

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition of term.

1.1 Background of the Research

English is language in the world and learnt by many people around the world. People can communicate with other people from different country by using English. There are four skills in English must be mastered, they are: listening, speaking, reading, and writing (Adiarti, 2018). Reading is one of the most fundamental skills a student needs to learn which help students in the process of learning English. In teaching and learning English, we usually find students' problems in reading English text, because they do not read the text only, but they are needed to understand the contents of reading materials such as; find out the topic, theme, main idea, and answer the question that related to the text, they are needed to have good enough knowledge of language which has different system, including vocabulary and structure (Lee, 2009).

Reading interest is one motivational aspect that causes people to have high attention in reading a text. The students will read actively if they are interested in reading. Because it can make them consider reading activity as a habitual activity for them. Interest is very influence for reading activeness. Because of reading for and achievement in reading are also dependent upon the students' motivational reading, and poor reading or reading failure may be caused by lack of interest (Yunus, 2018).

Having interest in reading is important because the students will do reading joyfully, thus they will get benefits from they read. The success in reading is essential and most necessary because it is the basic tool in learning activity (Rahmawati, 2015).

Comprehension is as the main important part of reading process. According to Miller (1971) comprehension is built upon both word recognition and association and cannot effectively take place unless the reader first is efficient in these two aspects of reading. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding is useless.

In the classroom, students might find the interest of the study from their own personalities. It goes with saying higher interest, the students had greater significant improvement they got on achievement in study. When the students read, they will get more knowledge, and this will help them to have wider perspectives on certain issues (Taylor, 1990). This also is supported by Wallace (2007) high achieving students are generally good readers, and poor achievers are generally poor readers, any approach towards improving school achievement must focus on a substantial part on increased reading comprehension.

In addition, related to the fact that was found by the researcher when she was having an interview with the fourth semester students of English Education Department, especially in their reading interest and reading comprehension, there was a problem related to the students' engagement in reading activity and their reading comprehension. The students still have low reading interest and reading comprehension. Those who have low reading interest do not participate in the class actively. This results in their poor reading comprehension.

According to the explanation above, the researcher intended to conduct a research entitled "*Reading Interest and Reading Comprehension of the Fourth Semester Students of English Education Department of Universitas Muria Kudus in Academic Year 2019/2020*".

1.2 Statement of the Problem

Based on the background above, the researcher states the problem of the research as follow: "Is there any significant correlation between reading interest and reading comprehension of the fourth semester students of English Education Department of Universitas Muria Kudus in academic year 2019/2020?"

1.3 Objective of the Research

According to the statement of the problem above, the objective of the research is to find out there is a significant correlation between reading interest and reading comprehension of the fourth semester students of English Education Department of Universitas Muria Kudus in academic year 2019/2020.

1.4 Significance of the Research

The researcher hopes that this research provides some significance for many people. The significance of the research is formulated as follows:

1. Theoretically

The results of this research can be used as the reference for the next research related to the correlation between reading interest and reading comprehension.

2. Practically

- a. To the further researchers, it will give knowledge about the correlation between reading interest and reading comprehension.
- b. To the teachers, it will give more information which will help them to encourage their ability in teaching English, especially in reading comprehension.
- c. To the reader, it will give a broader knowledge about the correlation between reading interest and reading comprehension of English Education Department students in Universitas Muria Kudus.

1.5 Scope of the Research

From the problem identification that is explained above, the scope of the research focuses on the reading interest and the reading comprehension of the fourth semester students of English Education Department of Universitas Muria Kudus in academic year 2019/2020. To measure the students' reading interest, the researcher uses three factors as the indicators of the students' reading interest. They are intrinsic motivation, social motivation and emotion. Whereas reading comprehension in this research is not only reciting and interpreting sentences, but understanding the text as a whole such as the ability to understand grammar and vocabulary. Then, the sample of this research is the fourth semester students of English Education Department of Universitas Muria Kudus in academic year 2019/2020.

1.6 Operational Definition

Based on the title of the research, to avoid different interpretation the researcher clarified the operational definition as follows:

1. Reading interest is the student's incentive that makes enthusiastic and excited in reading.
2. Reading comprehension is the ability to understand the text whole such as grammar and vocabulary.
3. The fourth semester students of English Education Department of Universitas Muria Kudus in academic year 2019/2020 are the fourth semester students who are studying in English Education Department of Universitas Muria Kudus in academic year 2019/2020.