Reading Interest and Reading Comprehension : A Correlational Study

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Abstract

The objective of this study was to find out the correlation between reading interest and reading comprehension of the students. Quantitative was used as the approach and the technique used was a correlational study. The eighth grade students of SMP Ahmad Dahlan Kota Jambi were taken as the population. The numbers of the population were 47 students. In taking the sample, total sampling which used all the population was applied as the technique. Reading interest questionnaires and reading comprehension tests were distributed to obtain the data.. Spearman's Rho was used to measure the correlation. The result showed that there was a high correlation between reading interest and reading comprehension of the students. It was proven by coefficient correlational between those two variables and it was r (0.983). It means that those variables were significantly correlated. The result of analyzing the significant value was 0.01, means that 0.01<0.05. Thus, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Keywords: *quantitative, correlational study, reading interest, reading comprehension, SMP Ahmad Dahlan Kota Jambi*

Abstrak

Tujuan dari penelitian ini adalah untuk menemukan apakah ada hubungan antara minat baca siswa dan kemampuan membaca mereke. Metode yang di gunakan dalam penelitian ini dengan menggunakan pendekatan kuantitatif melalui penelitian korelasi. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMP Ahmad Dahlan Kota Jambi. Jumlah populasi adalah 47 siswa. Pengambilan sampel penelitian diperoleh melalui total sampling. Dalam mengumpulkan data, peneliti menggunakan kuesioner untuk mengukur minat baca siswa dan memberikan tes pada siswa untuk mengetahui level pemahaman membaca siswa. Untuk mengukur korelasi peneliti menggunakan teori Spearman's Rho. Hasil dari penelitian ini menunjukkan bahwa terdapat korelasi yang tinggi antara minat baca dan pemahaman membaca. Terbukti dari hasil perhitungan korelasi ditemukan bahwa hubungan antara minat baca dan pemahaman membaca siswa adalah r (0.983), ini menunjukkan bahwa variabel tersebut memiliki korelasi yang signifikan. Hasil dari signifikansi adalah 0.01, hal ini menunjukkan bahwa 0.01<0.05. Sehingga hipotesa nol (Ho) ditolak dan hipotesa alternatif (Ha) diterima.

Kata Kunci : kuantitatif, studi korelasi, minat baca, pemahaman membaca, SMP Ahmad Dahlan Kota Jambi

Background

Perceiving the text and getting the meaning in it is called reading activity. It is followed by other other ability such as giving reaction and responsing what they are reading..

According to [1] reading is an activity which catching the information given and interpret the implied meaning on it in the form of literal, inferential, evaluative, and creative of reading

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[1] Maria Cecilia Eijansantos- Remanente, 'Factors Affecting Academic Reading among Students', November 2015, 2017, 0–19.

comprehension by drawing on the experience of learning to read.

Reading is an activity which can help the reader get more knowledge without wasting more money. Through reading, the reader get new information, acquiring new knowldege and find new ideas. Provide the students more or less understand what they read, the more they read, the better they get at it. The research which focused on difficulties in reading text is a research from a researcher 2 who conducted a research to find out the students' problems in comprehending English reading texts. The findings showed that the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest. In line with this, It has been observed that students, especially ESL and EFL learners, confront a variety of difficulties while reading. A research conducted by 3 identified three main theoretical approaches to reading comprehension problem. The first argues that comprehension problems arise because of difficulties at the single- word level. The second posits that poor comprehenders have difficulty in the syntactic and semantic analysis of text. The third is that poor comprehenders have difficulties with higher order comprehension skills: making inferences from text, integrating ideas in it, and monitoring their own comprehension. Later on, Rahman (2007) found reading difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata, and students' lack of interest.

In reading, the students need to comprehend the text. Reading comprehension is a kind of reading which aims to understand the reading itself 4. Another expert proposed that understanding what we are reading is far more important to us than knowing the mechanical skill of reading 5. It means that understanding what we are reading is the most important aspects in reading. Not only to understand, but also the readers should comprehend the text which they have read.

There many reasons of indonesian who have difficulties in comprehending English texts, one of them is because English is not their mother tongue. In line with the statements, it can be said that reading comprehension is an activity which is difficult to be done. This is the evident of the literacy levels of students in primary schools is still quite low. One of the activities that reveals the lack of reading comprehension is the Program for International Student Assessment (PISA) in 2012. It showed that the level of literacy of Indonesian was 64th from 65 countries which were participating in the test. The average of reading score result was 395, while the average score of the OECD was 496 (Kompas, December 5, 2013). In line with this, the result of PISA (2016) reading competence in Indonesia has not showed the significant improvement.

Therefore, to comprehend an English text, it needs an interest in reading a text. The higher interest in reading has effect the mastery of vocabulary. Not only the vocabulary itself, but also the the other aspects of English language skills.

Compare to the situation above, the school where the researcher did the research have some problems as similar as stated above.

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² Fernandita Gusweni Jayanti, 'Reading Difficulties: Comparison on Students and Teachers Perception', *Fourth International Seminar OnEnglish Language and Teaching*, 2016, 296–301.

³ Jayanti.

⁴ Louise Spear-Swerling, 'Common Types of Reading Problems and How to Help Children Who Have Them', *Reading Teacher*, 69.5 (2016), 513–22 <https://doi.org/10.1002/trtr.1410>.

⁵ Manilyn Vegare Miñoza and Marites Atilano Montero, 'Reading Comprehension Level among Intermediate Learners.', *Online Submission*, 31.3 (2019), 561–68.

Most of students does not have any intention to the reading comprehension, they have less motivation in reading the text. Beside that, their interest in reading were low. However, the students who had less interest in reading, do not mean they also got low score in comprehension.

In line with the statement above, a research clarified that between Reading interest and reading comprehension of the students has no significant correlation. So that, based on those problems mentioned the researcher did the research in this school. To sum up, this research was done to find out the correlation between students' reading interest and their reading comprehension.

Method

This research was a quantitative research which applied a non-experimental method. This kind of study usually does in social study, since the result of the study is clear and objective, and also it can be repeated more than once.

In this research, the researcher wanted to find out the levels of correlation between the variables in this research based on statistic quantitative in coefficient correlation and the correlational design was applied. [6] proposed that correlational research is one of the descriptive research design which used to measure the correlation between two or more variables. It means that, in correlational studies, the writer is looking for two or more variables which interact with one another.

In this situation, the two variables were used. Dependent variable and independent variable. The dependent variable was reading interest of the students and independent variable was students' reading comprehension. It can be described as below.

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[6] Andrew Curtis, 'Survey And', 2004, 225–60.
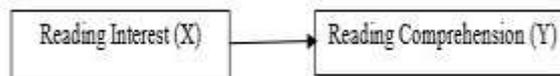
Therefore, as a correlational study the writer wanted to see the significant correlation between reading interest and reading comprehension of the students of SMP Ahmad Dahlan Kota Jambi.

Techniques of Collecting the Data
Reading Interest Questionnaire

To measure the students' interest, the questionnaire was used. In the questionnaire, several answers were provided by the researcher. The sample of the study has to give their answer by giving checklist ($\sqrt{}$) for each answer. There are 20 statements in the questionnaire. It consists of 14 items as positive statements (1, 2, 5, 6, 8, 9, 11, 13, 14, 15, 16, 17, 18, 20) and 6 items as negative statements (3, 4, 7, 10, 12, 19). The specification of the questionnaire of reading interest was showed below.

Table 1.
The Specification of Reading Interest questionnaires

Concept	Indicator	Number of test teams	Total
Interest is being one of the important factors in order to increasing the students' comprehension in reading. If one has the interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it cannot influence his or her achievement.	1. Pleasure	1, 5, 9, 13, 16, 19	6
	2. Willingness	2, 6, 10, 14, 17, 20	6
	3.Consciousness	3, 7, 11, 15, 18,	5
	4. Attention	4, 8, 12	3

Then the researcher used Likert scale to give the score in each statements (the way can be seen below). After that, when the researcher distributed the questionnaire to the respondents, the reseacher translated it into Bahasa Indonesia to make the respondents

easy to understand the content of the questionnaire.

Table 2.
The way to Score the Questionnaire

Statements	SS (sangat setuju)	S (setuju)	R (ragu-ragu)	TS (tidak setuju)	STS (sangat tidak setuju)
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Students' Reading Comprehension Test

To get the data of reading comprehension, the researcher conducted the test. The test was in the form of multiple-choice which consists of 25 items with four options: A, B, C, D. The scoring system for the test was that if the item was correct, then the students would get 1, yet if the answer was incorrect they would score 0, and then, total correct answers X 4 (25 x 4 = 100). To sum up, the highest score was 100 if the students' answere were all correct. The specification of the test can be seen below.

Table 3. Reading Test Specification

Concept	Indicator	Number of test teams	Total
Reading comprehension represents how well the readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text.	1. Finding main idea.	1, 10, 12, 23	4
	2. Finding explicit information.	2, 5, 8, 19, 24	5
	3. Finding implicit information.	3, 6, 14, 15, 18, 20, 22	7
	4. Finding words references.	7, 11, 13	3
	5. Finding of certain word based on the context.	4, 9, 16, 17, 21, 25	6

After getting students' score of reading comprehension, the score were classified into five categories. It is described in the table 4 below:

Table 4. Reading Comprehension Score Classification

Scores	Grade	Classifications
86-100	A	Excellent
66-85	B	Good
46-65	C	Fair
46-45	D	Poor
≤ 45	E	Failed

Techniques for Analyzing the Data

Two types of analysis were used to analyse before the researcher conducted the statistical analysis, the researcher applied descriptive analysis. Descriptive analysis is an analysis the data with describes the data and make summary. This analysis is essential to answer the findings. Two problems were used to answer: (1). How is reading interest of the students? (2). How is reading comprehension of the students?. The researcher calculated the frequency of the reading interest of the students whether they categorized as high or low reading, and then, the researcher described the percentage of reading comprehension test which answered by the students. The descriptive analysis was applied too, to see minimum and maximum score, the mean standard deviation of reading interest, and the problems. of the study to find out In statistical analysis.

In statistical analysis, normality test, non-parametric test namely Spearman's Rho was conducted. To see the data were normally distributed or not the normality test was conducted. The indicator of the data nomally distributed was if the significant value > 0.05. If the data lower than 0.05 it means that the data were not normally distributed. Then, the analysis continued by using a non-parametric

test. The researcher conducted normality test by applying I-Sample Kolmogorov-Smirnov using SPSS 22 for windows.

After computing normality test, a non-parametric test were continued. A Non-parametric test conducted if the data Spearman's Rho can not be used to measure non parametric correlation test. So, the researcher used Spearman's Rho Correlation test in SPPSS 22 for windows to find out the correlation between reading interest and reading comprehension of the students Spearman's Rho is a theory to determine the correlation of two variables or more than two variables.

Lastly, the interpretation of r value by Sugiyono are followed. It was shown in the following table:

Table 5. "r value" Interpretation

The Score of "r"	Interpretation
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	High
0.80-1.000	Very High

Findings and Discussion

The aims of this study were to find out whether there was a significant correlation between reading interest and reading comprehension of the students or not. Based on the findings of the research, the researcher draws some interpretations. The researcher found that from 47 respondents of 8th grade students of SMP Ahmad Dahlan Kota Jambi, there were 10 students (21,27%) were categorized as very high, 34 students (72,34%) were categorized as high, and 3 students (6,38%) were categorized as enough. Based on the result of reading interest, it was found that

from 47 students the minimum score is 54 and maximum score is 98, the mean is 73,30 with standard deviation is 8,293. The result of reading interest questionnaire can be seen in the table below.

Table 6
Result of Reading Interest

Students	Percentage (%)	Categories
10	21,27	Very High
34	72,34	High
3	6,38	Enough
-	-	Low
-	-	Very Low

After interpreting the descriptive analiysis of reading interest questionnaire, descriptive analysis of reading comprehension was drawn. It is found that from 47 respondents of 8th grade students of SMP Ahmad Dahlan Kota Jambi, there were 8 students (17,02) were categorized as excellent, 31 students (65,95%) were categorized as good, 7 students (14,89%) were categorized as fair, and 1 student (2,12%) was categorized as poor. Based on the result of reading comprehension, it was found that from 47 students the minimum score is 32 and maximum score is 96, the mean is 76,26 with standard deviation is 11,866. The reading interest result shows in the following table.

Table 7. Reading Comprehension Result

Grade	Frequency	Percentage (%)
A	8	17,02
B	31	65,95
C	7	14,89
D	1	2,12
E	-	-

After interpreting the descriptive analysis, the normality test was conducted. The test was carried out in order to check whether the data was normally distributed or not. Indicator testing if the significance value >0.05 the data normally distributed. Otherwise if the significance value < 0.05 then the data are not normally distributed.

First, the data of normality reading interest and reading comprehension of the students were checked by applying Kolmogorov-Smirnov. The result of the normality test of reading interest showed that the significance was 0.200. Beside that, the significance value for reading comprehension is 0.002. It means that 0.200 > 0.05, and 0.002 < 0.05, it can conclude that the data of those variables were not normally distributed. Next, the researcher has to continue the normality test with a non-parametric test by applying Spearman's Rho Correlation test. It is pplied to find out the correlation between reading interest and reading comprehension. It is drawn in the following table.

Table 8. One-sample Kolmogorof-Smirnov Test

		vocabulary mastery	reading interest	reading comprehension
N		47	47	47
Normal Parameters[a,b]	Mean	71,49	73,30	76,26
	Std. Deviation	17,004	8,293	11,866
Most Extreme Differences	Absolute	,179	,091	,168
	Positive	,103	,091	,087
	Negative	-,179	-,090	-,168
Test Statistic		,179	,091	,168
Asymp. Sig. (2-tailed)		,001[c]	,200[c,d]	,002[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Furthermore, between reading interest and reading comprehension correalte each other. The result showed that there was a significant correlation between them. The data were taken after computing normality test, and the result showed that the data were not normally distributed. Then the researcher continued to the test with non-parametric test. To find out correlation between reading interest and reading comprehension of the students, the writer used Spearman's Rho Correlation test in SPSS 22 for windows. The result showed that the correlation between those two variables was r = 0.986, it means that there was a significant correlation between reading interest and reading comprehension of the students. Based on the interpretation of r value (0.986) showed that it was a high correlation. High correlation means that the higher students' interest in reading, the higher score they would get in reading comprehension. The complete calculation was drawn in the table 9 below:

Table 9. Correlation Result

			reading interest	reading comprehension
Spearman's rho	reading interest	Correlation Coefficient	1,000	,986**
		Sig. (2-tailed)	.	,000
		N	47	47
	reading comprehension	Correlation Coefficient	,986**	1,000
		Sig. (2-tailed)	,000	.
		N	47	47

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the result of Spearman's Rho correlation, it was found that there was a significant correlation between reading interest and reading comprehension of the students. This can be seen from the result of correlation which showed that r value = 0.986.

In regard with this result, it can be concluded that reading interest becomes one of factors which affects reading comprehension. For those who have more interest in reading, have greater knowledge and ability in comprehending the texts. The result was supported by a study conducted by [7]. The result of the research showed that once somebody acquiring a language, they need reading interest because reading interest is one of key succes which influences achievement in learning.

In learning process, psychomotor and cognitive domain was affected by interest especially reading interest. When the students have interest and positive attitude toward subject matter, they may enjoy the learning environment[8].

Review of Related Literatures
Reading in General and Its' Goal

Reading is an activity which needs a skill to interpret the message which sent by the writer with their own purposes. As an educator, the teacher has to point out their skill on comprehending the texts. It needs to motivate and help the students to develop their ability in reading comprehension. [9]

Furthermore, there are seven goals of reading 10 , reading for getting details and stated facts, main idea of the texts, sequence and organization of the text, inference meaning, classify reading, reading for evaluate and compare the reading for the contest. (a). Reading to get details and stated facts is reading to find out what the subject of the story; (b). Reading to get the topic is called reading for main idea; (c). Reading to know the story completely is called Reading to the order of organization; (d). Reading to a conclusion: read to know what is meant by the author of the story; (e). Reading to classify: reading to find things that are not ordinary; (e). Reading to evaluate: reading to find out the value of the story.

In line with this [11] said that there are multiple principal goals of reading, which are determined by the end the reader has ordained the activity to obtain. The general goal of reading is the acquisition of meaning from the ordered arrangement of symbols. The second goal of reading is "reading to obtain understanding". The reader wishes to receive illumination of some discipline or set of facts from the author. The final goal of reading is "reading to obtain information". If a reader is reading a book with the third goal in mind, he may not be as concerned with understanding the arguments and parts of the book and the way these parts relate to the whole.

Reading Interest

Reading interest is a feeling that accompanies or causes special attention to reading. The students will read actively if they are interest in reading. To achieve in reading, the students must want to learn. Because it can make them consider reading activity as a habitual activity for them. Furthermore interest is very influence for reading activeness.

Interest is one dimension of the affecting aspect. [12] notes that interest is a sense of preference and a sense of interconnectedness on a matter or activity, with no one force to do it. Moreover, everyone has tendency to always be in touch with something that he or she

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[7] Andri Donal, 'Reading Interest (A Case Study at FKIP…', *Journal of English Education*, 1.1 (2015), 23–32.

[8] Dr. Fahrurrozi, 'Relationship between Students' Reading Interest and Vocabulary Mastery with Reading Comprehension Ability', 118 (2017), 357–63 <https://doi.org/10.2991/icset-17.2017.59>.

[9] Kintsch, 'Levels of Comprehension', 9.2 (1980), 87–98.

[10] Rebecca J Baier, 'Reading Comprehension and Reading Strategies. The Journal of Education, 5th Edition', *Reading*, 2005, 1–53.

[11] Wenji Dai, 'Correlates of the Reading Interest of Chinese High School Students in International Schools', *Asian Social Science*, 9.3 (2013), 164–76 <https://doi.org/10.5539/ass.v9n3p164>.

[12] Remanente.

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considered giving pleasure and happiness. The feeling or pleasure and desire to acquire can develop what was mad him or her happy.

Interests can be the driving force of someone to act. According to Holland in [13] said the interest is the tendency of elevated hearth against something. In other words, the interest must be in accordance with one's own personal. When he considered something that is not appropriate for him then, most likely he will not consider it is important or interested in something. Interest does not arise alone, but there is an element of necessity.

From the statement above the writer can include that the learning process does not only need the subject but also internal factors such as, interest can be included in teaching reading.

Factors which Affects Reading Interest

Forming the reading interest as a habit takes a long time, because the process of forming the students' reading interest influenced by some factors. In general, factors that affect reading interest divided into two types, they are internal and external factors. Internal factors are the factors that come from within students, such as innate, habit and self-expression. In the same way, Anonat (2011) as citied in [14] asserts the internal factors which influence the students' reading interest are intelligence, age, gender, the reading ability, attitude, and the psychology need. In contrast, external factors are factors that come from outside student' self. For instance are; 1) the environmental factors, it can be from family environment, college, and even the society; 2) unavailability of the suitable reading material, 3) social statues, and 4) ethnicities. The

external factors will affect the motivation, willingness, and tendency to always read.

[15] also maintains the other factors are the title and content of books which is less interesting, pages of books, and the prize of books. To sum up, the factors that affect reading interest are the internal and external factors. The internal factors are from the inside of individual's self, like the need of reading, the action to seek knowledge, the desire to always read, knowing the purpose and benefits of reading. However, the external factors come from outside individual, such as technology, assess information, environment, and the parenting. There are two aspects which influence reading interest, supportive and inhibitory factors. The supportive factors will increase the students' reading interest. Meanwhile the inhibitory factors will decrease the reading interest.

Reading interests can also be text based and may depend on certain aspects of the learning environment or the presentation of the educational materials. Hence, reading interest can be promoted by modifying task presentations or curriculum materials that affect the individuals' self- regulation. Educational materials may be presented in more meaningful, challenging or personally relevant contexts that can stimulate interest.

The Ways to Measure the Level of Reading Interest

According to [16], there are several ways to measure the level of the students' reading interest as stated bellow: (1). The attention that students give toward the reading activities, like the attention in reading books, reading facilities (such as library), and the activities which

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[13] Rumainah.

[14] Sri Endah, Harris Effendi Thahar, and Yasnur Asri, 'The Contribution of Reading Interest on Literature and Reading Comprehension toward Students' Ability in Writing Fantasy Story', 2015, 2018, 955–60 <https://doi.org/10.29210/20181137>.

[15] Endah, Effendi Thahar, and Asri.

[16] Zurina Khairuddin, 'A Study of Students' Reading Interests in a Second Language', *International Education Studies*, 6.11 (2013), 160–70 <https://doi.org/10.5539/ies.v6n11p160>.

require reading; (2). The intensity of reading which can be seen from students' frequency in performing reading activities. Whether they spend a lot of time in reading or not and how they make the schedule in reading; (3). Concentration; the higher the interest of students in reading, the longer they can concentrate in reading; (4). The statement from the students about the feeling of love without forced, need, satisfied, and glad; and the feeling of getting benefits from the reading"

Reading Comprehension

Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. Based on 17 Comprehension is the essence of reading because the goal of written language is communication of messages. If the readers do not understand the message, it means that the readers are not reading. According to Ruddell (1994) as cited in 18 comprehension is a process in which a reader constructs meaning while, or after, interacting with text through the combination of prior knowledge and previous experience, information in the text, reader tasks in relationship to the text, and immediate, remember, or anticipated social interactions and communication.

From the statement above, it is clearly stated that comprehension or understanding in every reading activity is an important part of skill learning. The students must be able to read a text consisting of many sentences and select the main idea to which all the sentences refer. After the reader is able to comprehend what the most important is, he needs to be able to identify

To comprehend, a reader must have a widerange of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged. [19]

Types of Comprehensions

Furthermore [20] proposed several types of comprehension, as follows: (a). Literal comprehension is to have a straight forward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text; (b). Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text; (c). Reorganization is rearranging information from various parts of a text in order to get new information; (d). Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or it is finished; (e). Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires reader's comprehensive judgment about some aspect in a text and ability to develop an understanding by using related issues; (f). Appreciative or personal comprehension is

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[17] M Bojovic, 'Reading Skills and Reading Comprehension in English for Specific Purposes', *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures 2010,* September 2010, 2010, 1–5.

[18] Donal.

[19] Eben Pasaribu, 'The Correlation of Students' English Reading Interest At Library on Students' Vocabulary Achievement At the Teacher Training Faculty of Nommensen University Pematangsiantar', *IOSR Journal Of Humanities And Social Science (IOSR-JHSS,* 21.2 (2016), 39–44 <https://doi.org/10.9790/0837-21213944>.

[20] Kintsch.

reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

Furtheremore, [21] said that comprehension process involves an understanding of words and how these words are used to created meaning. Comprehension entire three elements, they are: (1). The reader who is doing the comprehension. To comprehend the text, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation and various types of knowledge; (2). The text that is to be comprehended. The features of the text have large effect on comprehension. Comprehension does not occur by simply extracting meaning from the text. Texts can be easy or difficult, depending on the factors inherent in the text. When there are too many of these factors are not matched the readers' knowledge and experience, the text may be too difficult for optimal comprehension to occur; (3). The activity in which comprehension is a part. A reading activity involves one or more purposes, some operation to process the text at hand, and consequences of performing the activity. The consequences of reading are a part of the activity. Some reading activities lead to an increase in the knowledge that the reader have. Another consequence of reading activities is finding out how to do something.
Levels of Comprehensions

Meanwile, [22] also propose several types of comprehension, as follows: (a). Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text; (b). Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text; (c). Reorganization is rearranging information from various parts of a text in order to get new information; (d). Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or it is finished; (e). Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires reader's comprehensive judgment about some aspect in a text and ability to develop an understanding by using related issues; (f). Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

In this research, when the researcher did preliminary research, the researcher found that the students were in the literal level of comprehension.

The Purpose of Reading Comprehension

The purpose of reading is comprehension, that is, to have the ability to gather meaning from the printed page. Although much of the attention and debate in reading focuses on word recognition, the problems related to reading comprehension are more difficult to solve. Comprehension skills do not automatically evolve after word recognition skills have developed. Students need to learn strategies to help them become active readers who understand the text.

According to McDonough and Shwa (2013 as cited in [23], many current researcher have emphasized the importance of identifying specific purposes while reading, as the reading process will vary if learners have different objectives in mind. To improve learners' motivation in reading foreign language, reading should be treated as a purposeful activity in which learners are clearly aware of what to do.

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[21] Spear-Swerling.

[22] Reading First, 'Comprehension : Essential for Sustainability Welcome', 8, 2009.

[23] Miñoza and Montero.

Based on this perspective, [24] established that academic reading is a complex and multi-level process as it requires three components: (a). A combination of both extensive and intensive reading; (b). A synthesis of materials from various sources; (c). An active involvement in finding authorial and purposes

Levels of Reading Comprehension

According to Burns (1984) as cited in [25], there are four levels of reading comprehension. The following levels comprehension can tell us about how far the students understand about reading material and which level has been achieved:

Literal Comprehension

Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated the main idea, detailed caused after sequence. It also pre-require for higher level understanding. The important in this level understand of vocabulary, sentence meaning, and paragraph meaning.

Here are some examples of the type of information that could be identified as literal meaning: The main idea, Stated facts, the sequence of events, and Characteristic in the Story.

Thus, the researcher also took main points from the syllabus of 8th grade students at SMP Ahmad Dahlan Kota Jambi and combined from two sources above to create some questions related to questions as follow:

Table 10. Reading Comprehension Questions

No.	Reading Comprehension Questions
1.	Main idea
2.	Stated facts
3.	The sequence of events
4.	Characteristic in the story
5.	Finding explicit and implicit information

[24] Maria Cecilia Eijansantos-remanente, 'Factors Affecting the Academic Reading Habits of Hospitality Management', 2008, 1–19.

[25] Rumainah.

Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making the inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include: (1).Inferring main ideas of passage in which the main ideas are not directly stated; (2). Inferring cause-effect relationship when they are not directly stated; (3). Inferring referent of adverb; (4). Inferring referents of pronouns; (5). Inferring omitted words; (6). Detecting mood; (7). Drawing conclusion

Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension, and grasping implied ideas is especially important.

Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

Conclusions

After doing research, the researcher can conclude that there is a significant correlation between reading interest and reading comprehension of the eighth grade students of SMP Ahmad Dahlan Kota Jambi in Academic Year 2018/2019. It can be seen from the result of r value (0.986). It means that there is a significant correlation between students' reading interst and their reading comprehension. The data showed that most of

students got high score in reading interest and their reading comprehension. It means that reading interest is one of factors which affects reading comprehension. Lastly, The researcher realized that the result of the research is far from perfect, but the researcher expects this research will be useful as a reference to he future research. Besides that, this research can be used a references to develop similar study.

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