

THE INTERCORRELATION AMONG STUDENTS' READING STRATEGIES, READING INTEREST, AND THEIR READING COMPREHENSION

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ABSTRACT

Reading is one of the essential skills in English that students need to master. This research investigates the intercorrelation between students' reading strategies and reading interest toward their reading comprehension among eleventh-grade students at MA Kartayuda Kedungtuban, Kabupaten Blora. Employing a quantitative correlational design, the study involved 44 students (22 from XI IPA and 22 from XI IPS). Two instruments were used for data collection: the Survey of Reading Strategies (SORS) and a Reading Interest Questionnaire distributed via Google Forms, as well as a reading comprehension test based on the TOEFL Junior format. Descriptive statistics and multiple linear regression analysis were applied. The findings showed that the correlation between reading strategies and reading comprehension falls in the fairly strong category ($r = .493 > r\text{-table} = .304$, $p = .000 < .05$), indicating a significant relationship. Meanwhile, the correlation between reading interest and reading comprehension is in the low category ($r = .391 > r\text{-table} = .304$, $p = .026 < .05$). These results suggest that reading strategies have a more dominant influence on reading comprehension than reading interest. The study concludes that effective reading strategies significantly support students' reading comprehension, while reading interest, although contributing, plays a less influential role. Teachers are encouraged to foster both reading strategies and interest through engaging materials and strategic instruction. Future research is recommended to involve a larger sample size and additional instruments for more in-depth analysis.

Keywords: Reading comprehension, reading strategies, and reading interest

INTRODUCTION

Language is the most important thing to communicate something whether in spoken or in written form. According to Castillo (2015), one of the languages that are used in this world is English. In Indonesia, English becomes one of the subjects in the educational system. Teaching English as a foreign language is not easy as teaching English as a second because the students do not use it in their daily communication. Aji and Setiyadi (2020) show that in Indonesia, English is taught by discussing the grammatical norms of the language, and mistakes are constantly rectified in reading. Reading is one of the four basic skills in English which should be learned by students. Reading is a crucial ability in language studying development, and students should learn reading and enhance their reading comprehension skills. Reading is very important basic skill as Madox (1963) said "Reading is the most important single skill in study". According to Sholihah (2017), Reading is an ability to understand written material. Reading is not a simple matter, it is a process of interaction between the reader and the text, the ability to understand what is written in the text

becomes very important.

By considering statements above it can be concluded that students need to practice reading comprehension skill. However, according to Ni'mah et, al (2023) stated that students that are struggling academically do poorly in lessons because they are unable to comprehend the subject being taught in class. The kids may encounter difficulty when studying and teaching in a classroom setting. This contributes to pupils' confusion or ignorance of the subject matter the teacher explains during the learning process. In this context, difficulty refers to a circumstance in which students struggle to comprehend the English text's substance. There are some factors that contributed for having good reading comprehension. One of them is reading strategies. According to Athar et, al. (2023) Strategies determine the smoothness of raising a goal, especially in the reading section. Readers had to be aware of a set of plans or strategies used to be their help of handling potential problems and monitoring reading comprehension ability to be "skilled reader". Antoni (2010) assumes that reading strategies as one of the important strategies which should be taught in the classroom in order to encourage students' comprehension of a text.

In order that the reading strategies that must be implemented to improve reading comprehension, it can be influenced by reading interest. According to Maghfiroh and Hamiddin (2024) reading comprehension is crucial for understanding language and is influenced by reading interest. Improving reading interest can create a positive atmosphere and motivate people to read, thus supporting reading comprehension. In another explanation, according to Djali (2017), interests on reading must follow each individual. When someone considers action in reading is unimportant, he will most likely not consider it important or be interested in it. Interest on reading does not just appear, but there is a necessity. Based on the preliminary research in the eleventh grade in MA Kartayuda Kedungtuban Kabupaten Blora, the researcher asked the English teachers about students' reading comprehension. They said that the students of eleventh grade have difficulty in comprehending the text of reading. It can be proved by the test result of students are under below the minimum standardized score which is 70. Besides, students did not know about reading strategies. Good readers tend to use strategies in reading. Thus, they know what to do when they have difficulties in reading. It was proven by Zare and Othaman (2013), stated that there was a correlation between reading strategy use and students' reading comprehension success.

In addition to the problem of students' lack of knowledge about reading strategies, English teachers said that students were less interested in reading. The researcher also conducted interviews with several students and found that most students had problems reading English. This can also be seen from the results of interviews with students, the results of students' reading interest are still low, marked by the negative responses they expressed. Students are not interested when teachers teach reading in class. Their reading skills are lacking because students often state that their main problem in mastering English is the lack of vocabulary to understand and they have difficulty in getting the main idea of the text. Many students have problems in reading English textbook, because they have difficulties to comprehend the words. As Snow (2002) declared that reading interest was related to deep comprehension questions, recall of main idea, and to structures. It concluded that interest did not simply enhance the amount learning. That is reading interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning. So, if the students have an interest in any subject, they will easily understand and comprehend that subject.

Several previous studies have investigated variables related to this research. Amiroh et al. (2022) analyzed the correlation between reading strategies and reading comprehension achievement. The results showed no significant correlation between each type of reading strategy and the reading comprehension achievement of eleventh-grade students at SMAN 11 OKU. Similarly, Romainah (2020) examined the relationship between students' reading interest and their reading comprehension achievement, finding no significant correlation between the two variables. In contrast, Agung et al. (2020) found a significant correlation between reading strategies and students' reading comprehension. Based on the findings of these previous studies, the researcher believes that reading strategies and reading interest are important factors to be further examined in relation to students' reading comprehension. Therefore, this study aims to determine the intercorrelation between students' reading strategies and reading interest and their reading comprehension among eleventh-grade students at Islamic senior high school in Blora.

This study is guided by the following research questions:

1. Is there any significant correlation between students' reading strategies and their reading comprehension in the eleventh grade of MA Kartayuda Kedungtuban Kabupaten Blora?
2. Is there any significant correlation between students' reading interest and their reading comprehension in the eleventh grade of MA Kartayuda Kedungtuban Kabupaten Blora?
3. Which variable has a greater influence on reading comprehension in the eleventh grade of MA Kartayuda Kedungtuban Kabupaten Blora?

METHOD

This study employed a quantitative research approach using a correlational design to examine the intercorrelation between students' reading strategies, reading interest, and their reading comprehension. The study was conducted at MA Kartayuda Kedungtuban, Kabupaten Blora, involving eleventh-grade students as the population. A total of 125 students were recorded in the population, and the sample consisted of 44 students selected through simple random sampling.

The researcher used two main data collection instruments: questionnaires and a reading comprehension test. The reading strategies questionnaire was adopted from the Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002). It consists of 30 close-ended items, grouped into three categories: global reading strategies, problem-solving reading strategies, and support reading strategies. Each item was rated on a 5-point Likert scale, and the questionnaire was translated into Bahasa Indonesia to ensure better understanding among participants. Students were given approximately 15 minutes to complete the questionnaire, which was distributed online via Google Forms. To measure students' reading comprehension, the researcher used a standardized reading comprehension test adapted from the TOEFL Junior (Baron et al., 2010). The test consisted of 42 multiple-choice items designed to identify students' strengths and weaknesses in reading comprehension.

Data were analyzed using SPSS version 25. Descriptive statistics were used to determine the mean and standard deviation of students' reading strategies, interest, and comprehension scores. In addition, multiple linear regression analysis was applied to examine the relationship between the

independent variables (reading strategies and reading interest) and the dependent variable (reading comprehension).

FINDINGS & DISCUSSION

This section presents the findings based on the research questions proposed in this study. The first research question aimed to examine whether there is a significant correlation between students' reading strategies and their reading comprehension. The second research question focused on determining whether there is a significant correlation between students' reading interest and their reading comprehension. Finally, the third research question sought to identify which variable reading strategies or reading interest has a greater influence on students' reading comprehension in the eleventh grade of MA Kartayuda Kedungtuban, Kabupaten Blora.

Table 1 The Result of Linearity Test Between Reading Strategies and Reading Comprehension

ANOVA Table							
			Sum of Squares	df	Mean Squares	F	Sig.
Reading Strategies * Reading Comprehension	Between Groups	(Combined)	5233.644	15	348.910	2.656	.358
		Linearity	464.379	1	464.379	2.739	.000
		Deviation from Linearity	4769.265	14	340.662	2.729	.688
	Within Groups		8449.333	28	301.762		
	Total		13682.977	43			

Table 1 showed the result of linearity test between showed that the deviation from linearity between reading strategies and reading comprehension were (sig) .688. Thus, the result showed that the data of reading strategies and reading comprehension higher than .05, it means that all of the data were linear.

Table 2 The Result of Linearity Test Between Reading Interest and Reading Comprehension

ANOVA Table							
			Sum of Squares	df	Mean Squares	F	Sig.
Reading Strategies * Reading Comprehension	Between Groups	(Combined)	1501.742	15	100.116	2.726	.011
		Linearity	14.186	1	14.186	2.386	.003
		Deviation from Linearity	1487.555	14	106.254	2.893	.238
	Within Groups		1028.258	28	36.724		
	Total		2530.000	43			

Based on the table 2 the result of linearity test between showed that the deviation from linearity between reading interest and reading comprehension were (sig) .238. Thus, the result showed that the data of reading interest and reading comprehension higher than .05, it means that all of the data were linear.

The multiple linear regression analysis was utilized to address the first question in the research, which aimed to find a significant correlation between reading strategies and reading comprehension. Based on the table 4.13, the correlation coefficient of reading strategies ($b_1=.493$) was higher than r -table (.304). Thus, the level of probability (p) significance the p (sig.2-tailed) was .000 for reading strategies and reading comprehension. It means that p (.000) was lower than .05, and it can be explained that reading strategies have a significant influence on reading comprehension. However, this correlation is categorized as having a positive correlation based on the correlation coefficient interval because the correlation coefficient of reading strategies (0.493) is between 0.40-0.491. Moreover, the result of (.493) categorized fairly strong correlation. It concluded that there was significant correlation between reading strategies and reading comprehension.

Table 3 The Result of Multiple Linear Regression Analysis Between Reading Strategies and Reading Comprehension

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.545	16.238		2.866	.007
	Reading Strategies	.493	.086	.183	2.993	.000
	Reading Interest	.391	.200	.071	1.971	.026
a. Dependent Variable: Reading Comprehension						

- Constant Value (α) shows a positive value, meaning that if there is no influence of Reading Strategies (X_1), Reading Interest (X_2), then the Reading Comprehension value is positive.
- The correlation coefficient value (b_1) is positive, meaning that if Reading Strategies (X_1) increases, the Reading Comprehension (Y) achieved increase with the assumption that the variables Reading Interest (X_2) is considered constant.
- The correlation coefficient value (b_2) is positive, meaning that if Price (X_2) increases, the Purchase Decision (Y) achieved will increase with the assumption that the variables Product Quality (X_1) and E-Promotion (X_3) are considered constant.

Table 3 shows that the correlation coefficient of reading strategies ($b_2=.493$) was higher than r -table (.304). Thus, the level of probability (p) significance the p (sig.2-tailed) was .026 for reading interest and reading comprehension. It means that p (.041) was lower than .05. The result can be explained that reading interest have a significant influence on reading comprehension. Nonetheless, this correlation is categorized as having a positive correlation based on the correlation coefficient interval because the value of correlation coefficient obtained (.391) is between 0.20-0.399. Moreover, the result of (.391) categorized low correlation. It concluded that there was a significant correlation between reading interest and reading comprehension.

The analysis revealed a significant positive correlation between students' use of reading strategies and their reading comprehension scores, with a correlation coefficient of 0.493, exceeding the r -table value of 0.304. This indicates that students who applied effective reading strategies tended to achieve better comprehension outcomes. The questionnaire covered four types of reading strategies: Global Strategies, Problem Solving Strategies, Support Strategies, and Reading Comprehension Strategies. The results support the hypothesis that reading strategies

contribute meaningfully to students' understanding of texts. This finding aligns with previous studies by Muslimah et al. (2022) and Manurung et al. (2023), which also reported significant correlations between reading strategies and reading comprehension performance. As emphasized by Block (in Gumartifa, 2016), reading strategies shape how readers approach texts and manage comprehension challenges. Therefore, cultivating strategic reading habits can enhance students' ability to extract meaning from texts. Overall, this study confirms that reading strategies play an essential role in supporting students' reading comprehension, reinforcing their importance in English language instruction.

The result showed a positive correlation between students' reading interest and their reading comprehension, with a Pearson correlation coefficient of 0.391, exceeding the r-table value of 0.304. This indicates that students with higher interest in reading tended to perform better in comprehension tasks, confirming the researcher's initial hypothesis. The reading interest questionnaire consisted of 20 items, covering two main indicators: internal motivation and emotional factors. These aspects are essential in shaping students' engagement and willingness to comprehend texts. The result supports previous studies by Maghfiroh et al. (2022) and Abrizal (2021), which found that reading interest contributes to better reading performance, although often still within average levels. Theoretically, Snow (2001) emphasizes that reading is a meaning-making process where interest enhances comprehension. Alderson (2000) also identifies interest as one of the key factors affecting comprehension. Students who are interested in what they read are more likely to construct meaning effectively. Moreover, interest can motivate independent learning, which in turn contributes to academic achievement. Although the correlation was found to be significant, it falls within a low category. Therefore, efforts to strengthen this relationship are needed. Teachers should foster students' interest by using engaging materials and encouraging reading habits both in and beyond the classroom. With collaborative support from teachers, students, and parents, students' reading interest—and thus comprehension—can be improved more effectively.

The analysis was conducted using data measured on an interval scale through validated Likert-type questionnaires. The results revealed that the correlation coefficient for reading strategies was 0.493, which is higher than the critical r-table value of 0.304. According to the classification of correlation levels, this value falls into the category of “fairly strong” correlation (0.40–0.599), indicating a meaningful and positive relationship between students' use of reading strategies and their comprehension ability. Meanwhile, the correlation coefficient for reading interest was 0.391, which also exceeds the r-table value and indicates a statistically significant relationship. However, this value is within the “low” correlation category (0.20–0.399), suggesting that although reading interest does influence comprehension, its impact is comparatively weaker than that of reading strategies. This finding implies that among the two variables, reading strategies contributed more substantially to students' success in reading comprehension. Students who employ effective reading strategies—such as skimming, scanning, making inferences, and using context clues—are better equipped to process and understand academic texts. These strategies enable them to become active readers who can interact with texts more critically and efficiently.

The more dominant influence of reading strategies over reading interest is further supported by the numerical difference in correlation coefficients (0.493 for reading strategies versus 0.391 for reading interest), as well as their respective correlation categories. In essence, while both variables

are positively related to reading comprehension, the use of appropriate strategies plays a more crucial role than merely having an interest in reading. This finding aligns with previous studies, such as Muslimah et al. (2022) and Manurung et al. (2023), which confirmed that reading strategies significantly support students' understanding of texts. Although reading interest can motivate students to engage with reading materials, without the application of proper strategies, their comprehension may remain limited. Therefore, the development and cultivation of strategic reading behavior should be prioritized in English language instruction, particularly in EFL contexts.

In conclusion, the results of this study demonstrate that reading strategies have a more dominant effect on students' reading comprehension than reading interest. As such, teachers are encouraged to emphasize strategy training in their reading instruction and to integrate reading strategies explicitly into classroom practices. Nevertheless, efforts to enhance reading interest should not be neglected, as motivation and emotional engagement are also key components in fostering a positive reading habit and sustained comprehension improvement.

CONCLUSION AND SUGGESTIONS

The findings indicated that both variables had a positive and significant relationship with reading comprehension. The correlation coefficient for reading strategies was 0.493, categorized as a fairly strong correlation, suggesting that students who actively applied various reading strategies were more likely to achieve better reading comprehension. Meanwhile, the correlation coefficient for reading interest was 0.391, categorized as a low correlation, indicating that students with higher interest in reading tended to have better comprehension, although to a lesser degree. From the comparison, reading strategies contributed more significantly to students' comprehension performance than reading interest. This implies that while reading interest plays a role in motivating students to engage with texts, the use of specific strategies such as skimming, scanning, and summarizing has a greater effect on how well students understand what they read. Therefore, it is recommended that teachers not only encourage reading motivation but also explicitly teach effective reading strategies to help students enhance their comprehension skills. Improving both aspects may support students in becoming more independent and successful readers.

It is suggested that English teachers play a more active role in fostering students' interest in reading by introducing engaging materials and guiding students to explore reading media that suit their preferences. Teachers should also motivate students consistently and create a supportive learning environment that encourages curiosity and enjoyment in reading. Moreover, lecturers are encouraged to implement strategic and dynamic teaching methods in reading instruction to help students reach their optimal comprehension abilities. For English students, it is important to recognize that reading comprehension is a crucial skill, as it enables them to extract general and specific information, including identifying main ideas or topic sentences. Students are therefore advised to strengthen both their interest and strategy use to improve their reading performance. Lastly, for future researchers, this study can serve as a reference or foundation to conduct similar investigations. It is recommended that future research include more diverse instruments, larger samples, and possibly additional variables to gain a more comprehensive understanding of the intercorrelation among students' reading strategies, interest, and comprehension.

This study had several limitations. One notable limitation was the absence of a TOEFL tryout prior to the actual reading comprehension test. As a result, students may have been unfamiliar with

the format or expectations, potentially affecting the accuracy of the scores. Conducting a TOEFL tryout beforehand could have provided students with an opportunity to self-evaluate and prepare, which may have contributed to achieving more optimal and representative results in the final test.

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