

CHAPTER I

INTRODUCTION

This chapter presents the general description of this study. It consists of background of the study, research problem, research objective, hypothesis, significance of the study, the limitation of the study and definition of the key terms.

A. Background of the Study

Reading is important for student. May (2010) says that reading is an interactive process of communication. It is very important skill that the students must master, because the reading cannot be separated in the process of teaching and learning. By reading, someone will know many things. Obviously, a student who wants to develop his/her knowledge should have an ability in reading. A person must read well if he or she wants to broad his or her experience, develop new concepts and solve challenging problems.

However most of students are lack of interest in learning reading (Fry, 2010). They think that reading is a boring task, and they feel sleepy when they do it. Interest is one of the learner's internal factors. It may have a significant influence on the student's reading ability. A Studies by Christianson (1992) suggests that positive emotion, activation, and concentration each play an important role in readers' text processing, focused on gaining a better understanding of the concept of interest and the ways in which it has been investigated. Interest in learning especially in reading can

increase students' ability in understanding the subject. With good interest, the students can enjoy in learning, they are more active in class, and get many involving with the activities happening in class such as asking and answering question.

Furthermore, according to Fry (2010) reading a lot can improve students' understanding with the subject they have learnt, so they will be rich of knowledge and can facilitate them to answer the question. It makes the students' reading interest is very important. There are some causes why the student almost getting lose with interest in learning such as they get difficult to understand with teachers' explanation. For example, they feel sleepy because the teacher are not interesting and using monotonous media in learning, and they think English is difficult subject and not easy to understand it. By choosing applying interactive media in teaching reading can increase students' interest in learning English. Good media can help the teacher to teach easier and the students will be more active in class. The students also will be more facilitated to learn English effectively with good media in teaching and their interest in learning may get better significantly. So, the teacher must find the way how to increase students' interest in learning English especially in reading text.

Moreover, Dawson and Bamman (2007) state factor that can influence students' reading comprehension is reading interest. Reading interest is one of the key of someone to be successful in their pursuing knowledge. Many countries strive for their communities to improve reading interest. Interest is

powerful factor for increasing reading comprehension, promoting the reading habit, and producing a generation book lovers. As we have known that reading is the need of our life. However, the students' interest in reading is still neglected. They prefer chatting or playing. This bad situation is supported by the condition in the most schools that students rarely visit the library to read. Also, there are rarely the book fair, rarely reading contest or books review especially in English books. However, students' interest and excitement about what they are learning is one of the most important factor in education. In short, the higher interest will make the readers more creative about reading actively and thinking about material.

There are some studies which are conducted to investigate the correlation between students' reading interest and students' reading comprehension. Research by Nuryana (2009) found that there is positive correlation between students' interest in reading and their reading comprehension ability in learning English at junior high school. Susanto (2016) and Fitriani (2008) run their research towards of senior high school students as their subject of the study. Both of those research found that there are positive correlation between students' reading interest and reading comprehension at students.

Based on the explanation above, if the previous studies focus on high school level, the researcher feels essential to fill the gap by finding out about students' reading interest and their reading comprehension towards university students. As a result, the researcher decides to conduct a study entitled

“Correlation between Students’ Reading Interest and Their Reading Comprehension in English department of IAIN Kediri?”. Beside of that it is a new thing to observe, this research also could be useful for the lecturers to find better way in making students easily understand the passages in their reading tests.

B. Problem of the Study

Based on the background study above, the research question of this study is as follow;

1. How is the students reading interest at university level?
2. How is the students reading comprehension at university level?
3. Is there any correlation between students’ reading interest and their reading comprehension at university level?

C. Objective of the Study

Based on the research questions stated above, the purpose of this study is to know whether or not there is a positive correlation between students’ reading interest and their reading comprehension at university level.

D. Hypothesis

The hyphothesis of this research is that there is a correlation between students’ interest and their reading comprehension at University students. In order to test the hyphothesis, the statistical analysis use are;

1. The statistical or null hypothesis (Ho):

There is no positive correlation between students’ reading interest and their reading comprehension at University students.

2. The alternative hypothesis (Ha) :

There is a positive correlation between students' reading interest and their reading comprehension at University students.

E. Significance of the Study

Hopefully, this study can be useful not only for researchers, but also for some people related to this study, those are:

1. For the institution

This study will be useful for the library of the state college for Islamic studies IAIN Kediri as a literature and it will give contribution for it with the same topic of the study.

2. For the practical education

It will give the information to the readers about the correlation between students' reading interest and their reading comprehension in English Department of IAIN Kediri.

F. The Limitation of the Study

The researcher limits the research on the correlation between students' reading interest and students' reading comprehension. Further, the researcher focus on the correlation between students' interest in reading and their reading comprehension in intensive reading at the second semester in English Department of IAIN Kediri.

G. Definition of Key Term

There are some key terms used in this research, as stated below:

1. Reading

Reading is the process to get, to understand, to catch the content of the reading by the reader. It is a process to understand a written text which means extracting the required information from it as efficiently as possible.

2. Reading Interest

Reading interest is a strong and deep concern accompanied by a feeling of pleasure towards the activity of reading so that it can encourage someone to read on their own volition.

3. Reading Comprehension

Reading comprehension is the skill that a reader understands or gets the meaning of a text easily. In this research, reading comprehension is the ability of students' to understand reading text.

4. EFL Students

English as Foreign Language (EFL) students are the students that study English by non-native speakers living in a non-English-speaking environment.