

A CORRELATIONAL STUDY BETWEEN INTERESTING TOPIC OF READING TEXT AND STUDENTS' ABILITY IN READING COMPREHENSION

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Abstrack

The objectives of the study are : (1) to find ; (2) vocabulary mastery and listening skill. The method used in this study was a correlation study. The population in this study was all the third semester of English Dept. IKIP PGRI Bojonegoro which consisted of two classes. The total number of the students was 84 students. The sample was 42 students taken by cluster random sampling technique. The instrument in collecting the data was questionnaire and tests. The questionnaire was used to collect the data of interesting topic of reading; while the objective tests were used to collect the data of students' ability in reading comprehension. The techniques which were used to analyze the data were pearson product moment and multiple correlations. The results of this study show that (1) there is a significant correlation between the questionnaire scores' of interesting topic and the scores of reading test ($r_{xy} = 0.417$ r_t is 0.304. The result of this research shows that interesting topic of reading are important variables for students' ability in reading comprehension.

Keywords: interesting topic, reading comprehension.

Abstrak

Tujuan dari penelitian ini adalah untuk menemukan korelasi antara topik yang menarik dari bacaan teks dan pemahaman bacaan siswa. Metode yang digunakan dalam penelitian ini adalah penelitian korelasional. Populasi dalam penelitian ini adalah semua semester ketiga Jurusan Bahasa Inggris IKIP PGRI Bojonegoro yang terdiri dari dua kelas. Jumlah siswa adalah 84 siswa. Sampel penelitian adalah 42 siswa yang diambil dengan teknik cluster random sampling. Instrumen dalam mengumpulkan data adalah kuesioner dan tes. Kuesioner digunakan untuk mengumpulkan data topik bacaan yang menarik; sedangkan tes objektif digunakan untuk mengumpulkan data kemampuan siswa dalam pemahaman membaca. Teknik yang digunakan untuk menganalisis data adalah momen produk pearson dan korelasi ganda. Hasil penelitian ini menunjukkan bahwa ada korelasi yang signifikan antara skor kuesioner topik menarik dan skor tes membaca ($r = 0,417$) > r_t adalah 0,304. Hasil penelitian ini menunjukkan bahwa topik membaca yang menarik adalah variabel penting bagi kemampuan siswa dalam pemahaman membaca.

Kata Kunci: topik menarik, pemahaman bacaan.

Communication is the essential function of language. It means that language is used to send message from one person to another. It indicates that language is quite important for our life. English language as a foreign language plays important role for us. Since it is not only used as one as one of international language but it is also as a compulsory subject in Indonesia that must be mastered by the students. Therefore, teaching learning orientation in English is based on function, which is also well known as communication approach.

In 2013 curriculum it is stated that the main objective of English instruction is to develop the students' ability to read. It is also stated that English consist of five components namely; grammar, reading, speaking, writing and listening. In fact, the teaching English is emphasized more on reading comprehension.

Reading is very important in our life. We read, newspaper, magazine, or books either for pleasure or for getting information. When we go out of our house, reading are more urgently needed, otherwise we will easily get lost. And due to the rapid development of science, technology, social, etc., especially in communication, it seems that the world becomes smaller. Therefore, reading skill in modern society becomes a need which cannot be postponed any longer.

Sienta (2014) views reading as the meaningful interpretation of printed or written verbal symbols. He adds that the interpretation is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skill, cognitive skill and knowledge of the world. In line with Ana M Mistral (2015:2), states that highly interesting reading text that has been judged as important to the reader's goal will receive maximum processing and persistence. Reading text that address the experiences, interesting content, and background knowledge of students may receive maximum attention and are judged easy to read regardless of the cognitive demands of their content.

As well as motivation affects the process and outcome of learning, interest which is in a sense may be considered as the actual motivation, affects learning. The quality of interest of a student can determine whether the students will

sustain their absorption, in turn will affect the outcome of learning the subject or an activity.

METHOD

Research design is a plan or program made by a researcher, as the activity target that will be done (Suharsimi, 2002: 45). There are several types of studies that may be classified as descriptive research design with the type of correctional study, Donald Ary (1985:327) says that:

"Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined trough the use of the coefficient of correlation".

In this case, the writer wanted to correlate between interesting topic of reading and their abilities in reading comprehension.

According to (Suharsimi, 2002:98):

"A variable is defined as something that varies from one case to another. The dependent variable is variable which one observes and measures to determine the effect of the independent variable. Independent variable (the major variable) is the variable which is selected manipulated and measured by the researcher (Suharsimi, 2002:98)."

In this research there were two variables, they are: independent variable (X) and dependent variable (Y). Independent variable is a variable that is presumed to influence another variable. Dependent variable is a category that is influenced by another category or that is the consequent (Kerlinger, 1979:21). In this research the dependent variable is interesting topic of reading text (X) and the independent variable is students' reading comprehension (Y).

The writer focuses on third semester of English Department Students at IKIP PGRI Bojonegoro, academic year 2017/2018. There are two classes, class A and class B. The research involves 42 students for the sample of this research.

The required data and information would be obtained from two main sources,

i.e.: Library Research, questionnaire and reading comprehension test. Library research refers to the activity of using library facilities. The data and information were obtained through source books on related subject matters. The questionnaire tries to measure the students' interest in the text through the students' perception or opinion of reading text. A reading comprehension test is the other instrument used to measure the students' reading comprehension. The test consist of 3 different topics of reading text, they are Entertainment, Health, and Sport.

To measure and to show the degree of relationship of the two variables investigated, this research uses correlational statistics. It is calculated with the formula of Pearson's product moment correlation. The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

(Suharsimi, 2002:146)

If $r_{xy} > r_{\text{table}}$, it means that the test is valid with the significant degree 5 %.

Where:

- R : correlation coefficient of variable X and Y
- $\sum xy$: the sum of the products of X and Y scores for each students
- $\sum X$: the sum of X scores
- $\sum Y$: the sum of Y scores
- $\sum X^2$: the Sum of square of students' mastery in vocabulary score
- $\sum Y^2$: the sum of square of student's ability in reading comprehension score
- $(\sum X)^2$: the sum of the squared X scores
- $(\sum Y)^2$: the sum of the squared X scores
- N : the total of respondents

FINDING AND DISCUSSION

The data of the students' interest in reading text (X) and the students' reading comprehension test (Y) are shown in the questionnaire scores and reading comprehension test scores. The data (questionnaire) on this

problem are shown as a reason why the students are interested in Entertainment topic entitled Matric Reloaded. From the various answer or reasons of the students, it can be concluded 2 categories or classification of aspects that interest the students. They are : 1). The topic of the text is considered to be important or interesting. 2) The topic has relevance to the students' interest or hobby. Below are students' opinion or reasons of choosing Entertainment topic as an interesting text for them: 1) Entertainment topic is interesting, 2) There are many kinds of entertainment, it will not boring and it can also increase students knowledge about entertainment reading text, 3) They can get the newest news of public figure from all over the world, 4) Entertainment can make students feel relaxed and enjoyed, so they do not get stresses easily, 5) Most of students hobbies are reading informations about their favourite artist.

After the analysis using the descriptive statistic, the results are 104 for the total scores of students interest in reading text ($\sum X$), 190 for the total scores of reading test ($\sum Y$), 320 for the total quadrant of students interest in reading text ($\sum X^2$), 902 for the total quadrant of students' reading comprehension test ($\sum Y^2$), and 492 for the total multiplication of X and Y ($\sum XY$).

Hypothesis deal with the finding out of the relationship of the two interval scale variables. The pearson product moment correlation formula is used to find the degree of relationship. According to pearson product moment table of significance, the coefficient value of 0,05 (5%) is 0,304.

Variable	The obtained pearson	At 0,05 (5%)	conclusion
The interesting topic of reading text and students' ability in reading comprehension	0,417	0,304	(Hi) is accepted

The table showing the coefficient obtained and value of product moment coefficient is 0,417 at the 0,05 level. If the obtained value of the correlation coefficient is equal or higher than coefficient value at total samples (N) 42 students,

the obtained correlation coefficient can be said to be significant, the Null Hypothesis (H_0) is rejected and accept the alternative Hypothesis. This research success to give an evidence that there is a significant positive correlation between the interesting topic of reading text and students' reading comprehension.

A research in which the alternative hypothesis is accepted, try to give a description of the variables investigated without doing any manipulation or control to the independent variables. Accordingly, this research was conducted in a natural condition. Besides, this research found another variable that play much in this research and influence the independent variable. The variable mean here are the other students' interest which are related to the students' interest of reading text, such as interest in learning activity, reading activity and their attitude in the class. The result of this study is in line with the statement of Snow & Corno (2006) who say that The high-interest learner may gain a deeper misunderstanding. It can be seen if they show more elaborated associative structure and less restriction to task-specific strategies. The high-interest learner can also more personal emotional-quality to the knowledge network.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

After conducting the research, the writer comes to her conclusions that the emphasis of the English syllabus on reading skill has urged the teacher to use reading as frequently as possible so that the students have more opportunity to practice and increase their reading skill. It is also points out the importance of students' motivation. This implicitly also demands the teachers participation in maintaining and promoting students motivation by providing them interesting reading text.

Based on the study result, the research uses a questionnaire to identify the students' reason in choosing topics and reading test to measure the students interest of reading test and their reading comprehension. By using pearson product moment correlation coefficient formula, the degree of relationship of the variable investigated in this research is $r = 0,417$. After

undergoing a hypothesis testing this value give evidence to reject the null hypothesis.

SUGGESTIONS

This study tries to offer some suggestions, they are: To get a good mastery in reading comprehension, the students need to know what topic which is interesting for them, teacher should provide the reading text which contain an important or interesting topic or relevant topic to the students' interest or hobbies, teacher should know and can create their own interesting text by considering the rule of present English Syllabus.

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