. M., Stothard, S. E., & Dobai, A. 2016. *Adolescent reading skill and engagement with digital and traditional literacies as predictors of reading comprehension.* British Journal of Psychology, 107(2), 209–238. https://doi.org/10.1111/bjop.12134.

Miranda, T., Williams-Ross, D., Johnson, K., & McKenzie, N. 2011. *Reluctant readers in middle school: Successful engagement with text using the e-reader.*International Journal of Applied Science and Technology. (6). 8191.Retrieved from http://www.ijastnet.com/journals/Vol_1_No_6_November_2011/9.pdf

Nuryana, Rika. 2009. *The Correlation Between Students' Interest and Their ReadingComprehension Ability in Learning English at the Second Year of SMPN 3Ukui*, *Pelalawan Regency*. Unpublished Undergraduate Thesis: UIN SUSKA.

Perfetti CA.1985. *Reading ability*. New York, NY: Oxford University Press.

Ratna Sari Dewi, Fahrurrozi , Uswatun Hasanah , Apri Wahyudi. 2020. *Reading Interest And Reading Comprehension*. A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta. Journal of Talent Development & Excellence 241 Vol.12, No.1, 2020, 241-250.

Shaleh, Abdul Rahman dan Muhbib Abdul Wahab.2004. *Psikologi: SuatuPengantar,* (Jakarta: Prenada Media).

Tarchi, C. 2017. *Comprehending Expository Texts: The Role of Cognitive and Motivational Factors. Reading Psychology,* 38(2), 154–181. https://doi.org/10.1080/02702711.2016.1245229

Vig, Prabha& Komal Sharma, 2014. *Comparative Analysis of Influence of Gender on ReadingInterest of Inservice and Pre-service Teachers*. The Criterion: An Interna tiona l Journa l in English,Vol. 5, Issue-I.

Peter Westwood. 2008. *What Teacher Needs to Know about Reading and Writing Difficultie*s. Canada: ACER Press.

Vandergrift, L. 2006. *Second language listening: Listening ability or language proficiency.*ModernLanguage Journal, 90(1), 6–18. https://doi.org/10.1111/j.1540-4781.2006.00381.x.

Zubaidah, S., Corebima, A. D., Mahanal, S., & Mistianah. 2018. *Revealing the relationship between reading interest and critical thinking skills through remap GI and remap jigsaw.* International Journal of Instruction, 11(2), 41–56. https://doi.org/10.12973/iji.2018.1124a