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CHAPTER I INTRODUCTION

A. Background of The Study

Reading comprehension is one of crucial factors related to student's success in learning English. According to Oakhill (2015, p.1) reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Moreover, Klingner (2007) state that reading comprehension is the complex processes of constructing meaning that include word reading, word and world knowledge, and fluency. It means reading comprehension is not only about comprehend the text, but also is about complex process to understand and to get information from the text.

Reading comprehension of one student and another student might be different. It is affected by many factors around the students. One of the factor is student's interest in reading. Interest in reading is needed to improve students' reading ability. It can be seen when the students are active in learning process, such as asking and answering the questions from the teacher.

Interest refers to a condition in which someone are being enthusiastic and paying more attention to something that attracted them. According to Syah (2014, p.129) interest is trend and high excitement or great desire of something. Therefore, students who has high interest in reading English book will be able to gain the information of text and comprehend the text more.

Interest influent student's reading comprehension. Students with high interest will be more easier to comprehend the text than the students with low

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interest. As Syah (2014, p.129) stated on his book, interest can influence the quality of students in learning achievement. This statement supported by Dechant (1982, p.73) who stated that interest is very influential for reading activeness. Because of reading for and achievement in reading also depends upon the pupil's motivational reading, and poor reading may be caused by lack of interest. Therefore, to improve students ability in comprehending the text, teachers need to influent the students in order to make students interest in reading English textbooks. To achieve better skill in reading, the students should have high interest in order to motivate students to read.

Interest did not simply enhance the amount of recalled text information, but it had a great positive effect on the students reading comprehension. Therefore, Hidi (2001, p.195) stated that interest seems to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning. In other word, interest helped the students to get the information and to comprehend the text.

In order to accomplish students' needs toward reading, in Curriculum 2013 (K13) provides reading as one of the skills in Mastery English that must be taught and learned in junior High School. SMPN 1 Airtiris is one of the schools that also use Curriculum 2013 (K13). Time allocation for all languages skills are the same. In reality, during the teaching and learning process the students have short time to comprehend the text. Based on the basic competence in the syllabus, ideally the students of the second grade of SMPN 1 Air Tiris be able to understand and be able to comprehend the text in

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spoken or written. The minimum passing score for the second grade of this junior high school is 70.

Based on the quotation above, ideally the students of the second grade of SMPN 1 Airtiris be able to understand and be able to comprehend the text.

In fact, based on the interview with English teacher Dasman S.Pd and some students of SMPN 1 Airtiris that the researcher did on August 28th 2017. The researcher found that some of the students still had problems in comprehending reading. It can be seen from the following phenomena:

- a. Some of the students are interested in reading English books but they are not able to identify the main idea of text.
- b. Some of the students are able to identify the main idea of text but they are not interested in reading English books.
- c. Some of the students are interested in reading English books but they are not able to recognising the purpose of the text.
- d. Some of the students are able to recognising the purpose of the text but they are not interested in reading English books.
- e. Some of the students are interested in reading English books but they are not able to identify the generic structure of the texts.
- f. Some of the students are able to identify generic structure of the text but they are not interested in reading English books.

Based on the phenomena explained by the researcher above, the researcher is interested in conducting a research entitled: **“The Correlation between Student’s Interest in Reading English Books and Their Reading Comprehension at The Second Year Students of SMPN 1 Air Tiris”**

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B. The Problems

1. The Identification of the Problems

Based on the explanation above, the researcher identifies the problems as follow:

- a. Why are the students interest in reading English book but not able to identify the social function of text?
- b. Why are some other students able to identify the social function of text but do not have interest in reading English book?
- c. Why are the students interest in reading English book but not able to identify language features of the text?
- d. Why are some other students able to identify language features but do not have lack interest in reading English book?
- e. Why are the students are interested in reading English book but not able to identify generic structure of the text?
- f. Why are some other students able to identify generic structure of text but do not have interest in reading English book?

2. Limitation of the Problems

Based on the problems identified above, the researcher focus and limit the problem on the correlation that shows whether interest influence student's reading comprehension at the second year SMPN 1 Air Tiris.

3. Formulation of the Problems

Based on the problems limited above, the formulation can be seen in the following sentece; is there any significant correlation between

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students' interest in reading English Book and reading comprehension of the second year SMPN 1 Air Tiris?.

C. The Objectives and Significance of the Research

1. The Objectives of the Research

Concerning with the problem statements, this study has an objectives that can be seen in the following sentence; to find out whether there is a significant correlation or not between the students' interest in reading English books and their reading comprehension at the second year students at SMPN 1 Air Tiris.

2. The Significance of the Research

- a. Theoretically, the researcher can get a lot of information that can be very useful to enlarge knowledge, especially about interest in reading comprehension.
- b. To provide some information about the importance of mastering all of the important aspects in the process of reading comprehension in order to make the students improve their reading skills.
- c. For the students as well as English teachers about their weakness in reading comprehension, so they will find solutions in order to master it.

D. The Definition of Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

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1. Correlation

Oxford Learner's Pocket Dictionary 4th Edition defines correlation as a connection between two things in which one thing changes as the other does. In the other hand, Correlation is determines whether and to what degree a relationship exists between two or more quantifiable variables. the purpose of this research is the writer want to know about the connection between two variables. The correlation of two variables is where the variable X (Interest) influence variable Y (Reading Comprehension).

2. Reading Comprehension

Reading comprehension is an activity to reading particular text, not only read the text, but also the readers can understand the text and the information. Comprehension skill help the learner to understand the meaning of words in isolation and in context. According to Chaterine Snow (2002, p.11) reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In addition, reading comprehension is the ability of the reader to understanding the meaning and the information in the written language.

3. Interest in Reading

According to Krapp and Hidi in Renninger,2002, p.174), interest refers to a psychological state of having an affective reaction to and focused attention for particular content and/or the relatively enduring predisposition to re-engage particular classes of objects, events, or ideas.

Besides, interest in reading defined as the number of books read in a month and the number of times students read in a week and the favourite genres and types of English reading materials.



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