Students' interest in learning english and reading understanding ability using story texts

Dzul Rachman [1,*]

[1] Universitas Muhammadiyah Kalimantan Timur, No.15, Jl. Ir. H. Juanda, Sidodadi, Samarinda Ulu, Kota Samarinda, Kalimantan Timur 75243

[1] dzulrachman@umkt.ac.id

* corresponding author

ARTICLE INFO

ABSTRACT

This research analyzed the correlation of students' interest and reading comprehension. The goals of the research are to realize the score of students' interest in studying English, the score of reading comprehension, and to prove the giant correlation of students' interest in studying English and reading comprehension capability. This research used quantitative research. The researcher implemented questionnaire to locate the score of students' interest, and the researcher implemented a test to locate the score of studying comprehension of the 10th-grade students of SMAN 13 Samarinda. The result of this research showed that score of students' interest of the 10th-grade students of SMAN 13 Samarinda is good. it could be seen from the end result of students' interest score is 76.33. It showed that the students have interest in reading due to the fact they parents ask for reading English regularly, having a hobby in listening lyric songs and English movies increase vocabularies and that they take notes and recollect English difficult words then find out the that means. on this research also confirmed that score of reading comprehension the respondents is good. It additionally proved that there has been a correlation of students' interest in getting to know English and their reading comprehension ability the use of narrative texts.

1. Introduction

Reading is one of the language skills which help students in the process of learning English. In teaching and learning English, we usually find students problems in reading English text, because they do not read the text only, but they are needed to understand the contents of reading materials such as; find out the topic, theme, main idea, and answer the question that related to the text, they are needed to have good enough knowledge of language which has different system, including vocabulary and structure. Reading in a very second language has continuously been a serious concern for each language learners and lecturers. Varied reticulated emotional and psychological feature factors influence the understanding of texts, and build reading understanding a posh interactive method (Lee, 2009)

Interest is believed to be learners' preference in doing one job or activity instead of others, and it's showed with accrued attention and emotional engagement of learners (Schiefele, 1999). Interest is often separated and labeled as one thing interest, individual interest and topic interest. Situational interest is an emotion aroused by options of environmental or textual stimuli. Characteristics that have been found to stimulate related to what is happening around somebody or something interest include textual clearness of thinking or speaking and ability to be understood, exciting newness and personal relevance (Schiefele, 1999). Individual interest is carefully thought believed to be a stable

and lasting through a desire to engage with activities or objects (Hidi, S., Berndorff, D., & Ainley, 2002). Topic interest, refers to interest reminded by a certain topic or theme. It appears to share qualities of both related to what is happening around something and individual interest with things that are given of either depending on people' knowledge, experiences and the perceived value of a topic (Ainley, M. D., Hidi, S., & Berndorff, 2002).

Learners who are more interested in topic of reading, process the reading information in a deeper thinking-related process, and this deeper processing helps them to understand the text better than students who are less interested in the reading topic; therefore, the reading and the recall for interesting topics are easier than other topics for readers (Tobias, 1994). It is also found that topic interest influences the quality of L1 reading understanding, and the type of learning (Hidi, S., Berndorff, D., & Ainley, 2002).

Topic interest is important to teachers because it is controllable in classroom activities and it makes up a point of coming-together between the more ephemeral situational interest and the more enduring and engaged individual interest (Kusumawardhani, P, 2017).. Based on the explanation above, the researcher wanted to know "The Relationship of Students' Interest in Learning English and Reading Understanding Ability Using Story Texts of the Tenth Grade Students of SMA Negeri 13 Samarinda".

2. Method

The main design of this study was quantitative correlation (Nur, 2017). The design of this research changed into a correlation design, as it examined the connection between two sets of data. This design needed one group of students that were given varieties of the test, namely students' interest in learning English test and their reading knowledge capacity. A group of students tries to discover the truth approximately is X IPS 3 students. Then, the students' scores on college students' interest in learning English test was associated with their scores on reading understanding. To know the connection of both studies numbers that exchange, the data have been carefully studied using Product moment relationship formula.

The researcher only used two classes which actually consisted of three classes. Two regular classes and one athlete's class. The researcher used two regular classes, one class to try out and another class to do the research results of the tryout. The total population of two classes was 72 students. the researcher took all students of X IPS 3 as the sample because there were only 30 students in the class.

In this study used extra than, research instruments. They have been listing of questions and test. The researcher adopted the listing of questions from a book written for the university. In this study, the researcher got the records approximately what students think about the students' interest gaining knowledge of English in their class (Widyawan, K., & Hartati, E. 2016). The researcher used Likert Scale design for the answers to the list of questions that distribute to the students. In this research, the materials of the test were taken from assessment test for Senior excessive college grade X. The researcher used story texts to understand the reading understanding ability and the whole number of the test were 30 items. Since both the students' interest in learning English and their reading understanding ability test make in this study was not a standardized test, the researcher decided to carry on the try out to find Difficulty Index, Discriminating Power and Reliability.

In gathering data for this study, the tried out of reading the test to ten students outside of the sample which become chosen randomly. After getting the score of strive out, figuring out the difficulty index of the test, discriminating power and reliability of the test. And then taking 30 students as sample. Giving the student's list of questions and reading test to the sample. Gathering and scoring the test of reading understanding test. Giving the name to the raw score of college students' interest in gaining knowledge of English test named as data X, and a raw score of reading understanding test named as data Y. Ranging the score of the test from the highest to the lowest. The use of person's Product moment relationship for the raw score process.

3. Findings and discussion

Finding of the study is presented to answer the research problem of this study. The data of this research were the students' score of English test and person who respondent's opinions, and the tables below showed the students' score of English tests. The purpose of this research was to talk about the correlation among students' interest in gaining knowledge of English and their reading comprehension capability the usage of narrative texts. The students ought to be read English text or book with a purpose to improve their reading comprehension. students' interest in this research is the extent of reading interest habit. those habits are analyzing English storybook, magazine, textual content narrative, descriptive, genre, and many others.

Table 1.   Reading Interest Survey

No	Statement
1	I read the materials from the internet, books, magazines and newspapers
2	I read the materials before the study begins
3	I prepare the materials independently or group
4	I take time to read English text such as a book, novel and newspaper
5	I use the lyric song, movie to increase my vocabularies
6	I read English text that related to my lesson
7	I buy book, novel, or even English newspaper at the book store
8	Having hobby in reading English books is fun and is not the old style
9	I take notes and remember English difficult words then find out the meaning
10	When there is a difficult text, I will discuss it with my friends or my teacher
11	I look for and read English books in the library and internet to do my homework that given by the teacher
12	I read resources books such as narrative text, descriptive, genre, etc to make text much better
13	I take money to buy English book
14	I prepare, read and do English presentation
15	I read novel, magazine and English newspaper to increase vocabularies
16	Reading activities in narrative texts, descriptive, or others gives motivation a great deal that can increase my skill
17	Having hobby in listening lyric songs and English movies increase vocabularies
18	My parents ask for reading English text every day
19	The tasks from my teacher motivate me to read English text more often
20	Hotspot facilities support me in the reading process much better

From the analysis of the questionnaire distributed to the students the researcher could make the interpretations as follows: There were 30.00 % (9 students) who strongly agreed that they read the materials from the internet, books, magazines and newspapers. There were 36.67 % (11 students) stated that they read the materials from the internet, books, magazines and newspapers. There were 3.33 % (1 student) disagree read the materials from the internet, books, magazines and newspapers.

In the fourth statement, there were 23.33 % (7 students) who strongly agreed that take time to read English text such as book, novel and newspaper , 40.00 % (12 students) state agreed that take time to read English text such as book, novel and newspaper, 10.00 % (3 students) who take time to read English text such as book, novel and newspaper, and 3.33 % (1 student) strongly disagree take time to read English text such as book, novel and newspaper. It means that most of the students

admit that they agreed that take time to read English text such as a book, novel and newspaper. From the percentage it can be seen that more a half of the amount students chose 'Agree' it means that they like to take time to read English text such as a book, novel and newspaper (Hidayat, S., et.al 2016) .

In the fifth statement, there were 43.33 % (13 students) who strongly agreed that use the lyric song, movie to increase their vocabularies and 46.67 % (14 students) who agreed that use the lyric song, movie to increase their vocabularies. It showed that most of the students admit that they like using the lyric song, movie to increase their vocabularies. From the percentage, the students who strongly agreed and agreed that use the lyric song, movie to increase their vocabularies.

In the sixth statement, there were 26.67 % (8 students) who strongly agreed that read English text that related to their lesson. 43.33 % (13 students) who agreed that read English text that related to their lesson and 30.00 % (9 students) who uncertain that read English text that related to their lesson. It showed that most of the students admit that they like read English text that related to their lesson. There were only 9 students from 30 students who uncertain that read English text that related to their lesson.

Related to the statement number nine, it showed that most of the students prefer like to take notes and remember English difficult words then find out the meaning. It can be seen from the percentage, there were 40.00 % (12 students) strongly agreed that take notes and remember English difficult words then find out the meaning and 40.00 % (12 students) agreed that take notes and remember English difficult words then find out the meaning. From the percentage above, the researcher could conclude that the students like to take notes and remember English difficult words then find out the meaning, because they make it easier to remember.

Related to the statement number eleven, it showed that most of the students prefer like to look for and read English books in the library and internet to do my homework that given by the teacher. It can be seen from all students, there was 36.67 % (11 students) who strongly agreed that prefer like to look for and read English books in the library and internet to do my homework that given by teacher, 43.33 % (13 students) agreed that look for and read English books in the library and internet to do my homework that given by teacher, 16.67 % (5 students) uncertain look for and read English books in the library and internet to do my homework that given by teacher and 3.33 % (1 student) who prefer like to look for and read English books in the library and internet to do my homework that given by teacher. From the percentage above, the researcher could conclude that the students prefer like to look for and read English books in the library and internet to do my homework that given by the teacher. Because reading from many kinds of places to find the difference and they will the answers they seek.

Related to the statement number sixteen, it showed that most of the students admit that reading activities in narrative texts, descriptive, or others give motivation a great deal that can increase my skill. It can be seen from the percentage showed that 26.67 % (8 students) chose 'strongly agreed', 36.67 % (11 students) chose 'agreed' and 3.33 % (1 student) chose 'disagree'. Then, the researcher could conclude that the students admit that reading activities in narrative texts, descriptive, or others give motivation a great deal that can increase my skill. Besides that, there is an advantage if the students do reading. When they read something, they would get the idea and the students would get inspiration after the read.

Related to the statement number seventeen, there was 43.33 % (13 students) who strongly agreed that having hobby in listening lyric songs and English movies increase vocabularies, 36.67 % (11 students) who agreed that having hobby in listening lyric songs and English movies increase vocabularies and 3.33 % (1 student) who disagree that having hobby in listening lyric songs and English movies increase vocabularies. It showed that from all of the students more of them like listening lyric songs and English movies increase vocabularies. From the percentage above, the researcher could see a significant difference both of those statements the conclusion is the students like having a hobby in listening lyric songs and English movies increase vocabularies.

According to the statement number nineteen, there were 30.00 % (9 students) who strongly agreed that the tasks from my teacher motivate me to read English text more often, 33.33 % (10 students) who agreed that the tasks from my teacher motivate me to read English text more often

and 00.00 % (No students) who disagree or strongly disagree the tasks from my teacher motivate me to read English text more often. From that result, the researcher could conclude that the students became active in reading English book.

In the last statement, there were 20.00 % (6 students) who strongly agreed that hotspot facilities supports me in reading process much better, 43.33 % (13 students) who agreed that hotspot facilities supports me in reading process much better and 00.00 % (No students) who disagree or strongly disagree hotspot facilities supports me in reading process much better. It showed that most of the students feel more confidence in reading English using online. From that last statement, the researcher could summarize that the student had increasing confidence in reading English. The students got better feeling in reading English. The students' interests were increasingly.

From those questionnaires that have stuffed by the students, it could be seen that the students have a good interest in reading English mainly in reading narrative texts. And the result is the students' interest in studying English specifically in reading narrative texts expanded. it can be confirmed from the students' answers at the questionnaires. To reinforce the questionnaire, the researcher extensively utilized reading test in this research.

To examine hypothesize; the researcher used Person's Product Moment Formula to search the correlation of students' interest in learning English and reading comprehension ability.

Table 2.   Descriptive Statistics

	Mean	Std. Deviation	N
questionnaire	76.33	5.554	30
score	72.99	7.236	30

Based on the table above, the mean score of Reading Understanding Test was 73,00 which were located in the good category, the highest score was 86.67 and the lowest score was 60.00. There were 10 students (33.33%) in excellent category, 16 (53.33%) students had a good score and 4 students (13.33%) with the fair score reading understanding test. By doing r-test calculation with SPSS 17 version, the (person who works to find information) found r-value = 0.857. Then, this result was compared to the r-table with N (total of sample) = 30 students and p= 0.05 or Î± = 5%. Based on the judging requirements, found the r-table value on N= 30 and p=0.05 was 0.361. the result of r-value was compared to the r-table.

Table 3.   Correlations result

		Questionnaire	Score test
questionnaire	Pearson Correlation	1	.034
	Sig. (2-tailed)		.857
	N	30	30
score	Pearson Correlation	.034	1
	Sig. (2-tailed)	.857	
	N	30	30

The comparison between r-value and r-table at N=30 and p=0.05 used in this study pointed to/showed that r-value was higher than r-table (0.857 > 0.361). This means that Ho was rejected and

Ha was received. The result suggested that the Ha that read: "There is a positive relationship between students' interest in learning English and their reading understanding ability "

From the statistical evaluation, the researcher defined that after students have high interest, they produce high reading understanding ability. From lists of questions that have filled by the students, it is able to be seen that the students have a proper interest in reading English particularly in reading story texts. And the result is the students' interest in getting to know English in particular in reading story texts expanded. It could be proven from the students' answers on the lists of questions. consistent with (T. & Ortlieb, 2013) interests are tremendous attitudes of appeal towards objects or activities. They need learned responses that create prepared the organism to certain lines of activity and which facilitate interest. Interest is the set of attending, the preference to provide selective attention to something. interests upward push up through the interplay of fundamental needs and the method used to make satisfied accomplishing a goal them. The child who is interested in reading is normally the child for whom studying makes satisfied accomplishing a goal the primary desires of personal adequacy or self-belief, appreciate of others, curiosity, or fulfillment. Based on the result of the reading test, the mean score of reading understanding test was 73,00 which were located in the good category, the highest score was 86.67 and the lowest score was 60.00. There were 10 students (33.33%) in excellent category, 16 (53.33%) students had a good score and 4 students (13.33%) with the fair score reading understanding test.

4. Conclusion

Based on the research result, the researcher could make some explanation. Based on common sense, usually the students have high students' interest in learning English have good scores in reading understanding test. In this study, students' interest in learning English has a relationship with reading understanding ability.

The result of the study pointed to that most of the students within the excellent and excellent category of reading understanding due to the fact most of the students were interested to learn English and the students had a fair score because they were unmotivated to examine English. Learners who're numerous curious about topic of analyzing, technique the analyzing information in an exceedingly deeper thinking-associated technique, and this deeper process allows them to recognize the text higher than college students who are much less curious about the reading topic; so, the studying and additionally the recall for fascinating topics are simpler than alternative topics for readers (Tobias, 1994)

References

Ainley, M. D., Hidi, S., & Berndorff, D. (2002). Interest, learning and the psychological processes that mediate their relationship. Journal Of Educational Psychology, 94, 1–17.

Hidayat, S., & Hermayawati, H. (2016). Designing English Learning Interactive Multimedia Based On The 2013 Curriculum. JELE (Journal of English Language and Education), 2(1), 55-63. doi:http://dx.doi.org/10.26486/jele.v2i1.219

Hidi, S., Berndorff, D., & Ainley, M. (2002). Children's argument writing, interest and self-efficacy: An intervention study. Learning and Instruction, 12, 429–446.

Lee, S. K. (2009). Topic congruence and topic interest: How do they affect second language reading comprehension?

Nur, D. . (2017). The Relationship between English Teacher's Praise and English Learning Achievement of The Tenth Grade of SMK Negeri 9 Samarinda. (JELE) Journal Of English Language and Education, 3(1), 54–62.

Kusumawardhani, P. (2017). The analysis of errors of omission in english narrative composition made by EFL students. JELE (Journal of English Language and Education), 3(2), 84-96.

doi:http://dx.doi.org/10.26486/jele.v3i2.257

Schiefele, U. (1999). Interest and learning from text. Scientific Studies of Reading, 3(3), 257–279.

T., E., & Ortlieb. (2013). Beyond Just Books: Sparking Children's Interest in Reading.

Tobias, S. (1994). Interest, prior knowledge, and learning. Review of Educational Research, 64, 37–54. https://doi.org/http://dx.doi.org/10.3102/00346543064001037

Widyawan, K., & Hartati, E. (2016). Improving Students' Speaking Skill By Using Their Spoken Audio Recording In The Middle School. JELE (Journal of English Language and Education), 2(1), 26-32. doi:http://dx.doi.org/10.26486/jele.v2i1.216