

**THE CORRELATION BETWEEN READING INTEREST AND  
READING COMPREHENSION AT EFL STUDENTS**

**AT IAIN PALANGKA RAYA**



**BY**

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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA**

**2020 M / 1442**



**THE CORRELATION BETWEEN READING INTEREST  
AND READING COMPREHENSION AT EFL STUDENTS  
AT IAIN PALANGKA RAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
in Partial Fulfillment of the Requirements  
for the Degree of *Sarjana* in English Language Education



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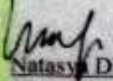
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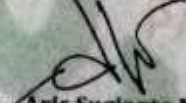
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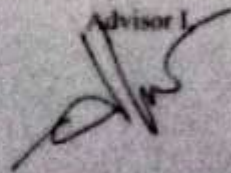
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Reading Comprehension At Efl Students At Iain  
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## **MOTTO AND DEDICATION**

“... Allah will exalt in degree those of you who believe, and those who have been granted knowledge ...”

(Q.S. Al-Mujadilah: 11)

“Allah is good to those who want to try”

This Thesis is dedicated to:  
My beloved Father Misrun and Mother  
Sri Lestari for their valuable endless  
prayer, sacrifice, and support.



## ABSTRACT

Andaresta, D, Natasya. 2020. *The Correlation Between Reading Interest and Reading Comprehension At Efl Students At IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Aris Sugianto, M.Pd., (II) Akhmad Ali Mirza. M.Pd.

**Keywords** : *Reading Interest , Reading Comprehension, Correlation Research, Quantitative Research.*

The background of this research is the lack of the students' reading interest so that it affect their reading comprehension. In addition, to find out whether there is a relationship between reading interest and reading comprehension.

The research used correlation research. There were 71 students of 4<sup>th</sup> semester students from English Education study program at IAIN Palangka Raya as the population of this research. Data were collected using two instrument; Questioner and Reading Test. The data were analyzed by using pearson product moment correlation coefficient.

The result showed that of hypothesis testing show  $r$  count amounting to  $0.590 > r$  table of  $0.234$  in the 5% significance level with  $N = 71$  which means the hypothesis is proven. The correlation coefficient is  $0.590$  indicates that reading interest with reading comprehension ability has a positive relationship. This means that every increase in the independent variable, namely reading interest affected the increase in the variable bound is the ability to read comprehension.

From the research findings showed that there is any correlation of reading interest toward reading comprehension or in other words have a positive relationship between the two variables.

## ABSTRAK

Andaresta, D, Natasya. 2020. *Hubungan Antara Minat Baca dan Pemahaman Membaca Pada Mahasiswa Jurusan Bahasa Inggris Di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Aris Sugianto, M.Pd., (II) Akhmad Ali Mirza. M.Pd.

**Kata Kunci** : *Preferensi topik , Kemampuan membaca, Penelitian Korelasi, Penelitian Kuantitatif.*

Hal yang melatar belakangi penelitian ini adaah kurangnya minat baca siswa sehingga hal tersebut mempengaruhi kemampuan membaca. Selain itu untuk mengetahui adakah hubungan antara minat baca dengan kemampuan membaca.

Tujuan dari penelitian ini adalah: (1) untuk mengetahui bagaimana preferensi topik mempengaruhi pemahaman bacaan; (2) untuk mengetahui Bagaimana pemahaman membaca mahasiswa semester 4 IAIN Palangka Raya; dan (3) untuk mengetahui apakah ada hubungan antara preferensi topik dengan pemahaman bacaan.

Penelitian ini menggunakan penelitian korelasi. Populasi penelitian ini adalah 71 siswa semester 4 program studi Pendidikan Bahasa Inggris di IAIN Palangka Raya. Data dikumpulkan dengan menggunakan dua instrumen; Angket dan Tes Membaca. Analisis data menggunakan koefisien korelasi product moment pearson.

Hasil pengujian hipotesis menunjukkan bahwa  $r$  hitung sebesar  $0,590 > r$  tabel  $0,234$  pada taraf signifikan  $5\%$  dengan  $N = 71$  yang berarti hipotesis terbukti. Koefisien korelasi sebesar  $0,590$  menunjukkan bahwa preferensi topik dengan kemampuan pemahaman membaca memiliki hubungan yang positif. Artinya setiap peningkatan variabel bebas yaitu minat baca mempengaruhi peningkatan pada variabel terikat yaitu kemampuan membaca pemahaman.

## ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to Allah SWT. for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW. having shown us the role of life to make our lifetrue. Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr.Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, Akhmad Ali Mirza, M. Pd. for his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of Language Education, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
5. Him thesis advisors, Aris Sugianto, M.Pd. and Akhmad Ali Mirza, M.Pd., for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of her thesis.
6. Both the members of the board examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

8. My beloved parents, my Father Misrun, and my Mother Sri Lestari and all of Family for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. Aamiin.
9. All of her friends of English Education Study Program, especially the 2016 period for the support in sadness and happiness during the study in undergraduate program and for their support to the accomplishing her thesis.
10. My best friends Dela Leka Andromeda and Riska is as always support me and my beloved Ilzam Nawawi is always support me to.
11. All of the students of 2017 period for their time and support her thesis.
12. Last, all of her friends and everyone who have helped the accomplishment this thesis.

Palangka Raya, December 1<sup>st</sup> 2020

The Researcher,

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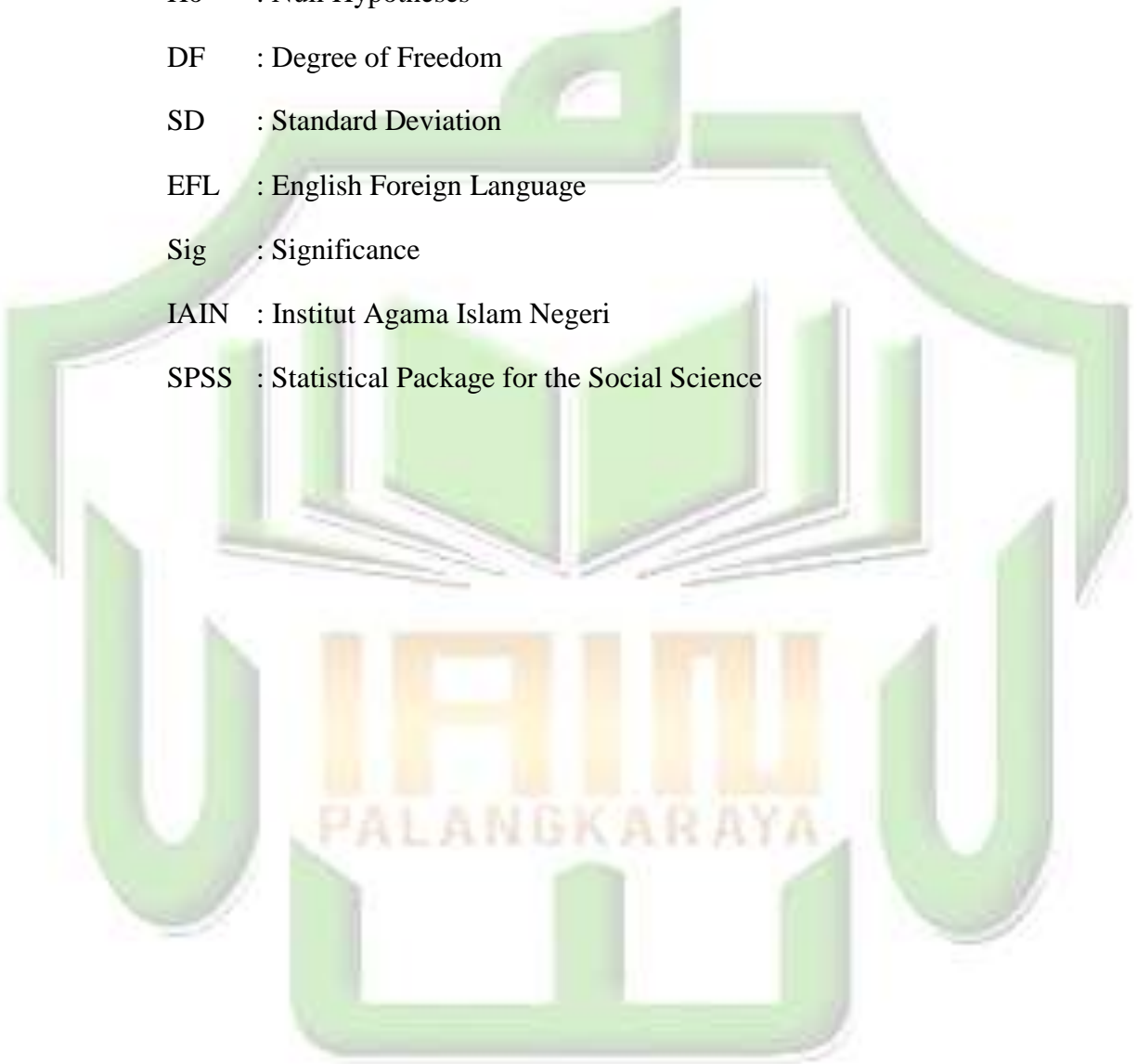
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## LIST OF ABBREVIATION

- Ha : Alternative Hypotheses  
Ho : Null Hypotheses  
DF : Degree of Freedom  
SD : Standard Deviation  
EFL : English Foreign Language  
Sig : Significance  
IAIN : Institut Agama Islam Negeri  
SPSS : Statistical Package for the Social Science





# CHAPTER I

## INTRODUCTION

This chapter describes the background of the study, the research problem, objectives of the study, the hypothesis of the study, the significance of the study, scope, and limitation of the study, and definition of key terms.

### A. Background Of The Study

Learning is one of the human conscious efforts in educating in the effort to improve the capabilities then accompanied by the change and improvement of the quality and quantity of human knowledge itself. Learning is one of the students' activities that occur in the learning environment. Learning is obtained through formal and nonformal educational institutions. One of the most common formal educational institutions in Indonesia is the school in which there are study and teaching activities involving interactions between teachers and students. The student's own learning objective is to achieve or acquire the knowledge listed through optimal learning outcomes in accordance with its intellectual intelligence.

Now the problems that often arise in students are their lack of interest in reading. Students are now using online media to get more information than to read books directly. Many problems that occur in the reading activities of one of the less interest them to read because it is considered a too monotonous reading model or text that is too long so boring them. Reading is skills that must be mastered by students in learning English as a Foreign Language. Reading is not only seeing or reading what is written but also understanding

the contents of the reading. So that readers get knowledge and information from the reading. Some reading component put forward by experts, such as understanding main ideas, supporting ideas, vocabulary and grammar, make teacher must be careful in applying methods in teaching English, especially reading.

Reading is the most important way to find out English. In the reading activities, there is called a schema theory that made it easier for students to understand the meaning of reading without having to read the text at length. But here researchers try to use a Reading Interest to know whether the Reading Interest relates to reading comprehension students. In Toendan (1996:33) defined viewed the framework of schema theory, reading is an interactive process between the reader's background knowledge and the text. Exclusively, reading is an interface between in sequence obtained through bottom-up decoding and information provided through the income of top-down analysis, in cooperation of which depends on assured kinds of the previous comprehension and assured kinds of information-processing skills. Rumelhart & Ortony in Toendan (1996:33) defined schemata are the key units of the comprehension process, in the sense that comprehension consists of selecting schemata and variable-bindings that was account for the material to be comprehended, and then varying that those schemata do indeed account for it. Simanjuntak (1988:16) stated that a background that provides a basic understanding of the vocabulary and enables the student to apply concrete illustrations of the new ideas forms the base on which he could build the new information

In addition, Toendan (1996:34) said that the principal results in two basic modes of information processing called bottom-up and top-down processing. Schemata are hierarchically structured as from almost universal at the summit to most detail at the

bottom. As these bottom-point schemata congregate addicted to upper-point schemata (more universal schemata), these schemata turn out to be activated.

This method is furthermore referred to as information-obsessed processing because it is evoked by the incoming information. Top-down processing occurs while the reader uses his top-level schemata to construct universal predictions with the information he got in a text. This information processing is as well-referred to a theoretically determined process.

According to Carrell in Toendan (1996:33), there are three major types of schemata, which are closely interrelated to reading comprehension: Linguistics Schemata refers to the readers' knowledge of the language used (vocabulary, grammar, and idioms) in the text. They are the base of additional schemata.

The relation of Reading Interest with reading comprehension is with them like the topic that is read wheater it was affects reading comprehension. The problem that is often faced by students in class about reading is that they lack vocabulary. Content schemata deal with the knowledge relative to the content domain of the text, which is the key to the understanding of texts (Carrell in Toendan, 1996:33). As one language is not just the easy blend of vocabulary, sentence organization, and grammar but furthermore the holder of dissimilar levels of the language's ethnicity. To some extent, substance schemata can composition for the lack of language schemata, and therefore assist learners to comprehend texts through predicting, choosing data, and removing ambiguities.

Based on an informal interview with 4<sup>th</sup> semester EFL students, Reading activities are a very boring activity for students due to lack of interest as well as topics that are not

appealing to them reading them. Therefore the researchers try to search for correlation using the Reading Interest to see their reading comprehension.

## **B. Research Problem**

Is there any correlation between Reading Interest toward reading comprehension at EFL STUDENTS at IAIN Palangka Raya?

## **C. Objective Of The Study**

The purpose of this study is to find out if there is correlation between Reading Interest toward reading comprehension.

## **D. Hypothesis Of The Study**

There are two hypotheses of this research as follows :

1.  $H_a$  = There is a correlation between Reading Interest toward reading comprehension.
2.  $H_o$  = There is no correlation between Reading Interest toward reading comprehension.

## **E. Assumption**

Research assumptions are also referred to as basic assumptions, namely a starting point of thought whose truth is accepted by the researcher. basic assumptions must be formulated clearly before the researcher steps to collect data. this assumption says that reading interest is correlated with reading comprehension.

## **F. Scope And Limitation**

This research focuses its research to find out any correlation between Reading Interest toward reading comprehension. English students of the 4th semester as a research

population were then be given a reading comprehension test that contains questions about the influence of the topics of reading skills.

### G. Significance

#### 1. Theoretically :

Knowing whether by giving students a liking topic can affect their reading ability, as most students are lazy to read even some of them dislike the reading thing. By doing this research, we try to see how much influence the students ' reading ability is given their favorite topics.

#### 2. Practically :

##### a. For the teacher:

Can help the reading learning process in the classroom and support students' interest to be more diligent in reading.

##### b. For students' :

1. Build an understanding of a text.
2. With them can build a text well, the tough them can helpful for others'.

##### c. For another researcher:

Can give some information about the development of language teaching and learning.

### H. Definition Of Key Terms

#### 1. Reading Interest

The topic is the main core of all the contents of the writings to be conveyed or better known by the topic of conversation. The topic is the first thing that is determined when the author was writing. The earlier topics were further developed by creating

narrower or wider coverage. There are several criteria for a topic that is said to be good, including the topic should include the whole content of a writing, which is able to answer the question of what problems to be written. The main characteristic of the topic is that the scope of the problem is common and is not elaborated in detail.

The usual topic consists of one-two short words and has similarities and differences with the theme of the essay. The similarities are both topics and themes of both alike can be used as the title of the essay. Meanwhile, the difference is that the topic still contains common things, while the theme was to be more specific and more directional in discussing a problem.

A topic that can stir up a sense of reading the students and can draw students' attention to read. Students in the present era very few are interested in reading. Through reading it was easy to understand a lesson described. The same thing as describe by Shnayer in Purves & Beach (1969:97) showed that high interests resulted in significantly greater comprehension and enabled students to read beyond their reading ability level.

## 2. Reading comprehension

Reading is one of our ways to get accurate information. With us has a good reading ability, we can absorb and capture all information properly. In the research involving the topic of students' preference which later they saw how far they can understand reading through the topic of students' preference. Same with the statement of Toendan (1996:33) defined viewed the framework of schema theory, reading is an interactive process between the reader's background knowledge and the text. Specifically, reading



is an interaction between information obtained by bottom-up decoding and information provided by means of top-down analysis, both of which depend on certain kinds of prior knowledge and certain kinds of information-processing skills.

### 3. Correlation

Correlation is another way of assessing the relationship between variables. To be more precise, it measures the extent of correspondence between the ordering of two random variables. There is a large amount of resemblance between regression and correlation but for their methods of interpretation of the relationship. For example, a scatter diagram is of tremendous help when trying to describe the type of relationship existing between two variables. Here researchers try to find the correlation of two variables that is the correlation between the Reading Interest to reading comprehension. The correlation between the two so as to obtain valid final data.

### 4. EFL Students

English as a Foreign language (EFL) relates roughly by expanding the circle described by Braj Kachru's linguist in the "standard, codification and realism sociolinguistic: English in the outer Circle " (1985). The traditional term for the use or study of English by non-native speakers in a country where English is generally not a local media communication. EFL students taken as a population is a student of English study program Fourth-semester IAIN Palangka Raya.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter describes related studies, the definition of topic preference, the importance of topic preference, the definition of reading comprehension, the importance of reading comprehension.

#### **A. Related Studies**

To provide a strong foundation of the present study, in this section the researcher presented some studies that closely related to the study.

*First*, Mirza (2011, P. 79-86) conducted a study entitled "The Effects Of Contextual Meaning Aspects On Reading Comprehension", study is expected to research the effects of contextual meaning aspects on reading comprehension, and investigate in a case or not there is an effect of reading ability, consists of low and high, on reading comprehension and effect of contextual meaning facet together with reading ability on reading comprehension. The number of the sample was 34 students of the English education study program of Palangka Raya University. Used experimental design in this study. Processing and analyzing data giving the treatment, checking and scoring, tabulating, analyzing the data by using the statistic technique of ANOVA, the conclusion based on the analysis. The result of findings of effect contextual meaning aspects on students' reading comprehension in this research the researcher drew some conclusion into three points as follows: (1) Reading proficiency has a significant effect on students' reading comprehension; (2) Contextual meaning aspects (context clues) have a significant effect on students' reading comprehension, and (3) Reading proficiency and contextual meaning aspects (context clues) have no significant effect on students' reading comprehension.

In this research, the similarities are contained in the variable that is in reading comprehension. And the difference, if the previous research looking for a contextual meaning effect on reading comprehension, while in this research this time, look for the correlation of the Reading Interest toward reading comprehension.

*Second*, Widiastuty (2011, P.61-70) , conducted a study entitled "The Effects Of Reading Topic And Reading Interest On Reading Comprehension "This study is designed to research the interaction effect of a reading topic and topic preference, the effect of a reading topic, and the effect of Reading Interest on Physics score, Biology score, and Chemistry score of single cause-multiple effects text. The population of the study was the eleventh grade of IPA students of SMA Negeri 2 Kuala Kapuas in Academic Year 2008/2009. There were 64 students from two classes (XI IA1 and IX IA2) the sample of this study determined random sampling. The research is using experimental design. Process and analyze data into these steps: taking the data, coding scoring, tabulating, analyzing the data using statistic technique of ANOVA processed by using SPSS 15 and detention the conclusion found of the statistical result. The results show that: (1) there was significant interaction effect among reading topic and Reading Interest on Physics score, Biology score, and Chemistry score of single cause-multiple effects text, (2) there was no significant effect of the reading topic of single cause-multiple effects text, and (3) there was no significant effect of Reading Interest on Physics score, Biology score, and Chemistry score of single cause-multiple effects text.

In this research, the similarities are contained in the variable that is in the Reading Interest and reading comprehension. And the difference, if the previous research the effect of reading topic and Reading Interest on reading comprehension, and in this research this

time, namely looking for the correlation of both variables in select, namely Reading Interest and reading comprehension.

*Third*, Naserieh (2013, p.120-128), conducted a study entitled “The Effects of Verbal Glosses on Vocabulary Learning and Reading Comprehension”, This study has explored the effectiveness of four types of verbal glosses in terms of reading comprehension and incidental vocabulary learning and retention among 95 Iranian undergraduate university students. There were two instances of each of the fifteen target words in the text. The gloss types included L1, L2, bilingual, and mixed glosses. With the mixed gloss type for the first annotation, the readers viewed both L1 and L2 definitions of the target word; the second annotation involved the sentence in which the target word appeared for the first time. The population is 109 second-year undergraduate students in diverse disciplines who volunteered to take part in the study. They were non-English majors from the Faculty of Education and Psychology at Allameh Tabataba'i University, Tehran, Iran. The procedure is all three sessions of the present study were held during a three-week time span One week prior to the reading session, all participants took the pretest. On the day of exposure, the participants were first randomly assigned to one of five conditions. They were then briefly informed of computer-assisted reading and how to use the computerized text. The experimental groups were additionally trained as to what were glosses and how to consult them and were. And finally, mixed glosses appeared to be the most advantageous gloss type. The results disclosed the effectiveness of glossing compared with non-glossing. No difference was detected between L1 and L2 glosses, though the participants preferred the former to the latter. It is worth mentioning that the contradictory findings in terms of the effectiveness of glossing on comprehension suggest

the multifaceted nature of the construct. In other words, many factors are at work when learners apply glosses while reading an L2 text, and most studies have failed to take account of all these factors at the same time. The findings and their implications were being discussed. asked to consult all instances of target words. They were also asked to read the passage for comprehension but were not informed of the vocabulary posttests. And finally, mixed glosses appeared to be the most advantageous gloss type. The findings and their implications were be discussed.

In this research, the similarities contained in the variable that is reading comprehension. And the difference, if the previous research effects of verbal glosses on vocabulary learning and reading comprehension and in this research this time, namely looking for the correlation of both variables in select, namely Reading Interest and reading comprehension.

*Forth*, Dhanapala and Yamada (2014, p.131-139), conducted a study entitled “Oral Reading Rate, Reading Comprehension, and Listening Comprehension in Learners of EFL”, This study motivated by the child reading research in L1, explored the relationship between: 1) Two oral reading rates; 2) Reading comprehension; and 3) Listening comprehension in English in Japanese learners of English as a foreign language (EFL). The population is one hundred and forty undergraduate students from four English Language classes and one psycholinguistics class at a national university in Japan took a commercially available TOEIC® IP test which the university administered as its annual English language test. Of these students, 119 students took both a Reading Comprehension Test which we developed as part of our larger project and an oral reading test. Of the 119 students, two were excluded because they did not complete all of the

items of the Reading Comprehension Test. The remaining 117 students (56 females and 61 males) thus served as the subjects of this study. All were native speakers of Japanese and had mainly studied English as a foreign language in formal school settings. Most of them were freshman or sophomore students and most were between the age of 18 to 20 years. Results unexpectedly showed that the correlations between two rates and two modes of comprehension were low or non-significant, which are in marked contrast to high correlations reported for English-speaking children. In addition, and more surprisingly, the EFL readers exhibited only small incremental or even detrimental changes from habitual to a maximum rate. These unexpected results are discussed in terms of English language teaching/learning practice and the possible effects of Japanese speech and orthography.

In this research the similarities are contained in the variable that is in reading comprehension. And the difference, if the previous research study motivated by the child reading research in L1, explored the relationship between oral reading rates; Reading comprehension; and Listening comprehension in English in Japanese learners of English as a foreign language (EFL)., while in this research this time, look for the correlation of the Reading Interest toward reading comprehension.

*Fifth*, Hui-Ju Wu ( 2016, p.16-20 ), conducted a study entitled “Anxiety and Reading Comprehension Performance in English as a Foreign Language”. This study conducted in Taiwanese English as a foreign language reading classes investigated the relationship between language anxiety (LA) and reading anxiety (RA), and if students’ reading comprehension performance differs across different levels of LA and RA. The issues of whether students’ LA and RA vary with gender and the length of language learning were

also explored. The participants a total of 91 first-year college students studying English as a foreign language from two classes in a private university in Southern Taiwan participated in the study. They all enrolled in the first semester reading courses in 2008. The results from two measures of anxiety, and two reading comprehension tests completed by 91 university students showed that RA was related to LA, but they were two different phenomena in foreign language learning. Although reading comprehension performance did not differ significantly with the students in different levels of LA and RA, a general trend of lower LA and RA going with higher performance was identified. In contrast to other studies, no difference was found in LA and RA based on gender. Students' LA decreased with their learning in reading classes while RA showed no differences. These results suggest that students with LA tend to have RA. Decreasing students' anxiety and creating a low-anxiety classroom environment might help improve students' reading comprehension performance. Since RA seems to be a more stable construct as compared to LA, coping with RA may require more time.

In this research the similarities are contained in the variable that is in reading comprehension. And the difference, if the previous research Anxiety and Reading Comprehension Performance in English as a Foreign Language, while in this research this time, look for the correlation of the Reading Interest toward reading comprehension.

## **A. Reading Interest**

### **1. Definition of Reading Interest**

Interest is a source of motivation encourage people to do what they want when they are free choose. When they see something will be profitable, they feel it interested. This

will bring satisfaction. So it can be concluded that interest is an inner attitude from within a person who is a special attention to a certain thing which is created with full will and a feeling of pleasure that arises from encouragement inside someone. Interest can be said as a strong impetus for someone to do everything in realizing the achievement of goals and ideals be his wish. Reading is one of the four language skills taught in Primary Schools. The four skills are related to one another with others and constitute one unit. Reading activity is a receptive activity, a form of active absorption. In reading activities,

Mind and mentality are actively involved, not just physical activity. Many experts which provides a definition of reading. The following will be suggested various opinions about reading activities.

## **2. Importance of Reading Interest**

Learning is a fundamental process of human life development, with human learning to make qualitative changes to the individual so that his behavior develops. All activities and achievements of human life are nothing but a result of learning because a person lives and works according to what has been learned. Learning is not merely an experience, learning is a process, not a result. Therefore, learning is active and integrative by using various forms of a deed to achieve results.

Reading readability is a stronger interest in more realistic subject matter develops as students begin to read more on their own and begin to perceive reading as a source of data (Terman & Lima in Purves & Beach (1969:70). Reading skills are indispensable for students so they can easily understand the material, but it is certainly not easy, to foster a



student's reading interest. Mistakes in selecting reading topics for students was have an impact on their reading skills, due to their lack of interest and motivation.

## **B. Reading Comprehension**

### **1. Definition of Reading Comprehension**

Reading is one of our ways to get correct information. With us has a good reading ability, we can infiltrate and capture all information properly. In the investigation involving the topic of students' preference which then they saw how far they can understand reading into the topic of students' preference. Same with the statement of Toendan (1996:33) defined viewed the framework of schema theory, reading is an interactive process between the reader's background knowledge and the text. Specifically, reading is an interaction between data obtained by bottom-up decoding and information provided by means of top-down analysis, both of them depend on certain kinds of prior knowledge and certain kinds of information-processing. The models can be the category into three: bottom-up, top-down, and interactive (Harris & Sipay, 1984:6).

#### **a. Bottom-up Models**

Bottom-up models at the reading technique investigation reading as mainly a translating, decoding, or encoding process.

#### **b. Top-down Models**

In top-down models, the reader's theoretical and language skill plays a key role in the accretion of significance from a printed object.

### **c. Interactive Models**

Theorists on interactive models such as Rumelhart (1980) believe that, in any case for skilled or advanced readers, top-down and bottom-up processing in reading seems to develop together. Understanding, possibly obstructed when a strained talent or a part of facts is lost. In a case such as this, the skill reader complement by decoding a word, depending on the situation, or second word and situation.

### **2. Importance of Reading Comprehension**

Many lists of cognitive skills have been suggested by those who are interested in reading instruction, but they all include most of the following (Greenwood, 1981: 89):

1. to expect both the form and the content;
2. can identify the main idea (s);
3. to identify and recall specific details;
4. to identify the relationship between the main idea(s) and it is (their) expansion (example, lists, etc.);
5. to follow a sequence, such as events, illustration, stages of arguments;
6. to infer from the text (to read between the lines);
7. Can be drawn conclusions; and
8. to identify the writer's purpose and attitude.

## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher describes the research design, subject of the study, source of the data, data collection procedure, data analysis procedure, and data endorsement.

#### **A. Research Design**

The research design of this study was categorized into quantitative research. Ary (2010, p.420-421) stated quantitative research more typically relies on measurement tools such as scales, tests, observation checklists, and questionnaires. The type of research design correlation design. You use this design when you seek to relate two or more variables to see if they influence each other, such as the relationship between teachers who endorse developmentally appropriate practices and their use of the whole-language approach to reading instruction Ketner, Smith, & Parnell (1997). This design allows you to predict an outcome, such as the prediction that ability, quality of schooling, student motivation, and academic coursework influence student achievement Anderson & Keith (1997).

According to John W. Creswell (2012,p.338) Correlation designs provide an opportunity for you to predict scores and explain the relationship among variables. In correlation research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or

more scores for each person (e.g., student motivation and a student achievement score for each individual).

You use this design when you seek to relate two or more variables to see if they influence each other, such as the relationship between teachers who endorse developmentally appropriate practices and their use of the whole-language approach to reading instruction Ketner, Smith, & Parnell (1997). This design allows you to predict an outcome, such as the prediction that ability, quality of schooling, student motivation, and academic coursework influence student achievement Anderson & Keith (1997).

### **B. Population**

A population is a group of people, objects, or items from which are taken for measurement in research. A population is a large group to which one hopes to apply the result Frankel, Wallen and Hyun (2012,p.91). According to John W. Creswell (2012, p.381) a group of individuals possesses one characteristic that distinguishes them from other groups. The Population of this research is 4th-semester students who are taking reading comprehension courses at IAIN Palangka Raya of the academic year 2020/2021.

### **C. Sample**

A sample is part of the number and characteristics owned by the population or small portions of population members taken according to certain procedures so that they can represent their population. If the population is large, and researchers are unlikely to learn all that is in the population, this is due to limited funds or costs, manpower and time, so researchers can use samples taken from the population. Samples to be taken from the population must be completely representative or can represent. The sample of this

research used 4th-semester students who are taking reading comprehension courses at IAIN Palangka Raya of the academic year 2020/2021. The number sample 4th semester students who are taking critical reading courses at IAIN Palangka Raya of academic year 2020/2021 can be seen as follows :

**Table 3.1**  
**Number of population Reading class of 4<sup>th</sup> semester**

Gender	
Male	Female
25	46
Total of 71	

*(Source: The data of administration of IAIN Palangka Raya)*

The table shows that there are sample numbers of the 4th semester students who are taking critical reading courses at IAIN Palangka Raya of the academic year 2020/2021 consist of gender, male and female students. And for a total of the student's research found the 4th mester students who are taking reading comprehension courses at IAIN Palangka Raya of academic year 2020/2021 are 71 students.

#### **D. Research Instruments**

##### **1. Questionnaire**

The questionnaire is an instrument in collecting data that is a series of questions. To know the read interest students, the researcher was used to read Interest Scale. The questioner consists of 21 statements which are categorized into factors related to the read interest scale, each was being represented by the number of the item. The students be asked to respond to each item using a a-4 point Likert scale. So four options are offered for each statement. This questionnaire adaptation from Siti Khofiah's thesis (2015) from

Yogyakarta State University titled "The Effect between Reading Interest and Reading Comprehension Ability of High-Grade Students of SDN 1 Karangasari Pengasih District, Kulon Progo Regency Academic Year 2014/2015". The rating scale includes the following options; 4 indicating "always", 3 indicating "Sometimes", 2 indicating "Ever", 1 indicating "Never". Participants were asked to choose the options that best represent their options.

**Table 3.3**

**Instrument Item Scoring**

<b>Answer</b>	<b>Score (+)</b>
Always	4
Sometimes	3
Ever	2
Never	1

**2. Reading Comprehension Test**

The instrument was reading comprehension tests in the type of Multiple Choice Questions (MCQ). Multiple Choice Questions (MCQ) is one of the tests that allow the student to choose the accurate option from the option that has been given. Text test reading comprehension this adapts from internet aces <http://englishadmin.com/2018/12/50-contoh-soal-recount-text-biography-dan-jawaban.html>. Multiple Choice Questions (MCQ) was consist of questions, which are correlated with topic preference.

**Table 3.4**  
**Variables Reading comprehension grid**

Components	Item number			$\Sigma$
	C1	C2	C3	
Answering questions that answer explicitly in the reading	1, 2, 8, 9, 12, 19, 24, 26, 29, 37, 38, 39, 42, 43, 44, 47, 48			17
Explaining the point of thought paragraphs		10, 16, 25, 32, 36		5
Draw a reading conclusion		3, 5, 6, 11, 15, 17, 22, 27, 30, 34, 35, 40, 41, 45		14
Solve daily problems according to Reading			4, 7, 13, 14, 18, 20, 21, 23, 28, 31, 33, 46, 49, 50	14
Amount	17	19	14	50

Description :

C1 : Cognitive level of memory/knowledge

C2 : Cognitive level of understanding

C3 : Cognitive ranking applications

### 3. Instrument Validity

In conducting research, a researcher needs to perform a validity instrument. The validity of the instrument was carried out to determine the level of validity of an instrument. According to Iskandarwassid and Dadang (2009: 184), an instrument is said to be valid if it is able to measure what is desired and can reveal data from the variables studied appropriately.

The instrument validation in this study used content validity. Content validity is carried out through an assessment by a competent researcher (expert judgment) to find out whether an item is relevant to the goal. In this research, the appraiser, namely the expert judgment, stated that the items arranged are relevant to the purpose, so these items are declared eligible to support validity.

The next step is to test the quality of the item empirically. Test empirical is done by trying out the instrument 4<sup>th</sup>-semester students who are taking reading comprehension courses at IAIN Palangka Raya. The trial results are calculated. The correlation coefficient uses the product-moment correlation formula Pearson stated below.

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

$r_{xy}$  = the coefficient of the validity of the score statement items

X = score of specific items for each respondent

Y = total score (all questions) for each student

n = the number of respondents

Saifudin Azwar (2014, p.86) said that the selection criteria item used  $r_{xy}$  limit 0.30. Items that reach the correlation coefficient a minimum of 0.30 is considered



satisfactory. Calculating the validity of the instrument in this study uses the help of the SPSS for windows version 18 program.

Based on the calculation on the reading interest variable, items were obtained valid statements of 21 points, namely numbers 1, 2, 4, 6, 7, 9, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, and 29. Statement items that are missing totaling 9, namely numbers 3, 5, 8, 10, 11, 12, 17, 26, and 30.

Based on calculations on the reading ability variable understanding obtained valid items numbered 28, namely numbers 1, 3, 8, 9, 10, 11, 12, 13, 14, 17, 23, 26, 27, 28, 29, 31, 32, 34, 37, 38, 39, 40, 41, 42, 43, 45, 47, and 49. The number of items that failed were 22, namely numbers 2, 4, 5, 6, 7, 15, 16, 18, 19, 20, 21, 22, 24, 25, 30, 33, 35, 36, 44, 46, 48, and 50.

#### **4. Instruments Reliability**

According to Donald Ary, the reliability of a capacity instrument is the quantity of constancy with which it actions whatever it is measuring. (Donald Ary, 1985, p.236) Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. Reliability is defined as how much consistency the test scores the test achieves on the retest (Sudijono, 2005, p.179-180). Reliability is the consistency of score if the test is conducted with the same tester (Sugianto, 2017) to find the reliability of data, the researcher used Alpha's formula.

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum S_i}{S_t} \right)$$

With description:

$r_{11}$  = Coefficient reliability

$k$  = Number of items

$\sum S_i$  = Total score variants each item

$S_t$  = Total score variants

The calculation of the reliability test used the help of the SPSS for program Windows version 18. The calculation results show the reliability coefficient Reading Interest questionnaire of 0.815 and the reliability coefficient of the ability test reading comprehension of 0.880. Researchers interpret that both reliability coefficients are very satisfying for measurement purposes in this research.

## 5. Instrument Normality

The normality test was used to see if the distribution of all data were normal or not, the data are taken from the questioner and the score of the test. In analyzing the normality test, the researcher was used *Kolomogorov-Smornov* formula. The *Kolomogorov-Smornov* is better used when the sample is more than 50, Dahlan (2009).

### **The *Kolomogorov-Smornov* formula :**

Value (  $FT - FS$  )Largest compared to the table value Kolmogorov Smirnov. If the value (  $FT - FS$  ) The largest < Value table Kolmogorov Smirnov, then  $H_0$  accepted;  $H_a$  rejected. If the value (  $FT - FS$  ) Biggest > table value Kolmogorov Smirnov, then  $H_0$  rejected;  $H_a$  accepted.

## 6. Instrument Homogeneity

A homogeneity test was used to know if the data were homogeny or not. The researcher was test homogeny of the data by using Fisher Test, whereby looking at the value of fisher F p value, if the value is > 0.05 than it receives  $H_0$  or that means the

variances between factors are not significantly different. In other words, it is called homogeny.

## **7. Hypothesis Test**

To find the correlation between Reading Interest toward reading comprehension. The product-moment coefficient was used. Then the significant correlation coefficient was determined by comparing the data of coefficient  $r$  data in the level of significance of five percent in the table of product-moment ( $r$  table). The correlation coefficient would be significant of the  $r$  table in the level of significance of 5 percent showed less than  $r$  data. Then, if the data got a positive  $r$  value, the correlation could be significantly positive. , if the result was getting negative, the possibilities was negative significant.

## **E. Data Collection Procedure**

The way to collect the data in this research, the researcher was to collect the data from the questioner and doing a reading comprehension test. There are two data from this research those are reading subject score and questioner result.

### **1. Questioner result collected as follows :**

- a. Grouping the respondents into a class and explain what they have to do with the questionnaire.
- b. Giving questioner to answer
- c. Counting the validity and reliability of the questionnaire.

### **2. The second data, the reading comprehension test collected as follows :**

- a. Provide test questions to students.
- b. Determining the respondents
- c. Doing test

- d. Documentation of the process
- e. Counting the students' test answer

The procedure for collecting data and data sources in this research is as follows:

**Table 3.5**

**The procedure of collecting data and data sources**

NO	Source of Data	Instrument	Data Needed
1	Students	Questionnaire	To know the interest of reading students after topic preference
		Reading Comprehension Test	To know how much influence a Reading Interest has on the ability to read

## **F. Data Analysis Procedure**

Data analysis is required in quantitative research. In this research, the resulting data is in the form of quantitative data, namely in the form of numbers. As for data analysis in this research are 1) descriptive statistical analysis, and 2) correlation analysis.

### **A. Descriptive Statistical Analysis.**

Sugiyono (2010: 208) says that descriptive statistical analysis is done if the researcher only wants to describe the sample data and not want to make conclusions that apply to the population. Descriptive statistics include tables, diagrams, computation mode, median, mean, and percentage calculation. In this study, the descriptive statistic was be presented in the form of a frequency distribution table.

### 1. Frequency Distribution Table

The frequency distribution table is used to present the amount of data pretty much. The data in this study are interval data. Step the first in making a frequency distribution table is to determine the class interval. Sugiyono (2011: 34-35) states that the number of interval classes can be calculated by the Sturges formula as follows.

$$K = 1 + 3,3 \log n$$

with description

K : Number of classes

n = number of respondents

log = logarithm

The steps required to construct a table include counting the number of interval classes, count data ranges, count class length, and constructing the class interval. Data ranges are the largest data ranges minus the smallest data then add 1. While the class length is the same by the range divided by the number of classes. The presentation of data was easier to understand if expressed in percent (%). The data presentation that converts the frequency into a percent is called the Relative Frequency Distribution Table.

### 2. Instrument Score Inclination Value

The tendency to score for each variable is calculated used as a formula following.

Table 3.2

No	Formula	Category
1	$(\mu + 1,0 \times \sigma) \leq X$	High
2	$(\mu - 1,0 \times \sigma) \leq X (\mu + 1,0 \times \sigma)$	Moderate
3	$X < (\mu - 1,0 \times \sigma)$	Low

With description

$\mu$  : mean

$\sigma$  :Standard Deviation (Saifuddin Azwar, 2014: 135)

The statistical formulas used in calculating the mean, modus ,and the median data are as follows.

**1. Mean**

In this study, the mean was calculated used the group data mean. The formula is as follows

$$M_e = \frac{\sum fiXi}{fi}$$

$M_e$  = Mean for classified data

$fi$  = Amount of data / samples

$x_i$  = class mark (mean of lower and upper limits

at each data interval.

$\sum f_i x_i$  = The sum of the results of the multiplication between each score with the frequency.

## 2. Median

In this study, the median was calculated used the median data formula classified.

The formula is as follows.

$$\text{Mdn} = Bb + \left( \frac{\frac{1}{2}N - Fkb}{Fd} \right)$$

With description

Mdn : median

Bb : The real lower bound of the containing interval Median

Fkb : The cumulative frequency below the containing interval Median

Fkd : The frequency of the interval containing the median

i: Interval width

N ; The number (frequency) of individuals in the distribution (Sincere Winarsunu, 2006: 37)

## 3. Modus

In this research, the calculated mode is classified as data mode. The formula is as follows.

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

Mo=modus

b = limit class interval with the most frequency

p = the length of the interval class with the most frequency

b1 = frequency in the mode class minus the class frequency the previous closest interval

b2 = the mode class frequency minus the interval class frequency

next (Sugiyono, 2007: 45-46).

## B. Correlation Analysis

Correlation analysis aims to measure closeness (strong, weak, or there is no) correlation between Reading Interest toward reading comprehension at 4<sup>th</sup> semester students who are taking reading comprehension courses at IAIN Palangka Raya .

Correlation analysis in this study used the correlation formula Product-Moment.

Product-Moment correlation is used to determine the relationship between two symptom intervals (Suharsimi Arikunto, 2002: 240). Formula The Product-Moment correlation is as follows.

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

$r_{xy}$  = the coefficient of the validity of the score statement items

X = score of specific items for each respondent

Y = total score (all questions) for each student

n = the number of respondents



The next step is taken after the correlation value (calculated  $r$  value) known is to interpret the value of  $r$ . According to Sugiyono (2007: 231), the measure used to interpret the value of  $r$  is as following

Table 3.4

## Coefficient Correlation Interpretation

Interval	Category
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.000	Very strong



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**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

In this chapter, the researcher present the data that have been collected. The data is the result of using questionnaire, reading comprehension test and discussion.

**A. Data Presentation**

**1. The Result of Reading Interest Questionnaire**

The 21 item for using questionnaire Reading Interest were employed to investigate correlation Reading Interest toward reading comprehension. A higher score of questionnaire means higher degree for topic preference. The result of questionnaire is shown below in the table 4.1 :

**Tabel 4.1**  
**The Result of Reading Interest Questionnaire**

No	Code	Reading Interest(X)	X <sup>2</sup>
1	X-1	49	2401
2	X-2	60	3600
3	X-3	50	2500
4	X-4	48	2304
5	X-5	53	2809
6	X-6	58	3364
7	X-7	46	2116
8	X-8	68	4624
9	X-9	43	1849
10	X-10	48	2304
11	X-11	57	3249
12	X-12	68	4624
13	X-13	46	2116
14	X-14	63	3969
15	X-15	57	3249

16	X-16	47	2209
17	X-17	59	3481
18	X-18	55	3025
19	X-19	56	3136
20	X-20	64	4096
21	X-21	57	3249
22	X-22	55	3025
23	X-23	55	3025
24	X-24	56	3136
25	X-25	69	4761
26	X-26	56	3136
27	X-27	57	3249
28	X-28	67	4489
29	X-29	56	3136
30	X-30	67	4489
31	X-31	62	3844
32	X-32	58	3364
33	X-33	67	4489
34	X-34	60	3600
35	X-35	60	3600
36	X-36	52	2704
37	X-37	64	4096
38	X-38	60	3600
39	X-39	62	3844
40	X-40	56	3136
41	X-41	57	3249
42	X-42	62	3844
43	X-43	61	3721
44	X-44	63	3969
45	X-45	61	3721
46	X-46	54	2916
47	X-47	68	4624
48	X-48	60	3600
49	X-49	61	3721
50	X-50	65	4225
51	X-51	60	3600
52	X-52	62	3844
53	X-53	62	3844
54	X-54	63	3969

55	X-55	66	4356
56	X-56	66	4356
57	X-57	58	3364
58	X-58	64	4096
59	X-59	57	3249
60	X-60	55	3025
61	X-61	55	3025
62	X-62	56	3136
63	X-63	69	4761
64	X-64	56	3136
65	X-65	68	4624
66	X-66	56	3136
67	X-67	57	3249
68	X-68	67	4489
69	X-69	56	3136
70	X-70	67	4489
71	X-71	62	3844
<b>TOTAL</b>		<b>4185</b>	<b>249315</b>
<b>Lowest Score</b>		<b>43</b>	
<b>Highest Score</b>		<b>68</b>	
<b>Std. Deviation</b>		<b>6,31</b>	

The descriptive analysis of using questionnaire Reading Interest above in table 4.1. The highest score was 68 while the lowest score was 43. The mean of using topic preference score was 53,88 and the standard deviation was 6,31. Then it was revealed from the questionnaire from the using Reading Interest were all perceived by the students with different number. The details were as follow:

**Tabel 4.2****Distribution of Reading Interest Frequency**

<b>No</b>	<b>Code</b>	<b>Reading Interest(X)</b>	<b>X<sup>2</sup></b>	<b>Category</b>
1	X-1	49	2401	LOW
2	X-2	60	3600	HIGH
3	X-3	50	2500	MODERATE
4	X-4	48	2304	LOW
5	X-5	53	2809	MODERATE
6	X-6	58	3364	MODERATE
7	X-7	46	2116	LOW
8	X-8	68	4624	HIGH
9	X-9	43	1849	LOW
10	X-10	48	2304	LOW
11	X-11	57	3249	MODERATE
12	X-12	68	4624	HIGH
13	X-13	46	2116	MODERATE
14	X-14	63	3969	HIGH
15	X-15	57	3249	MODERATE
16	X-16	47	2209	HIGH
17	X-17	59	3481	MODERATE
18	X-18	55	3025	MODERATE
19	X-19	56	3136	MODERATE
20	X-20	64	4096	HIGH
21	X-21	57	3249	MODERATE
22	X-22	55	3025	MODERATE
23	X-23	55	3025	MODERATE
24	X-24	56	3136	MODERATE
25	X-25	69	4761	HIGH
26	X-26	56	3136	MODERATE
27	X-27	57	3249	MODERATE
28	X-28	67	4489	HIGH
29	X-29	56	3136	MODERATE
30	X-30	67	4489	HIGH
31	X-31	62	3844	HIGH
32	X-32	58	3364	MODERATE
33	X-33	67	4489	HIGH

34	X-34	60	3600	HIGH
35	X-35	60	3600	HIGH
36	X-36	52	2704	MODERATE
37	X-37	64	4096	HIGH
38	X-38	60	3600	HIGH
39	X-39	62	3844	HIGH
40	X-40	56	3136	MODERATE
41	X-41	57	3249	MODERATE
42	X-42	62	3844	HIGH
43	X-43	61	3721	HIGH
44	X-44	63	3969	HIGH
45	X-45	61	3721	HIGH
46	X-46	54	2916	MODERATE
47	X-47	68	4624	HIGH
48	X-48	60	3600	HIGH
49	X-49	61	3721	HIGH
50	X-50	65	4225	HIGH
51	X-51	60	3600	HIGH
52	X-52	62	3844	HIGH
53	X-53	62	3844	HIGH
54	X-54	63	3969	HIGH
55	X-55	66	4356	HIGH
56	X-56	66	4356	HIGH
57	X-57	58	3364	MODERATE
58	X-58	64	4096	HIGH
59	X-59	57	3249	MODERATE
60	X-60	55	3025	MODERATE
61	X-61	55	3025	MODERATE
62	X-62	56	3136	MODERATE
63	X-63	69	4761	HIGH
64	X-64	56	3136	MODERATE
65	X-65	68	4624	HIGH
66	X-66	56	3136	MODERATE
67	X-67	57	3249	MODERATE
68	X-68	67	4489	HIGH
69	X-69	56	3136	MODERATE
70	X-70	67	4489	HIGH
71	X-71	62	3844	HIGH

Calculations using the IF formula in Microsoft Excel 2013 The results of the questionnaire on the effect of Reading Interest in the fourth semester of EFL students on reading ability are grouped into categories in table 4.3:

**Table 4.3**  
**Distribution of Reading Interest Frequency**

No	Score interval	Frequency	Category	Percentage
1	68-60	35	High	48%
2	59-50	30	Moderate	42%
3	49-43	6	Low	10%

Based on Table 4.3. above, the score of Reading Interest is in the high category amounted to 48% (35), the moderate category was 42% (30), and the category low of 10% (6).

## 2. The Result of Reading Comprehension Test

**Table 4.4**  
**The Result of Reading Comprehension Test**

No	Code	Reading Comprehension (Y)	Y2
1	Y-1	60	3600
2	Y-2	90	8100
3	Y-3	86	7396
4	Y-4	66	4356
5	Y-5	66	4356
6	Y-6	68	4624
7	Y-7	40	1600
8	Y-8	84	7056
9	Y-9	86	7396

10	Y-10	80	6400
11	Y-11	90	8100
12	Y-12	68	4624
13	Y-13	92	8464
14	Y-14	46	2116
15	Y-15	68	4624
16	Y-16	66	4356
17	Y-17	72	5184
18	Y-18	72	5184
19	Y-19	74	5476
20	Y-20	76	5776
21	Y-21	72	5184
22	Y-22	72	5184
23	Y-23	74	5476
24	Y-24	76	5776
25	Y-25	86	7396
26	Y-26	68	4624
27	Y-27	46	2116
28	Y-28	68	4624
29	Y-29	64	4096
30	Y-30	46	2116
31	Y-31	64	4096
32	Y-32	46	2116
33	Y-33	86	7396
34	Y-34	62	3844
35	Y-35	82	6724
36	Y-36	86	7396
37	Y-37	84	7056
38	Y-38	68	4624
39	Y-39	70	4900
40	Y-40	92	8464
41	Y-41	62	3844
42	Y-42	48	2304
43	Y-43	50	2500
44	Y-44	66	4356
45	Y-45	68	4624
46	Y-46	80	6400
47	Y-47	92	8464
48	Y-48	72	5184



49	Y-49	48	2304
50	Y-50	50	2500
51	Y-51	60	3600
52	Y-52	80	6400
53	Y-53	64	4096
54	Y-54	96	9216
55	Y-55	96	9216
56	Y-56	92	8464
57	Y-57	80	6400
58	Y-58	80	6400
59	Y-59	74	5476
60	Y-60	90	8100
61	Y-61	92	8464
62	Y-62	78	6084
63	Y-63	72	5184
64	Y-64	98	9604
65	Y-65	64	4096
66	Y-66	72	5184
67	Y-67	90	8100
68	Y-68	98	9604
69	Y-69	98	9604
70	Y-70	94	8836
71	Y-71	64	4096
TOTAL		5230	400700
LOWEST SCORE		40	
HIGHEST SCORE		98	
Std. Deviation		5,20	

The descriptive analysis of reading comprehension test shown above in table 4.4. The maximum score of reading comprehension test score was 98 and minimum score was 40. The mean of students' reading comprehension was 36,20 and standard deviation was 5,20. The detail of each category of students' reading comprehension can be seen below in the table 4.5:

**Table. 4.5**  
**Distribution of Reading Comprehension Frequency**

<b>No</b>	<b>Code</b>	<b>Reading Comprehension (Y)</b>	<b>Y2</b>	<b>Category</b>
1	Y-1	60	3600	LOW
2	Y-2	90	8100	HIGH
3	Y-3	86	7396	HIGH
4	Y-4	66	4356	MODERATE
5	Y-5	66	4356	MODERATE
6	Y-6	68	4624	MODERATE
7	Y-7	40	1600	LOW
8	Y-8	84	7056	HIGH
9	Y-9	86	7396	HIGH
10	Y-10	80	6400	HIGH
11	Y-11	90	8100	HIGH
12	Y-12	68	4624	MODERATE
13	Y-13	92	8464	HIGH
14	Y-14	46	2116	LOW
15	Y-15	68	4624	MODERATE
16	Y-16	66	4356	MODERATE
17	Y-17	72	5184	MODERATE
18	Y-18	72	5184	MODERATE
19	Y-19	74	5476	MODERATE
20	Y-20	76	5776	MODERATE
21	Y-21	72	5184	MODERATE
22	Y-22	72	5184	MODERATE
23	Y-23	74	5476	MODERATE
24	Y-24	76	5776	MODERATE
25	Y-25	86	7396	HIGH
26	Y-26	68	4624	MODERATE
27	Y-27	46	2116	LOW
28	Y-28	68	4624	MODERATE
29	Y-29	64	4096	MODERATE
30	Y-30	46	2116	LOW
31	Y-31	64	4096	MODERATE
32	Y-32	46	2116	LOW
33	Y-33	86	7396	MODERATE

34	Y-34	62	3844	MODERATE
35	Y-35	82	6724	HIGH
36	Y-36	86	7396	HIGH
37	Y-37	84	7056	HIGH
38	Y-38	68	4624	MODERATE
39	Y-39	70	4900	MODERATE
40	Y-40	92	8464	HIGH
41	Y-41	62	3844	MODERATE
42	Y-42	48	2304	LOW
43	Y-43	50	2500	LOW
44	Y-44	66	4356	MODERATE
45	Y-45	68	4624	MODERATE
46	Y-46	80	6400	MODERATE
47	Y-47	92	8464	HIGH
48	Y-48	72	5184	MODERATE
49	Y-49	48	2304	LOW
50	Y-50	50	2500	LOW
51	Y-51	60	3600	LOW
52	Y-52	80	6400	HIGH
53	Y-53	64	4096	MODERATE
54	Y-54	96	9216	HIGH
55	Y-55	96	9216	HIGH
56	Y-56	92	8464	HIGH
57	Y-57	80	6400	HIGH
58	Y-58	80	6400	HIGH
59	Y-59	74	5476	MODERATE
60	Y-60	90	8100	HIGH
61	Y-61	92	8464	HIGH
62	Y-62	78	6084	MODERATE
63	Y-63	72	5184	MODERATE
64	Y-64	98	9604	HIGH
65	Y-65	64	4096	MODERATE
66	Y-66	72	5184	MODERATE
67	Y-67	90	8100	HIGH
68	Y-68	98	9604	HIGH
69	Y-69	98	9604	HIGH
70	Y-70	94	8836	HIGH
71	Y-71	64	4096	MODERATE

**Table 4.6**  
**Distribution of Reading Comprehension Frequency**

No	Score interval	Frequency	Category	Percentage
1	98- 80	26	High	31%
2	78-62	34	Moderate	47%
3	60-40	11	Low	22%

Based on Table 4.6 above, the scores for reading comprehension were including the high category of 31% (26), the moderate category of 47% (34), and the low category was 22% (11).

### 3. Normality Test

#### a. Normality test of Reading Interest

**Table 4.6**  
**Normality Test**

#### One-Sample Kolmogorov-Smirnov Test

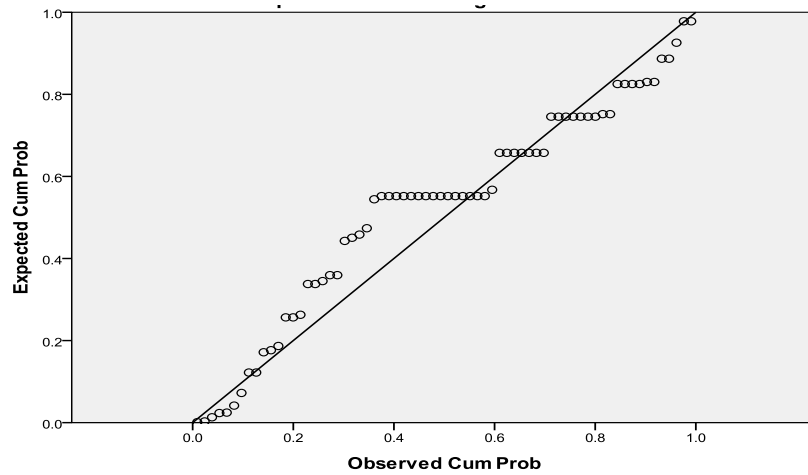
		Questionare
N		71
Normal Parameters <sup>a,b</sup>	Mean	4.9000
	Std. Deviation	.00000
Most Extreme Differences	Absolute	.500
	Positive	.500
	Negative	-.500
Kolmogorov-Smirnov Z		3.225
Asymp. Sig. (2-tailed)		.000

a. Test distribution is Normal.

b. Calculated from data.

The data was interpreted normal, if  $p > 0.05$  if  $p < 0,05$  it means the data was not normal. Kolmogorov -Smirnov Z was used to see the normality of the data. The

result of the normality test in the table above indicated that the data of the questionnaire was normal and appropriate for data analysis.



### Distribution of Reading Interestquestionnaire

#### Normal Q-Q Plot of reading interest

#### b. Normality Test of reading comprehension

Table 4.7

#### Normality Test of Reading Comprehension

#### One-Sample Kolmogorov-Smirnov Test

		Questionare
N		71
Normal	Mean	16.3492
Parameters <sup>a,b</sup>	Std. Deviation	8.53864
Most Extreme	Absolute	.138
Differences	Positive	.138
	Negative	-.101
Kolmogorov-Smirnov Z		1.225
Asymp. Sig. (2-tailed)		.184

- a. Test distribution is Normal.
- b. Calculated from data.

The result of the normality of the reading comprehension test score was shown in the table indicated normal and appropriate for data analysis with coefficient 0,184.

#### 4. Linearity Test

- a. Linearity Test of Topic Preference

**Table 4.8**

#### **Linearity Test of Reading Interest and Reading Comprehension Size ANOVA**

			Sum of Squares	Df	Mean Square	F	Sig.
Reading Interest* Reading	Between Groups	(Combined)	885.409	15	112.027	7.526	.000
		Linearity	776.106	1	776.106	98.960	.000
		Deviation from Linearity	109.303	12	14.807	.496	.769
	Within Groups		486.245	58	30.843		
	Total		1371.654	71			

From the table 4.8 above the linearity test was obtained. If the deviation from Linearity Sig. higher than 0.05 then the two variables are linear. The result showed that, the deviation from linearity between Reading Interest and Reading Comprehension was 0.776. It could be concluded that  $0.776 > 0.05$  so, Reading Interest and Reading Comprehension were linear.

## 5. Homogeneity Test

**Table 4.9**

### The Result of Homogeneity Test

F-Test Two-Sample for Variances

	<i>Topic Preference</i>	<i>Reading comprehension</i>
Mean	4.238	16.42222222
Variance	1.370909091	72.56767677
Observations	71	71
Df	70	70
F	0.019	
P(F<=f) one-tail	0	
F Critical one-tail	0.656	

The result from the table showed the researcher knew that the data both of the Reading Interest questionnaire and the data of reading comprehension scores are homogeneity.

## B. Research Findings

1. The Correlation between Reading Interest and Reading Comprehension This section answered the first research problem Is there any significant correlation between Reading Interest and Reading Comprehension? by

analyzing the 71 result of Reading Interestquestionnaire and Reading Comprehension Test. The result can be seen below: Table 4.10. Correlation between Reading Interestand Reading Comprehension.

**Table 4.10**

**Correlation between Reading Interestand Reading Comprehension.**

Correlation		Topic Preference	Reading comprehension
Topic preference	Pearson Correlation Sig. (2-tailed) N	1 71	.590 71
Reading comprehension	Pearson Correlation Sig. (2-tailed) N	.590 .003 71	1 71

Calculations using SPSS 18. This can be seen from the table above The Person Product Moment Correlation coefficient is 0,590 for significance level 0.05. To prove the value of "r" based on the calculation of degrees freedom is known that  $df = N - nr$ ,  $N = 71$ ,  $nr = 2$  ( $71 - 2 = 69$ ). Can be presented r table= 0.196, then  $0,590 > 0.196$ , it also shown that the sig. (2- tailed) was  $0.003 < 0.05$ . Which mean that there is correlation between Reading Interesttoward Reading Comprehension. It can be concluded that It can be concluded that ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.



### C. Correlation Analysis

To find out the correlation between Reading Interest toward Reading comprehension at EFL Students at IAIN Palangka Raya, the researcher used multiple correlation formula to measure Reading Interest and reading comprehension. The result of the calculation can be seen below:

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

$r_{xy}$  = numeral of index correlation "r"

N = Total sample

$\sum xy$  = amount X score and Y score

$\sum x$  = amount X score

$\sum Y$  = amount Y score

From the data calculation of variable x and y it is known that:

$$N = 71$$

$$\sum x = 4185$$

$$\sum y = 2456$$

$$\sum xy = 332691$$

$$\sum x^2 = 279070$$

Subsequently, it calculated the index of correlation by using Product Moment formulas follow:

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

$$r_{xy} = \frac{71(332691) - (4185). (2456)}{\sqrt{71(279070) - (209070) 71(2456) - (2456)^2}}$$

$$\begin{aligned}
 r_{xy} &= \frac{23,621,016 - 10,280,816}{\sqrt{(12,813,970 - 10,567,830) (174,376 - 174,376)}} \\
 &= \frac{13,341,0200}{\sqrt{2246140}} \\
 &= \frac{13,341,0200}{\sqrt{2246140}} = 590
 \end{aligned}$$

Based on the results of the above calculations, it can be seen that the variable index correlation X and Y are 590. to prove the value of "r" based on the calculation of degrees freedom is known that  $df = N - Nr$ ,  $N = 71$ ,  $Nr = 2$ , so:  $df 71 - 2 = 69$ . The result of the robsolve =  $590 > 0.196$  can be seen the value robsolve (590) is higher at the 5% significant level (0.196). that means robsolve shows correlation between Reading Interest and reading comprehension.

#### **D. Discussion**

The skill of reading comprehension is the most important part when learning English, many factors support reading comprehension, one of which is by using the topic preference, researchers want to prove how much influence it has on reading comprehension toward topic preference. The same is the case with previous studies that discuss reading, but here the researcher only focuses on reading comprehension and its correlation topic preference. Researchers examined as many as 71 students whose population was 4<sup>th</sup>-semester students who were taking reading courses.

In general, the results of the study indicate that there is a significant influence between reading and Reading Interest based on the calculation of the data collected through the study. This is thought with the statement of Toendan reading as an interactive process between the reader's background knowledge and the text.

Specifically, reading is an interaction between information obtained by bottom-up decoding and information provided through top-down analysis, both of which depend on certain kinds of prior knowledge and certain kinds of information-processing skills. The results of research on the Reading Interest variable using a scale, The data obtained were classified into three categories according to Saifuddin Azwar (2014: 135). These categories are high, medium, and low, and based on this research, the average produce obtained is medium

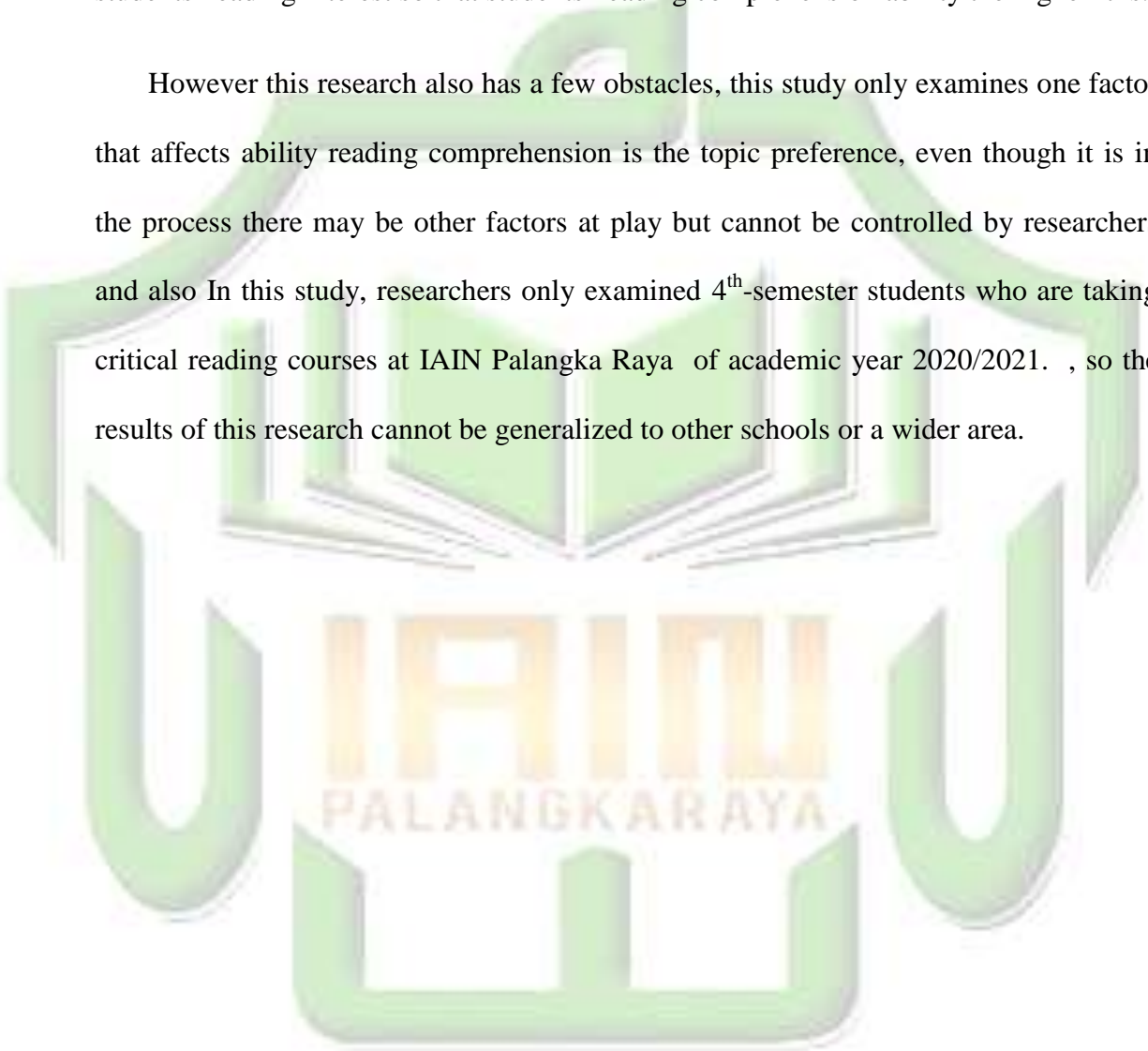
The acquisition of data on students' reading comprehension ability using the test was categorized into three categories namely high, medium, and low. The reading comprehension data fall into the category high amounted to 12 (16.9%), medium category amounted to 64.8%, and categories low amounted to 13 (18.3%).

The ability to read comprehension is defined as the ability of someone who understands the main ideas, important details, and can create conclusions from the reading (Alek and Achmad, 2010: 93). Someone said has the ability to read comprehension if he can understand the reading he reads. The results of research on the relationship between Reading Interest toward reading comprehension of 4<sup>th</sup> semester EFL students with numbers population 71 obtained a correlation coefficient of 0.590. The correlation coefficient of 0.590 in the interpretation table the correlation coefficient is included in the medium category.

The price of the correlation coefficient also indicates there is a positive relationship between reading interest and reading ability understanding. This means that every increase in the independent variable namely Reading Interest affected the increase in the

dependent variable, namely reading comprehension skills. The results of this study provide an overview for the teacher that interest in reading positively related to reading comprehension ability. More and more the higher the students' reading interest, the higher the reading ability understanding. Thus, teachers should strive to increase students' reading interest so that students' reading comprehension ability the higher it is.

However this research also has a few obstacles, this study only examines one factor that affects ability reading comprehension is the topic preference, even though it is in the process there may be other factors at play but cannot be controlled by researchers and also In this study, researchers only examined 4<sup>th</sup>-semester students who are taking critical reading courses at IAIN Palangka Raya of academic year 2020/2021. , so the results of this research cannot be generalized to other schools or a wider area.



## CHAPTER V

### CONCLUSIONS AND SUGGESTION

In this chapter, the researcher present : (1) Conclusion; and (2) Suggestion based on the findings of the research.

#### A. Conclusions

Based on the data analysis discussed in Chapter IV, it can be concluded is that students' reading interest and reading ability are in the medium category. The results of hypothesis testing show  $r$  count amounting to  $0.590 > r$  table of  $0.234$  in the % significance level with  $N = 71$  which means the hypothesis is proven. The correlation coefficient is  $0.590$  indicates that reading interest with reading comprehension ability has a positive relationship. This means that every increase in the independent variable, namely reading interest affected the increase in the variable bound is the ability to read comprehension.

#### B. Suggestions

Based on the results of the research conclusions, the researcher provides suggestions to the following parties.

##### 1. Students

Reading class students are advised to do more increase active participation in reading activities. This matter can be done by starting to get used to reading starting from books you like. Besides, fourth-grade students, it is also advisable to start

practicing rewriting your conclusions readings that are read so that the longer the ability to attract reading conclusions are increasing.

## 2. Teacher

For reading class students it is recommended to motivate students to increase active participation in reading activities, for example by providing rewards. Class V teachers are also advised to always remind students carefully in reading and training activities students by way of questions and answers to find answers to questions that are in the reading quickly.

## 3. Next Researcher

This research discussed reading interest and now there are a lot of students who lack reading interest so that it affects reading comprehension, it is hoped that the next researcher can explore ore about reading interest and supporting factors about reading interest.

IAIN  
PALANGKARAYA

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