

CHAPTER II

LITERATURE REVIEW

This chapter contains the explanation and discussion about Interest, Reading Skill and English Learning Achievement.

A. Interest

1. The definition of Interest

Every person have their own desires, tendency with something in around their environment. When something can steal your attention and make your desire and tendency are increase to deal more with it, it can be caused by your curious feeling, feeling happy about it, and if you feel that emotion, so that might be you are interested.

The writer assume that interest is our willingness to do something without any coercion, something when we do it or learn it we will feel happy.

Students with high interest to certain lesson they will more enthusiastic to learn the lesson, to gain the maximum results from that certain lesson or subject. Each students have their own interest, that because every students have different needs and desires to something. Needs and desires are very influential to someone interest. As Sardiman (2004) said that "interst is condition that occured when someone see characteristic of situation that is correlated with his/her own need and desire." (*Minat adalah kondisi yang terjadi ketika seseorang melihat karakteristik dari suatu situasi yang mana berhubungan dengan kebutuhan dan keinginannya*).

Important for students to have interest, when students have interest to certain lesson, it will ease them to learn the subject, based on Anita (2004) stated that Students' interest and excitement towards what they're learning is one of the most essential factors in education.

Interest make people motivated to do the best and try to get the best results on what they interest to, as stated by Lester and Alice (1975) "an interest is a motivating force that impels an individual toward participation in one activity rather than another", in reality we can see that people more prefer and will choose on something that attract their interest.

One of expert opinion about interest is according to Ahmad D. Marimba (1992) said that "interest is tendency to something that we feel there is an importance to something with happy feeling to something". According to some definition by the experts above, the researcher assume that interest is something, someone, activity that attract person's attention, because the feeling of existence of any importance on the subject.

2. The Aspects of Interest

There are some factors that influence people interest. These factors are also included in questionnaire by the writer, they are:

a. Enjoyment

Doing something with enjoy feeling will produce better result. Enjoyment it self means person's feeling of pleasure and satisfaction that we have when we doing or experience something that we like or we have interest to the something we do. It prove that

interest is important, it can appear the enjoyment in doing something which that affect on the results of what we doing. Someone who have enjoyment doing something, in this case enjoyment in certain lesson, he or she will give their best performance, such as giving full attention to the lesson explanation given by their teacher, look for more source to complete their knowledge to the lesson, and try the best in doing the work.

b. Motivation

Motivation is one of human emotion that encourage the process that based on Kendra Cherry (2020) article, initiates, guides, and maintains goal oriented behaviors and it is what causes you to act on anything, such as join a course or reading a book to gain knowledge.

Motivation also can be defined as a need or desires, condition that desires a change for our self or our environment, motivation activate behaviors that involves the emotional, social, biological and cognitive force, simply when we motivated, we make a move and take an action which pushes someone to do or think in order to achieve something. (Harmer, 1991). It also important to have motivation in learning, it is easier to have teaching and learning process when learner have motivation in learning.

Since we know that motivation is important in learning, it means that motivation is important in language learning, and it is

one of the affective factors. Someone who has high motivation to certain subject let us say it is learning, he or she will give their all on it. Not like someone who lacks motivation in learning, they will easily get bored in learning, and get easy to get distracted.

The students' motivation in learning english influence their marks in english. It can be assumed that students with high motivation in learning will get easier increase their grade and achieve better results.

c. Attention

Attention is an ability in processing specific information in environment without ignoring other minor details, the ability to concentrate and decide on relevant stimuli. According to Sujanto (1982) state that "attention is represented of concentration or activity of soul to perception; understanding". Attention also known as cognitive process that allow us to possibly place us towards relevant stimulation with the consequent we respond to it.

The relation of attention with human interest is very strong, with having interest to something, certainly we will put more of our attention to it. We can imagine if students have high interest in learning english, they will give more attentioin in learning english, as the results, students will easily concentrate because of their attention in learning English and gain more knowledge.

Important for students to put their attention in learning English. It makes learning process a lot more efficient when the students are paying attention. Paying attention to something, in this case English learning, it affect on students' achievement on English learning.

d. Need

Needs is devined as a condition or situation when something is wanted and required for live, simply needs is somethings that necessary for living. In live people have unseen hierarchy of needs, created by Abraham Maslow an American psychologist in 1943, starts from the basic needs, well known as physiological which include the needs of live such as breathing, food, water, home, sleep and so on, the next level is the needs of safety, such as security of, health, family, resourches, body, morality, property. The next is needs of love/belonging which include friendship, family, sexual intimacy, into the next level of needs there is esteem such as self-esteem, confidence, achievement, respectness to others or by others, and for the summit of needs there is self-actualitzation that include morality, spontaneity, creativity, ability of problem solving, acceptance of facts, lack of prejudice. that was clearly describe how important needs in live.

When students consider English learning as a needs, the level of needs according to the Maslow's theory of needs hierarchy must

be at least on the level of esteem or self-actualization, means that was important for the students. If students have assume learning English is that important they will do their best efforts on it.

e. Desire

Desires is the condition of our minds which can be described by terms like wanting, craving, wishing, or longing. If students interested in learning English, automaticly their desires in learning more about English will highly increase and they will naturally find out more about English source, article, knowledge, study and so on with the aim of fulfilling their desire of learning English.

2. The Interest Role in Learning

The feeling of interest must be owned by every student in learning process in order to achieve effective learning. If there is no intention from students to participate in learning process, it could be because the students have low level of interest on learning, an if those situation happens it will hard to realize effective learning, and that means the learning is failed.

Interest will encourage students' motivation, enjoyment, desire, needs and attention in learning. Students with high interest to the lesson will encouraged to learn more and continually rather than students who have less interest to the same lesson. As the results, students will gain better achievement if they starts to interested of certain subject.

B. English Reading Achievement

1. Achievement

Achievement is a benchmark that often used by the environment as a measurement of person's or people's mastery of certain skill, knowledge, quality, value, and success. Since known that the writer's research field is in the academic area, the example of achievement is on academic area, that usually involve students' performance in such areas as math, science, language, or social studies. According to Winkel (1983) statement about what is produced from every kind of learning activity which that's a special change, those special change is namely learning outcome which is shown in an achievement given by students, for example consecutively calling the letters in alphabets.

Achievements is a something that have been done successfully, it is based on Hornby (1995) statement, which means, achievement is the outcome, results that you get after accomplishing some works, study, and any on.

In the academic area there is experts statements that more suitable for students, here is Norman (1981) statements "achievement is what a pupil has learned". It means that achievements is what a person gained as a results from following instructional process, even reading, watching education video, and so on that done by our vision.

This following statement by the expert is also suitable in education sector, which is said by Sukmadinata (2003), Sukmadinata stated that "achievement of the lesson can be signed with number or letter. The number

0-10 at elementary school until middle school and the letter A, B, C, and D at the high education". Those numbers from 0 to 10 and letter from A to D is used as a sign, symbol of what we achieve, of our mastery, of our knowledge from instructional process and that was often considered as a reward.

2. Reading

According to Tarigan (1990:7), reading is a means used by the readers as a process to gather the message expressed by the author through the reading in the form of written words or language. According to David Nunan (1989, 33), reading is a one of the four skills in English which that the types of reading can be invariant in accordance with the aims we have for reading, so there are various types of reading skills. The purpose of students' in learning reading can be various, there are students who read for any types of comprehension, there are students who read for accomplishes satisfying score in school, there are students who read for pleasure.

3. English

English known as an international language that in some countries English is used as a lingua franca, based on Berndon's (1980) statement that defines English is a language, an essential tool for communication, conversation, and interaction, where the grammatical pattern take a crucial role in the communication, and what needed the most by the learners in not the theoretical or analytical knowledge toward the target language, more than that, learners need is the ability to understand and be understood to the

target language within the context and constraints of peculiar language using circumstance.

Now, it is common to see English used as a subject lesson learnt by people from around the world, which that English can be considered as both vernacular and vehicular language. Vernacular language means a language that used as a native language in a single or homogeneous environment community, while vehicular language it have the opposite meaning of vernacular language, which that vehicular language is a language goes beyond the boundaries of it original language used in the community and used as a second language for communication between communities, vehicular languages or also known as lingua franca is often represented as a language that used when people speaking different vernacular dialects and try to communicate witch each other, this language also known as a bridge language.

Since English called as lingua franca and vernacular language, there is no wonder and understandable why English become a dominant language and known as an international language in nowadays global communication, as in the world of science, technology, business, aviation, entertainment, diplomacy and so on. Therefore, that was the reason why English is being taught and learnt by for most peaple in the world, people learn in school, course, formal and informal education, and used it as their second language to communicate each other.

4. English Reading Achievement

Based on the definition of English, reading, and achievement that have been described above, we can conclude that English reading achievement is the result that students get after they have followed an instructional process specifically English reading lesson, which the achievement is signed by score.

Students with high interest to certain lesson they will more enthusiastic to learn the lesson, to gain the maximum results from that certain lesson or subject. Which that the students who learn English because of their interest, they will make an effort to follow the English learning process intensively, and they will learn the lesson as well as possible, and as the results they will gain more and better knowledge which that will influence their English learning achievement.

In learning lesson, what else our goal in learning besides to get good understanding to the lesson and good score which is the results or achievement after following the learning process. Recall to the discussion about aspects of interest, there is attention in it, that was naturally when people have interest on something, English learning in this case, they will put more of their attention to the lesson, as the results they will easily absorb more of the teacher's explanation or gain more knowledge from other sources. Besides of attention, students who have interest to English, they must be have needs to learn more about English and achieve more as their target.

Desires is also one of the interest aspects, having interest to English will lead us to have ambition because the desire to understand English better by give their best effort in learning English, furthermore the desires is aim to get better achievement in learning English. In the other words, students' interest is directly proportional to students' achievement, the more interest to English lesson the better learning achievement they will acquire.

C.Previous Studies

Based on study handled by Hudaibiah (2009) entitled “The Correlation Between Students’ Interest and Their Achievement in Learning English at The Second Year of SLTPN 1 Pamulang”, which the study aims to describe whether there is any correlation between students’ interest and their achievement in learning English, Hudaibiah as a researcher conduct the research in SMPN/SLTPN 1 Pamulang, which the population taken by Hudaibiah is the first year students in the 2007-2008 consist of six class, whereas the sample taken is 30 students of the class namely class 7-4. In Hudaibiah’s study can be seen at the findings that there is strong correlation between students’ interest and their achievement in learning English.

There is a study by Mulyani, Mahdum and Syofia also discuss about variable that related to this study, which the study is entitled “The Correlation Between Students’ Interest and Their English Learning Achievement at SMA Negeri Ujungbatu”. In line with the previous research, Mulyani’s study also aims to find out the correlation between students’ interest and students’ English learning achievement. The study is conducted at SMA Negeri

Ujungbatu, which the population taken is the first grade of SMAN Ujungbatu, the researcher takes 263 students as a sample. The research produces the findings that shown in the five level of interest, which are high interest, good, fair, low and very low. Based on the results of the research and calculation using Product-moment formula, it shown that there is 2,3% students with high interest, 83,3% of students with good interest, 11,4% students with fair interest, 3,0% students with low interest and 0% student with very low interest. The data has shown us that there is significant correlation between students' interest and their English learning achievement.

One more study that discuss about students' interest and students' achievement is a study by, Rifanda, Meity, and Maikel (2021) that entitled "The Correlation Between Students' Interest and Academic Achievement in Learning English". The study is focus on the students' interest in English and how it influences students' achievement, which aimed to figure out whether there is correlation between students' interest and academic achievement in learning English. The researchers take 83 students as sample from the second grade of SMA Negeri 1 Tomohon. The study using quantitative research that choose questionnaire as the instrument consist of 31 items which that divided into positive and negative statements. The findings of this research also shown that there is significant correlation between students' interest and academic achievement, furthermore the researchers are also found out that not only internal interest that influence students' interest in learning English, but also external interest.

Three of the previous study is generally discussed about students' interest and students' achievement in the field of learning English, with the aims to find out if there was any correlation between students' interest and their English achievement. Until in the findings all the studies found that there is a significant correlation between students' interest and their English achievement.