

The Correlation Between Reading Interest And Reading Comprehension At Fourth Semester University Of Islamic Malang

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Abstract: the goal of this research is to find out the correlation between reading interest and reading comprehension at fourth semester university of islamic malang. This research used quantitative methods in the form test and questionnaire. 32 students served as the study subjects in this research. the result of this study is that there is no correlation between reading interest and reading comprehension. The influencing factor is that students are lazy to read because these activities are carried out online and the time to work is limited. and also, there are some students who have high reading interest scores but low reading comprehension and vice versa.

Keyword: reading interest, reading comprehension, reading

INTRODUCTION

Along with speaking, listening, and writing, reading is one of the English language skills. Reading is the outcome of a mental dialogue between the writer and the reader. It is the process by which the reader tries to decipher the author's meaning or message (Nuttal, 2000; p.2)).

The pupils' knowledge and familiarity with what the teacher has conveyed in the context is expected for their reading skills. After understanding the reading text, it signifies that the pupils are supposed to have better ability to describe the text's or passage's substance. To learn something from the book is the reason reading is done.

The goal of the English language learning process in schools from kindergarten through university is for pupils to become fluent in every aspect of the language. According to Cameron Lynne (2001, p. 125), pupils will learn an idea or get an understanding by reading. Reading combines semantic information from the traditional meaning associated with the words as sounds and symbols with visual information from the sound those symbols are made when spoken.

According to Cambria and Guthrie (2001, p. 16), kids should be required to read in order to gain from reading and to be a reader. If reading is preceded by interest, it will proceed meaningfully. One internal element is interest; internal factors are those that originate within students.

When learning to read, kids must understand that the goal is to develop the ability to understand texts and derive ideas from them. Additionally, they must read the content accurately and efficiently. Each paragraph in the book should be understood by the pupils, who should also be able to connect ideas from one paragraph to the next. The goal of reading in senior high school is to develop pupils' ability to analyze texts.

Research conducted by PISA (2017), Indonesia ranks 62 out of 72 countries. The respondents are 15 years old, totaling 540 thousand. The average score he got was IPA 493, reading 493, mathematics 490. According to Saleh (2008), reading interest is an interesting thing to obtain information related to feelings of pleasure that make them accept something that is not from outside them. Meanwhile, according to Dalman (2014), reading is the application and processing of reading texts to understand the content of reading. Therefore,

reading can be interpreted as an activity to obtain information or messages that are conveyed and converted into written language. In general, there are 3 main objectives, namely (1) reading for learning, (2) reading for effort, (3) reading for pleasure. The purpose of reading should be more applied in order to more easily understand the information.

METHOD

In this study using method quantitative research. According cresswell (2002:18) said that quantitative research strategy-using instrument to collect data counting data. Meanwhile, the research design is correlational research. The purpose of correlational research is to determine the relationship between two quantitative variables. If both are tied then the score on one of them can be used to predict on the score of the other variable.

The setting in this The setting of the research was fourth semester university of islamic malang. It is located at Jalan Mayjen Haryono No.193, Dinoyo, Kec. Lowokwaru, Kota Malang, Jawa Timur 65144. The instrument of this research was a questionnaire with 20 choice and test with 20 questions multiple choice. this all validated before collecting data. After collecting the data, the researcher compiled the score results before calculating them to SPSS 2.0. then the researcher gives the conclusions after being calculated with SPSS 2.0.

Researchers first compile and collect all the data that has been collected. Researchers also compiled the results of the scores from questionnaires and student tests. Researchers then collected all the data collected and analyzed. In order to make the data easier for readers to understand, the researcher also provides a clear explanation according to the context. Finally, draw conclusions from the data collected in response to the statements and materials. The data will be easy to display and analyze after the data analysis is complete.

FINDINGS AND DISCUSSIONS

This study was conducted on 6-10 June 2022 at Malang Islamic University in the fourth semester of the 2022/2023 school year. Researchers Conducted Research by Giving Tests and Questionnaires to Fourth Semester Students at Malang Islamic University. Tests and Questionnaires were given to two classes; the 4a reading class consists of 37 students and 4B Reading Consisting of 37 Students. Each class number 37 students majoring in English at Malang Islamic University.

The questionnaires and tests are given to students online through Google Form. This research was conducted online because when this research was conducted students were still doing learning online. The questionnaires and tests given amounted to 34 and 20 items with a period of 5 days. However, because the researchers cannot supervise students in this study so that, there are some things that are not expected in the implementation of this research. First students exceed the specified time and the second some students did not take part in this research. This is also caused by a number of things, namely at the time of research students also conduct online learning because of this students have many assignments so that students lack interest in conducting research. The number of students from the 4A Reading and Reading 4B classes is 37 students, but when collecting instruments from the Reading 4A class in the Reading Interest questionnaire is 17 students and the Reading Comprehension Test is 15 students. Whereas in Reading 4B in the Reading Interest questionnaire is 15 students and the reading comprehension test is 17 students. Then in the SPSS 2.0 results test based on data collected amounted to 32 students from 2 Classes Reading Fourth Semester at University Islamic Malang.

	reading interest	reading comprehension
N	32	32
Mean	51,84	11,202
Std. Deviation	71,72	15,893

Based on the table above there are 32 students in this study. That explained the Mean Reading Interest is 51.84 and Reading Comprehension is 11.202 while the Standard Deviation Reading Interest is 71.72 and the Standard Deviation Reading Comprehension is 15.893.

Correlations		reading_inter est	reading_comp rehension
reading_interest	Pearson Correlation	1	,259
	Sig. (2-tailed)		,153
	N	32	32
reading_comprehension	Pearson Correlation	,259	1
	Sig. (2-tailed)	,153	
	N	32	32

Based on the table above describes the correlation between reading interest and reading comprehension using product Pearson moment SPSS 2.0 correlation analysis. Based on the table that the significance (2-tailed) is 0.153 higher than p-value (0.05). It means there is no correlation between interest in reading and reading comprehension. Since the result on the data is $0.153 > 0.05$ and the Pearson correlation (r) is 0.259. Based on the coefficient table 3.4 this research is included in the low category because it is included in point 0.20.

CONCLUSION AND SUGGESTION

In this study, researchers wanted to find out if there was a correlation between students' reading interest and reading comprehension. Based on the previous results obtained that the correlation coefficient between reading interest and reading comprehension is (r) 0.259 with a significance of 0.153. Based on these data, it is concluded that the two variables are not significant because the *R-value* is higher than the critical value ($0.153 > 0.05$). It means that the assumptions made contradict the previous statement that researchers assumed there was a relationship between interest in reading and reading comprehension in the fourth semester. And then, after analysis using SPSS 2.0 the results of the data obtained are not significant. After calculating the value according to the coefficient level table, it can be concluded that the correlation between two variables is a low correlation because the coefficient of the correlation in the data is 0.259 including at point 0.20. So the hypothesis stated that there is no significant correlation between reading interest and reading comprehension at fourth semester is rejected.

Several previous studies that have the same title regarding the correlation between reading interest and reading comprehension have a significant comparison, namely in the previous research the researcher took samples at the junior high school and senior high school levels and had significant results between reading interest and reading comprehension. Meanwhile, research conducted by researchers at the university level in the fourth semester

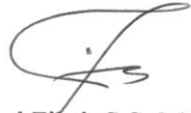
however, the results obtained were different, namely that there was no significant difference between reading interest and reading comprehension.

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Malang, 2023
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