

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is one of popular language in the world. Setadi and Piyakun (2017) stated that English is commonly used as a communication media for some purposes in addition to other major in ESL class (Setiadi & Piyakun, 2017). This language is commonly used by speakers of foreign languages around the world. When people with different languages come together, they generally use English to communicate with each other. Not only that, many learning resources both from books and internet media that use English. Therefore by mastering English, everyone can increase knowledge from many sources.

Nowadays, learning English has needed in many things. Learning English needs to understand the four language skills. There are listening, speaking, reading and writing. Among the four language skills, reading is important to student. By reading, someone will know many things. Obviously, a student who wants to develop his/her knowledge should have ability in reading.

A student who wants to understand a text easily, they need to have an interest in reading. Fahrurrozi (2007) stated that interest is one dimension of the aspects that can affect someone. Interest can affect one's thoughts and actions. Interest can be driving force of a person to act (Fahrurrozi, 2017).

In line with Fahrurrozi, Walgermo, Frijters, & Judith has another opinion. They stated that students who are trying learning often takes a lot of time to acquire adequate reading skills, interested in high reading is very important to the development of student reading (Walgermo, Frijters, & Judith, 2018). Interest in reading is important for reading comprehension, because interest-driven children tend to spend more time in reading and devoting more time to tasks. For this reason, it is more likely to be a high interested in reading than their colleagues who are less interested in reading.

Reading comprehension is a skill to know the purpose of an information contained in the text, so that the reader can understand the meaning the text that the author wants to conveyed (Fahrurrozi, 2017). Reading comprehension is important component of functional literacy. Comprehension is the activity to comprehend and interpret of what they read (Zhussupova & Kazbekova, 2016). (Fahrurrozi, 2017) claimed that reading comprehension is a complicated and complex activity. This is apparent from the levels of students' understanding in the schools is still quite low.

Gani, Yusuf and Susiani explained that teaching reading comprehension means to make the students understand and interpret of author's intended message in meaningful ways (Gani, Yusuf, & Susiani, 2016). Reading comprehension is need for student to understand about the material especially in English. The student who has no comprehension in reading will find some trouble when reading a text. When they reading without comprehension, then insight development process itself will be

difficult to get or absorbed and that are often happened if more give more priority to reading than reading comprehension.

Based on the above background, the writer is interested in writing correlational study proposal entitled “The Correlation between Students’ Reading Interest and Reading Comprehension”. The writer assumes that reading comprehension will not be effective if the students are not interested in reading. The research is intended to find out whether there is any significant correlation between the students’ reading interest and reading comprehension among the eleventh grade students of SMK N 1 Jepara in the academic year of 2018/2019.

1.2. Statement of the Problem

Based on the background, the researcher wants to know “is there any significant correlation between students’ reading interest and reading comprehension at eleventh grade students of SMKN 1 Jepara?”

1.3. Research Objective

Based on problem statement above, the research objective of the research can be stated “to find out whether there is significant correlation between students’ reading interest and reading comprehension at eleventh grade students of SMKN 1 Jepara.”

1.4. Scope of the Study

This research focuses on students’ reading comprehension. The main objective of this research is to find out the correlation between students’ reading interest and students’ reading comprehension identified through the

use of students' reading interest questionnaire and reading comprehension test. Reading comprehension here refers to text of English, and the interest of reading here also refers to text on English. And, the research subject is eleventh grade of students of SMKN 1 Jepara in the academic year of 2018/2019.

1.5. Significances of the Study

The study is intended to know the correlation between students' reading interest and reading comprehension. The result of the study is expected to give benefits both theoretically and practically.

1. Theoretically

This research is to prove whether there is a positive significance correlation between reading interest and reading comprehension at the eleventh grade of SMKN 1 Jepara. So, it can be used as the reference in improving and developing the material in teaching English that can improve their reading interest. Then it can influence their reading comprehension.

2. Practically

- a. For the students, the result of the research gives motivation for students to develop their interest in reading English text. It also gives knowledge for them to develop their reading comprehension.
- b. For the teachers, the result of the research give important information that interest of reading in English text has influence in reading comprehension. It can also be used as reference in guiding the teachers

to know more about the factor that influence students' English achievement, especially on reading comprehension.

- c. For the other researchers, the result of the research gives information for the others who wants to study deeper in English education to know the other factor which can influence reading comprehension.

1.6. Hypothesis

There are two kinds of hypothesis; they are alternative hypothesis and null hypothesis:

1. Alternative hypothesis (H_a)

There is significant correlation between students' reading interest and reading comprehension at eleventh grade students of SMKN 1 Jepara.

2. Null hypothesis (H_0)

There is no significant correlation between students' reading interest and reading comprehension at eleventh grade students of SMKN 1 Jepara.

1.7. Thesis Organization

The first part of this chapter is introduction: background of the study, statement of the problem, objective of the study, scope of the study, significance of the study, and thesis organization in this thesis. Chapters 2 reviewing other related study, introduces about reading interest and riding comprehension, and the hypothesis of the study. Chapter 3 explain the researcher method; type of research, unit of analysis, source of data, technique of data collection, technique of data analysis. Chapter 4 describes the result of the research based on hypothesis. Chapter 5 discusses the results

of the research, and offers suggestion for improvements to this work. Last but not the least, Appendix contains of sheets complement this thesis.

