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The Correlation between Students' Learning Interest and Students' English Reading Achievement at the Second Semester Students of English Study Program of Bina Sarana Informatika University

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Abstract

Reading is an activity for setting information and meaning of the text in the language. There is another aspect that has correlation to reading achievement, one of them is interest of students. Interest is a prefer feeling and interested in something or activity without any instructions from other people. This research was aimed at finding out there was a correlation between the students' learning interest and students' reading achievement. This research was quantitative research design. The writer used test method to get data about reading achievement of the students, questionnaire method to get data about the students' interest in learning English. The test method data is processed by product moment correlation. This research was conducted at the second semester students of English study program of Bina Sarana Informatika University. The subject of this research was consisting 32 students. Moreover. The result of data analysis; "robserved" = 0.541, $r_{table} = 0.361$ or 0.463 . After considering the product moment table by using df 30, the critical value of product moment (r_{table}) 5% level is 0.361, r_{table} for 1% level is 0.463 it means that it can be inferred that the Alternative Hypothesis (H_a) is accepted. There is a positive and significant correlation between the students' learning interest and students' reading achievement at the second semester students of English Study Program of Bina Sarana Informatika University.

Keywords: Learning Interest; Reading Achievement.

1. Introduction

Mastering English language means acquiring four basic skills of language. These four basic skills are listening, speaking, reading, and writing. The skills are intercorrelated one to another. In other words, they are the critical requirements for students to communicate well in English.

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Reading is one of language skill that plays important roles in many aspects of life. It is not only important to those who are studying in college, even for people who are not studying there anymore, because much information or literature is still written English. It is more than just assigning foreign language sounds to written words. It requires the comprehension of what is written in the text as a process to gain information. Because of the case, reading skill will be focus in this research. Reading requires understanding and comprehending the means of print. It involves both perceptions and thought. It also consists of two related processes: word recognition and comprehension (Pang, Elizabeth S., Angaluki Muaka, Elizabeth B. Bernhardt, 2003)

The goal of reading at school is to give the students' ability to read the material in English with comprehension, ease, and enjoyment. However, it seems that the teaching learning process in some schools have not achieved those goals. There are many reasons that cause this condition. One of the reasons that cause this condition may lay on the effective element, such as attitude, interest, motivation, etc.

Muhibbin (2013) states that someone who has an interest and intensive attention to subject matter will reach an optimal achievement. He claims there are two factors that influence students' learning English they are internal and external factors. Internal factor is the factor which comes from the students, interest condition for instance: talent, intelligent, interest, attitude, motivation and attention. External factors are the factor which comes from outside, for instance: family, school, friends, teacher, and society. For the school itself there are which also influence the learning activity, such as curriculum, teachers, motivation, education material of the text book, etc.

It's mean, it can be seen that interest is one of internal factor that influences leaning achievement. Interest as an affective domain in learning process effects psychomotor and cognitive domain. Students who have interest and positive attitude toward subject matter may enjoy the learning process. According to Asril (2011) learning achievement is the result of a process in the form of number for evaluation such as report book. It is given to the students in the last semester after following final exam. From that statement, it means learning achievement is the students' semester score in their report book that used in this research.

In reality, the problem which is found shows at the second semester students of English Study Program of Bina Sarana Informatika University have different categories for their learning interests positively and reading achievement. Their prior knowledge is categorized into high category while their reading comprehension is categorized into low category.

Furthermore, the data of pre survey among the second semester students of English Education Study Program of Bina Sarana Informatika University. The criteria of learning result: Bad (30-39), Less (40-55), Enough (56-65), Good (66-76), Excellent (80-100). The data demonstrated there are 17 of 32 students who get the score under the standard and only 15 students who get the score upper the standard.

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Because of those 4 issues, the writer wants to find whether the students really have interest in English or not and its correlation to their English score. There are many factors behind these problems, some of them such as lack of motivation and psychological.

Based on those explanations, the writer assumes that the students who have higher interest in learning English will get better English semester score rather than the students who have lower interest. Considering all the explanations, evidences and data, the writer would like to find out whether there is correlation between prior knowledge and reading comprehension. Therefore, the writer would like to conduct research entitled "The Correlation between Students' Prior Knowledge and Their Skimming Reading Comprehension among the second semester students of English Study Program of Bina Sarana Informatika University".

1.1 Research Questions

The Research questions are as follows:

1. What is the level of students' learning interest at the second semester students of English Study Program of Bina Sarana Informatika University?
2. What is the level of students' English reading achievement at the second semester students of English Study Program of Bina Sarana Informatika University?
3. Is the students' interest positively correlates with students reading achievement the second semester students of English Study Program of Bina Sarana Informatika University?

1.2 Hypothesis

The hypothesis as follow:

1. Alternative hypothesis (H_i)
There is any positive and significant correlation between learning interest and reading achievement at the second semester students of English Study Program of Bina Sarana Informatika University.
2. Null Hypothesis (H_o)
There is not any positive and significant correlation between learning interest and reading achievement at the second semester students of English Study Program of Bina Sarana Informatika University.

2. Review of Literature

2.1 Review of theories

(Nana Syaodih Sukmadinata, 2007) agrees that human being has three characteristics as a part of learning process. They are "thinking", "doing", and "feeling". Characteristics "feeling" correlates with "affective", "thinking" correlates with "cognitive" and "doing" correlates with "psychomotor". According (Wasty Soemanto, 2006) Affective domains consist of characteristics personality, such as

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feel, interest, attitude, emotion, and value. (Muhibbin, 2013) states, interest can be defined as forces that support and influence the subject for taking part and giving attention to certain activity those others. Interest occurs when student's needs, capacities, and skill are good match for demands offered by a particular activity.

From the above description, it can be said that interest as an affective characteristic that have high intensity as a motivator to do a particular activity. In other words, interest is a manageable disposition through prior knowledge that forces someone to get or to do particular activity.

Interest is the most active element in studying English and it is also the effective stimulant to study. The student will not feel that learning is bur dent if they are interested in studying. They will put their hearts into learning actively. Arousing the interest of the students it key to learn English well. Learning interest can promote the students to throw themselves into English studying. It also can enrich the students' knowledge, open the students' mind and make up for a weakness of intelligent development.

Reading comprehension is one of the targets in English learning. The students will be better in understanding of English if they could read well. (Brown, 2001) said that "Reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies. Moreover, snow defines reading comprehension as the process simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow: 2002). The definition above show that the comprehension is the ability to get meaning and it comes because of the three interactions; readers' knowledge, riders' interpretation and the situation while reading.

Talking about students' achievement on language skills depends on the goal of language skill itself. Reading goal is the students are able to comprehend what is gain information from the text, a test should be made. A reading test is a procedure for measuring and evaluating a person reading comprehension based on the intended goal.

Achievement is a degree of students successful in learning school lesson which is state in the score achieve from test result. Ws. Winkel (1984) stated the students' achievement as the result of achieve by student for their effort in learning process. Students' reading achievement at school is an assessment of the quality and the success of the students in an education system in a college. Students' reading achievement can help the teachers to determine what strategy will be used and what they should do next to make it better than before and it is one of their references for their success in teaching process too.

From above description it can be seen how important reading achievement test in learning process in order to know how far the students able to get meaning from the text. It can be concluded that achievement is the level of students successful in comprehend the text that I state in scored, which achieve from reading test.

2.2 Review of Previous Studies

The novelty of this research is to contribute by delving into the achievement of the reading process. Reading achievement in the process of students' interest in the learning process that has not been explored in depth in previous research. The study contributed as a novelty in previous studies analyzing reading comprehension. There are two articles that have not been studied deeply about Reading achievement. The first article is The Correlation Between Students' Interest and Students' Achievement in Learning English (Widharmawanta Ginting, Risnawaty, 2021) in this article they explain the relationship between interest in learning in student learning outcomes, but do not specify which skills you want to take from the 4 basic skills in English. So, the article only describes broadly the achievements achieved by students. Furthermore, in the second article is The Correlation Between Students' Interest in English and Their Reading Comprehension (Suryadi, 2014), they concluded about the relationship between interest in the learning process and reading comprehension. In this case, the researcher did not explain the achievements of the reading ability achieved by the interest in the learning outcomes. So, there needs to be more in-depth research related to the achievement of the results of this interest.

3. Methods

Quantitative Approach

3.1 Design

Research design as all process that is required in planning and doing research. The design of this research was quantitative research (J. Supranto, 2003). Moreover, Suharsimi Arikunto adds quantitative research as the process which uses numeric data to fine out the result of the research. This research was focused on investigating whether there is any positive and significant relationship between two variables. The first variable was learning interest as noted as variable X, and the second variable was reading achievement as noted as variable Y. In this case, the research tried to investigate whether there is any positive and significant relationship between students' learning interest and students' achievement of reading comprehension at the second semester students of English Study Program of Bina Sarana Informatika University.

3.2 Sample

Sample as "the part or representation that will be researched" (Suharsimi Arikunto, 2006). The Population of this research was all second semester students of English Study Program of Bina Sarana Informatika University. Due to inability to investigate 96 students as the population, the researcher needed to take the sample form the population mentioned before. In order to maintain representativeness of the sample, the researcher using cluster random sampling. The researcher will take one class from all the classes to be respondent in this research because their reading

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ability is still low based on the pre-research. The class that is chosen is class A that number is 32 students.

3.3 Instrument (including validity and reliability of your instrument)

The instrument in this research was two kinds of tests are questionnaire and test. The questionnaire was intended to measure students' learning interest and the second the writer used tests was intended to measure students' reading achievement. The topics for both tests were similar but the indicators were different. The questionnaire of learning interest used close form, which consist of 20 items. Each item has mainly three alternatives answer the score of students' learning interest can be seen in the following: A (Positive:3 and Negative: 1), B (Positive:2 and Negative: 2), C (Positive:1 and Negative: 3). The test of reading comprehension was read the text based on the certain theme to know the reading achievement. The tests were tried out to find out their item validity and their reliability. The result of tryout demonstrated that there were several invalid items for questionnaire of learning interest and skimming ability in reading comprehension test. To make sure that all the items were valid, the invalid items had been revised. the result of the coefficient of reliability the try out test is $r_{11} > r$ table, $0.79 > 0.374$, it means that the items of the test are reliable.

3.4 Data Collection

The writer used test method to get data about reading achievement of the students, questionnaire method to get data about the students' interest in learning English.

3.5 Data Analysis

To find whether there is any correlation between students' interest and students' reading achievement, the research was analyzed by using product moment correlation.

4. Findings and Discussion

This part presented and discussed the findings gained from the instrument employed to measure students' learning interest and students' reading achievement.

Students learning interest is as the independent variable of this research. To measure it, the writer used questionnaire the total item of questionnaire is 20 items with three alternative answers. A set of questionnaires was given in order to know the student' learning interest to word the English reading achievement The result of the test can be seen in Table 1.

Table 1

The Interval Frequency Distribution of Students' Learning Interest

Interval	Categories	Frequency	Percentage
49 – 58	High	9	28%
39 – 48	Fair	13	41%
29 – 38	low	10	31%
Total		32	100%

From the table above the writer made classification as follows: There were 9 students' (28%) who get high score, there were 13 students' (41%) who get fair score, there were 10 students' (31%) who get low score. Therefore, it can be inferred that the students' learning interest at the second semester students of English Study Program of Bina Sarana Informatika University.

Students' English reading achievement is as the dependent variable of the research. To measure of the students' reading achievement, the writer tested the student through reading comprehension test, which given by the writer. The results of the reading test can be identified as follows in Table 2:

Table 2

The Frequency Distribution of Reading Achievement

Interval	Categories	Frequency	Percentage
74 – 85	high	14	44%
62 – 73	Middle	10	31%
50 – 61	low	8	25%
Total		32	100%

From the table above the writer made classification as follows: There were 14 students' (44%) who get high score, there were 10 students' (31%) who got middle score, there were 8 students' (25%) who get low score. Therefore, it can be inferred that reading achievement at the second semester students of English Study Program of Bina Sarana Informatika University.

For hypothesis testing, the data were analyzed the data by using analysis of product moment correlation in order to prove whether there is correlation between the students' learning interest and the English reading achievement. Therefore, "robserved" is 0.541. "robserved" is correlation coefficient (r) as the result of the counting by using product moment correlation above.

The test was conducted to determine the relationship between independent variables toward the dependent variable. The result of the product moment correlation calculation was interpreted with the following norms based on Sudijono (2010: 193) as in the following:

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Table 3. Level of Correlation

Product Moment (r)	Interpretation
0.9 – 1.0	Very strong correlation
0.7 – 0.9	Strong correlation
0.4 – 0.7	Moderate correlation
0.2 – 0.4	Weak correlation
0.0 – 0.2	Very weak correlation.

The critical value of “r observed” is 0.541 if we interpret it based on the table above, it can be inferred that there is middle correlation between the students' learning interest and their English reading achievement at the second semester students of English Study Program of Bina Sarana Informatika University.

The result of data analysis; “r observed” = 0.541, $r_{table} = 0.361$ or 0.463 . After considering the product moment table by using df 30, the critical value of product moment (r_{table}) 5% level is 0.361, r_{table} for 1% level is 0.463 it means that it can be inferred that the Alternative Hypothesis (H_a) is accepted. There is any positive and significant correlation between the students' learning interest and students' reading achievement at the second semester students of English Study Program of Bina Sarana Informatika University.

There are two variables in this research. The first variable is learning interest which is noted as X variable and the second variable was s reading achievement which is noted as Y. The data of this research were obtained from the questionnaire and test. After administering the questionnaire and test, the obtained data by using product moment correlation to investigate whether there is correlation between both variables. The computation demonstrated that there is any positive and significant correlation between the students' learning interest and students' reading achievement at the second semester students of English Study Program of Bina Sarana Informatika University.

In addition, the positive correlation was clarified by the value of product moment Correlation. It is said positive if the product moment Correlation had positive value, and it is said negative if the product moment Correlation had negative value. Furthermore, the finding of this research demonstrated that the strength of the correlation of variable X and variable Y were in the modest category.

5. Conclusion

Learning interest can promote the students to throw themselves into English studying. It also can enrich the students' knowledge, open the students' mind and make up for a weakness of intelligent development. In addition, talking about students' achievement on language skills depends on the goal of language skill itself. Reading goal is the students are able to comprehend what is gain information from

the text, a test should be made. A reading test is a procedure for measuring and evaluating a person reading comprehension based on the intended goal.

Based on the exposure of the research above, it can be concluded that there is a correlation between the students' learning interest and their English reading achievement. It can be seen from the result of the product moment correlation "observed" = 0.541. There is a significant correlation between the students' learning interest and their English reading achievement. This fact can be seen from the result of the computation that observed = 0.541 with the level of significant of "r table" $0.05 = 0.361$ and the level of significant that "r observed" is higher than "r table". Therefore, the alternative hypothesis (H_1) is accepted and the Null Hypothesis (H_0) is rejected.

Considering the result of this research, it was suggested for other researchers who are interested in conducting similar research to investigate other aspect such as students' educational background, students' topic familiarity, and students' selection of readings since such factors appears while this research was conducted. The novelty of this research is to contribute by delving into the achievement of the reading process.

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