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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Interest

a. The Definition of Interest

English is one of difficult subjects for students, since they do not have enough vocabulary, and their knowledge is very limit, the students are not interested in paying attention in English subject especially when they are reading a text. So that the teacher must try to find the way how to make students enjoy reading. According to Schiefele in Yong-jun (2009, p.61) adopts two components of the personal interest: a feeling-related and value related. Iran-Nejad in Young-jun (2009, p.61) argues that interest and liking serve different functions and that the situational interest is not necessarily accompanied by positive feeling. In brief, interest as a feeling of students, it comes from their personal and they active in class.

According to Dewey in walker (1999) states that two different elements of interest; identification and absorption. In emphasizing the importance of identification, genuine principle of interest is the principle of the recognized identity of the fact to be learned or the action proposed with the growing self, interest as a form of self-expression that was developmental in nature and therefore varying with age, prior experiences, social opportunities and 'individual native endowments' with the latter incorporating innate individual differences.

Dewey in walker (1999) also stated genuine interest' is therefore defined as the accompaniment of the identification, through action, of the self with some object or idea, because of the necessity of that object or idea for the maintenance of a self-initiated activity.

From the expert ideas above, it means that the interest as a dynamic, active state based on real objects and the pleasure associated with them. He emphasizes the place of interest in the maintenance of an enduring activity that develops over time, and also acknowledged the interactive relationship between the individual and aspects of the environment in the creation of interest.

Hidi and Harackiewicz in walker (1999) claim that while most interest theorists concur that 'interest is a phenomenon that emerges from individuals' interaction with their environment, motivational researchers assign differing significance to the components of this framework. It means that the students' interest in learning is affected by their environment and also with their interaction each other.

Hidi in Ainley (2002, p.546) claimed that two types of factors that contribute to situational interest. The first group includes formal structural characteristics such as novelty, intensity, and ambiguity. The second group consists of content features such as human activity, intensity factors, and life themes. Investigators have argued that situational sources of interest may be particularly important for educators dealing with students who do not have preexisting individual interests in their school activities.

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Based on the explanation above, the researcher concludes that the factors influence situational interest in classroom come from their school environment. If the students are not feeling comfort in their school environment, it will make them feel bored while learning, particularly in reading class.

b. The Indicators of Interest

According to Slameto (2003:177) indicators of students' interest are:

- 1) Attention: the aspect which shows someone's attention for the interesting objects.
- 2) The Willingness: the aspect which produce will, attention, and concentration to an object without any force.
- 3) Needs: a condition in the person of a student who driving him to certain activities in order to achieve a goal.
- 4) Pleasure: The aspect which directs someone to do satisfying activities and makeshim/her repeat those activities.
- 5) Teaching Materials and Teachers' Good Attitudes
- 6) Participation

In essential English dictionary (1995: 500), it is stated that someone can be categorized having interest in activity if:

- 1) Encourage knowing something interesting deeply, doing that activity or involve in that activity.
- 2) Doing the activity with the pleasure and will prepare much time for that activity.
- 3) Have high attention and curiosity toward activity.

- 4) Feeling lucky in doing the activity.

2. The Nature of Reading Comprehension

a. The Concept of Reading

Reading is one of skill that should be mastered by the students. Students' will be able to understand a text if they master in reading. According to Nunan (199, p.65) explained that Bottom-up is the process to find the information only after the act of reading activities. It means that the readers' understanding of the text will depend only on the meaning of the word, sentence, and paragraph. The meaning of the words will contribute to the meaning of a sentence, a sentence to a paragraph and so on.

According to Nunan (1991, p.66) top-down reading is the process where the reader can find the information of the text and understanding the text based on their knowledge about the text. Many readers do not understand all of the text, not because they do not know the meaning of the words and sentence in the text but because they do not have appropriate background knowledge about the text.

Harmer (1995, p.190) defined that reading is an exercise dominated by the eyes and brain. It means that the eyes receive messages and brain then has to work out the significance of these messages. Indeed, reading is an activity of the eyes and brain to delivery information or message to the reader. Richards and Renandya (2002, p.277) define that reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts);raising



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students' awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. It means that reading comprehension is the primary purpose for reading by the reader to get the meaning of the text which they are reading. So, reading comprehension is important for the students in understanding a text.

Alyousef (2006, p.64) states that “reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency”. It means that reader should understand the text well. It is purposed to make him/her get the point of the text and whether the text means.

After that, Ziegler (2005, p.3) defines that “reading is the process of understanding speech written down”. Harris (1984, p.12) also defines that reading is a result of the interaction between: the perception of graphic symbol that represent language and the reader's language skills, cognitive skills, and knowledge of the word. It means that students' who mastering in reading they can understand to gain information from the text. The students' can be easy to enrich their ability in reading.

b. The Components of Reading Ability

According to Syafi'i et al, (2007, p.2) there are three components of paragraph that may help students to read carefully. They are:

1) Topic sentence or main idea

The main idea of a paragraph is what the author wants students to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or

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emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

2) Supporting Sentences

Supporting sentences/supporting details should also help students from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It is also support of main idea in order that all contents of text can be understood easily.

3) Making inferences/Concluding

The problem including the test of English as a foreign language is making inferences. In this question type, students need to use the evidence students have to make an inference. It means that after students have evidence from reading a passage, students can make a logical conclusion based on the evidences; it can be about the author's viewpoints.

In addition, Brown (2004: 206) stated that there are some reading comprehension question features that can be evaluated:

- a) Main ideas
- b) Expressions/idiom/phrase in context
- c) Inference (implied detail)
- d) Grammatical features
- e) Detail (scanning for a specifically stated detail)

- f) Excluding fact not written (unstated detail)
- g) Supporting idea
- h) Vocabulary in context
- i) Locating reference

From the components of reading above, it can be known that the students will understand the paragraphs and they must master the components of reading first. Related to the 2006 curriculum, the components of reading that should be learned are main idea, supporting idea, vocabulary in context, locating reference and inference. Thus, the writer used these components as indicator of this research.

c. The Students' Reading Comprehension

Comprehend the reading text is very crucial thing in reading process because the purpose of reading is to catch the meaning from what the readers have been read. The ability of reader to understanding the authors' message is influenced by their background knowledge. Burnes and Page (1985, p.46) stated that comprehension is the process where background knowledge of the reader interacts with the message encoded in the text to generate an understanding of an authors' message. Then, Snow (2002, p.11) also stated that comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In addition, reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use), as well as variables related to the text itself (interest in text, understand of text types). Therefore, reading comprehension is a complex process



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by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. So, teaching reading will not be successfully if the students can only read words, without understanding the message being read. In other words, whatever we read, it should be understood.

d. The Factors Influence Students' Reading Comprehension

According to Kathlen in Nuryana (2009: 18) there are many factors that influence students' reading ability it can be seen as follows:

1) Internal Factors

Internal factors mean factors that influence the students come from inside.

a) Background Knowledge

The amount of knowledge we have about topic influence how easily and how fast we will able to read about it. Suppose we were asked to read as excerpt from an organic chemistry text. If we have completed several chemistry courses, the excerpt would be fairly easy to understand. On the other hand, if we have never taken chemistry difficult to read, and we would probably understand very little.

b) Physical and Mental State

How we fell, how much sleep we had, whether we are recovering from a cold, and whether we are happy or relaxed after enjoying a dinner, can all affect our ability to read and concentrate. Ideally, try to complete analytic or careful reading assignments when we are at our physical peak and can maintain an optimum level of concentrate.

c) Interest Level

Most of people have little difficult understanding and remembering material if the subject is highly interesting. Interest, then, can facilitate comprehension and rate; also, a lack of interest or motivation can have an adverse affect.

d) Reading Skill

Our ability to comprehend directly influences how well and how fast we are able to read a given page: our vocabulary is also an important factor. If our vocabulary is limited, for example, we will encounter numerous unfamiliar words that will impair our comprehension and slow down. On the other hand, an extensive, well-developed vocabulary will enable us to grasp meanings accurately and rapidly.

2) External Factors

External factors means factors that come from outside of the students, for example: reading facility, reading purpose, parent motivation, economic background, reading habit, teacher, environment, etc.

3. The Correlation between Students' Interest in Learning English and their Reading Comprehension

English is a language used by people in many countries as a foreign language or as a second language. People use English not only for communication, but also for all aspects of technology and science. It is due to the fact that English is one of the international or global languages in the world. To Indonesian context, English is as a foreign language, therefore, English is taught in every school in Indonesia from junior high school to university.

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Slameto (2013) claims there are two factors that influence students' learning English they are internal and external factors. Internal factor is from inside of the students and external factor is from outside of the students. External factors are divided into three aspects i.e. family, school and society. Internal factors are also divided into three aspects namely physical, exhausted and psychological.

One of the psychological factors that influence students' learning is interest. To learn a certain subject, the students need to have interest, including in learning English. Students' interest in learning English is important because without interest the students will not be motivated in learning. Syah (2013) points out that interest can affect the quality of students' learning achievement in a certain subject. It means interest can affect the students' reading comprehension too.

Based on explanation above can be concluded that students' interest in learning English affects their marks for English. It is assumed that the students who have high interest in English will show effort to learn English more than the students who have low interest in English. The students with high interest tend to be more attentive in learning English, of course, with the high frequency of attendance. In other words, the more they learn and the more attentive they follow the lesson, the better English they will acquire.

B. The Relevant Research

The research can be accepted, and continued because it is relevant with several writers that had conducted the previous researchers. However, research have the same objects but they have different problems.

According to Syafi'i (2007:33), relevant research is required to observe some previous researches conducted by other researchers in which

they are relevant to our research. He also says that relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers. There are relevant researches which have relevancy to this research. *They are:*

First, Nuryana (2009: iii) found that “there is positive correlation between students’ interest in reading and their reading comprehension ability in learning English at SMPN 3 Ukui. It means that between students interest in learning and their reading comprehension have positive correlation.

Second, Ewo Priyo Susanto, Cucu Sutarsyah, Tuntun Sinaga. The title of the research was “*the correlation between students’ reading interest and students’ reading comprehension*”. The sample of the research consisted of thirty students of second grade at SMAN 1 Punggur. The data collecting technique that used were questionnaire and reading test. The design of the research was *ex post facto design*. The results of this research showed that the coefficient correlation was 0.673 and the coefficient influences value of both variables was 0.434. It was shown when the students got high score in interest score; they also got high score for their reading comprehension.

Based on the results of the previous researches it could be concluded that there was correlation between students’ reading interest and their reading comprehension. Thus, in this research, the researcher only focused on students’ interest in learning english and their reading comprehension of analytical exposition text.

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C. The Operational Concept

According to Syafi'i (2014, P.103) operational concept are derived from related theoretical concept on all of the variables that should be practically and empirically operated in an academic writing of a research paper.

Interest is persisting tendency to attention an object, with emotion and felling. The students' interest in learning is very influencing their ability in reading. Most of students are lazy to read, because they have low interest in learning. The teacher should know how to improve the students' interest in learning English especially in reading class. Reading ability is the way of students to understand about text. In short in this research the researcher concludes that there are some factors that needed to be operated in conceptual framework. In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is correlation research. Therefore, in analyzing the problems in this research, there are two variables used, they are variable X and variable Y. The students' interest is as variable X that find the correlation between students' reading ability as variable Y.

1. The indicators of the Interest in learning (Variable X);
 - a. Attention: the aspect which shows someone's attention for the interesting objects.
 - b. The Willingness: the aspect which produce will, attention, and concentration to an object without any force.

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- c. Needs: a condition in the person of a student who driving him to certain activities in order to achieve a goal.
 - d. Pleasure: The aspect which directs someone to do satisfying activities and makeshim/her repeat those activities.
 - e. Teaching Materials and Teachers'Good Attitudes
 - f. Participation
2. The indicators of students' Reading Comprehension (Variable Y)
 - a. The students are able to identify the main idea in the reading text.
 - b. The students are able to locate the meaning vocabulary in the reading text.
 - c. The students are able to identify the generic structure in the reading text.
 - d. The students are able to find out the communicative purpose in the reading text.
 - e. The students are able to find out the language features which are stated in the reading text.

D. The Assumptions and Hypothesis

1. The Assumption

For this research, the correlation between students' interest in learning English and their reading comprehension, it is assumed that "The higher students interest in learning English, the better students' reading comprehension will be.

2. The Hypothesis

The hypothesis of this research is stated as follows:

a. Ha(Alternative Hypothesis)

There is any significant correlation between the students' interest in learning English and the reading comprehension of the second grade students at SMA Muhammadiyah 1 Pekanbaru.

b. Ho (Null Hypothesis)

There is no significant correlation between the students' interest in learning English and the reading comprehension of the second grade students at SMA Muhammadiyah 1 Pekanbaru.

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