

**THE CORRELATION BETWEEN READING INTEREST AND
READING COMPREHENSION ACHIEVEMENT OF THE SECOND
SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

THESIS

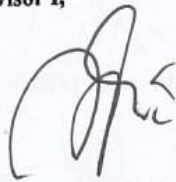
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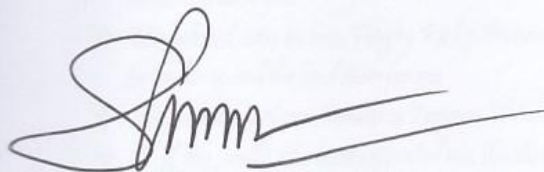
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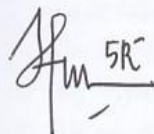
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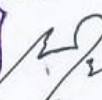
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ABSTRACT

Dwi Okti Silviana, 2019. *The Correlation Between Reading Interest and Reading Comprehension Achievement of the Second Semester Students of English Education Study Program Universitas Muhammadiyah Palembang*. Thesis, English Education Study Program Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisor (1) Sri Yuliani, S.Pd., M.P.d , (2) Masagus Sulaiman, S.Pd., M.Pd.

Keywords: Correlation, Reading interest, and Reading Achievement.

The title of this thesis was "The Correlation Between Reading Interest and Reading Comprehension Achievement of the Second Semester Students of English Education Study Program Universitas Muhammadiyah Palembang". The limitation of the problem limited on "The Correlation Between Reading Interest and Reading Comprehension Achievement of the Second Semester Students of English Education Study Program Universitas Muhammadiyah Palembang". The formulation of the problem "is there any significant Correlation Between Reading Interest and Reading Comprehension Achievement of the Second Semester Students of English Education Study Program Universitas Muhammadiyah Palembang?". The objective of this study was "to find out whether or not there was a significant correlation between Reading Interest and Reading Comprehension Achievement of the Second Semester Students of English Education Study Program Universitas Muhammadiyah Palembang". The sample of this 42 students taken by purposive sampling. The data were collected through with two technique. The first one was through a ready-made questionnaire by Dr.Allan. The second was analyzed by Pearson Product Moment Correlation. Based on the data analysis, the value of correlation between reading interest and reading comprehension achievement (r-obtained) was 0,565 in two tailed testing at 0,05 of significant level of 42 samples (r-table) = 0,297 . It means that there was a significant correlation between reading interest and reading comprehension achievement. Since the value of r-obtained was higher than r-table, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It can be conclude that there was significant Correlation Between Reading Interest and Reading Comprehension Achievement of the Second Semester Students of English Education Study Program Universitas Muhammadiyah Palembang.

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Palembang, 29 June 2019

The Researcher

DOS

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CHAPTER I

INTRODUCTION

This chapter discusses (1) background of the study, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypothesis of the study.

1.1 Background of the study

Language is the way of communication which consists of the sounds or written. Littlejohn and Mehta (2012) state that a defining characteristic of what it means to be human, the use of language plays a central role in virtually every form of human activity (p.1). In addition, McWhorter (2004) states that language is more than words; it is also how the words are put together. The ability to use fluent, nuanced language is local to humans (p.3). Human use language all over the world to communicate each other.

English consider as a global language that must be mastered by people nowadays. Crystal (2003) states that English is the global language (p.1). In addition, Rohmah (2005) states that English as a world language is not merely an international language. The notion of international language can be understood as a language which is used in any international communication which involves people from two or more countries (p.107). In short, it makes people around the world interact well. There are four language skills in English, such as: listening, speaking, reading, and writing.

Reading is one of language skills, it is defined as a cognitive process that involves decoding symbols to arrive at meaning or with a purpose. It helps the reader

to direct information towards a goal and focuses their attention. According to Yulianti (2014), reading is a process of decoding words from the text by interacting with the contexts and involving the readers' background knowledge to comprehend them. When they read a text, they need actively relate their prior knowledge about the contexts (p.11). When the students read a passage, the students should comprehend it.

Reading comprehension is understanding a text while reading. According to Kirby (2014), reading comprehension is the process by which we understand the texts we read. It is the purpose of reading, why we teach it, and why we care about it. It is also the prerequisite for meaningful learning from text. Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop "naturally" with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction (p.1).

In studying reading, the students in the classroom need interest to keep up their spirit. Students interest is the necessity in learning to be able to get motivation and achieve a good score. Olsen, Prenzel, and Martin (2011) state that interest is an everyday concept which used with specific notions in psychological and educational research for a long time (p.6). In other words, the interest of students need in every meeting of subject.

Based on the explanation stated, in learning English the students must have an interest to motivate them. The interest is needed when the students learn about

reading to comprehend the text. If the students comprehend well about the reading, it can help their reading achievement. Therefore, the researcher is interested in this title. The researcher conducted a research under the title **“The Correlation between Reading Interest and Reading Comprehension Achievement of the second Semester Students of English Education Study Program Universitas Muhammadiyah Palembang.**

1.2 Problem of the Study

The problem of this study deal with The Correlation between Reading Interest and Reading Comprehension Achievement of the second Semester Students of English Education Study Program *Universitas Muhammadiyah Palembang.*

1.2.1 Limitation of the problem

The researcher limited the Correlation between Reading Interest and Reading Comprehension Achievement of the second Semester Students of English Education Study Program *Universitas Muhammadiyah Palembang.*

1.2.2 Formulation of the problem

The problem of this study formulate with the question “is there any significant Correlation between Reading Interest and Reading Comprehension Achievement of the second Semester Students of English Education Study Program *Universitas Muhammadiyah Palembang?*”

1.3 Objective of the Study

Based on the problem stated, the objective of this study was to find out whether or not there was a significant Correlation between Reading Interest and Reading

Comprehension Achievement of the second Semester Students of English Education Study Program *Universitas Muhammadiyah Palembang*.

1.4 Significance of the Study

The significance of the Study was stated as follows:

1) The researcher herself

By doing this study, the researcher will improve the ability of doing research in the correlation between Reading Interest and Reading Comprehension Achievement of the second Semester Students of English Education Study Program *Universitas Muhammadiyah Palembang*.

2) Teachers of English

Hopefully, the teacher of English can grasp the reading interest and reading comprehension achievement.

3) Other researcher

By reading this study, other researchers will use my research as their reference to do the same research and to know how to make the research about the correlation between Reading Interest and Reading Comprehension Achievement of the second Semester Students of English Education Study Program *Universitas Muhammadiyah Palembang*.

1.5 Hypothesis of the Study

The hypothesis of this study were in the form the alternative hypothesis (H_a) and null hypothesis (H_0) as follows :

(H_a): There was a significant correlation between reading interest and reading comprehension achievement of the second semester students of English Education Study Program *Universitas Muhammadiyah Palembang* ?”

(H₀): There was no significant the correlation between reading interest and reading comprehension achievement of the second semester students of English Education Study Program *Universitas Muhammadiyah Palembang* ?

1.6 Criteria for testing the Hypothesis

Sugiyono (2016) states that the criteria of testing the hypothesis in measuring correlation are as follows :

- 1) If the p-output was lower than 0,05, H₀ was rejected and H_a is accepted. So, there was a correlation between reading interest and reading comprehension achievement.
- 2) If the p-output was higher than 0,05, H₀ was rejected and H_a is accepted. So, there was no a correlation between reading interest and reading comprehension achievement

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