CORRELATION BETWEEN READING INTEREST AND ENGLISH ACADEMIC ACHIEVEMENT OF SIXTH SEMESTER EFL INDONESIAN STUDENTS

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KEYWORDS	ABSTRACT
Correlational research, Reading interest, English academic achievement	This study aims to investigate how is reading interest and English academic achievement as well as the correlation between reading interest and English academic achievement of English Department study program students at the University of Bengkulu. The population of this study was students of the English Department Study Program at the University of Bengkulu with a sample of 35 students. This research is correlational research with quantitative methods, and uses questionnaires and documentation as instruments. The results of this study are, the reading interest of students in semester 6 of English education was quite high, as could be seen from a total of 88% of the 35 samples who had a reading interest score which is categorized as high. For English Academic Achievement, the majority of students have scores that are also high, namely 97% of the 35 samples are categorized as having very high scores. For the correlation between reading interest and English academic achievement, a strong correlation was obtained with a score of 0.556607. It also shows if Ho is rejected and Ha is accepted. Moreover, several suggestions for teachers, students and future researchers are addressed in the present study.

INTRODUCTION

Reading is one of the positive activities in life. According to Johnson (2008:3), reading is a practice of using text to create meaning. By reading, someone can understand a message or purpose that a writer wants to convey in written form. There are many themes or types of reading that can be read, such as; political, social, sports, and others. Newspapers, novels and several electronic media are used as ways for readers to obtain information.

In reading, there are a lot of reading materials available. According to Leu and Kinzer (1987:336), reading materials become important because they influence the quality of the learners and interest. There are a lot of reading materials available ranging from academic books, newspapers, magazines, novels and many more. Reading materials are also available in multiple languages. In the international world, English is the most often language used by writers to convey their writings.

The ability of someone who reads a book in their native language will be different from their ability to read books in a foreign language. Kartal (2011) found that some L2 learners felt that they were not able to perform well in L2 reading, which leads to learners having a negative attitude toward reading.

For EFL students, reading English reading materials is a challenge in itself. Based on the results of community service and internships conducted by the researcher, these difficulties have a separate effect on EFL students. For some students, difficulty was the reason for them to be lazy to read English reading materials.

Reading English materials is a daily activity experienced by English Language Education students. Students learn to use English materials as a reference, making students have to understand every vocabulary and symbol contained in every reference they learn. Reading habits make students able to find new vocabulary and can enrich their vocabulary and make them understand with linguistic elements in English. Besides, with a good reading habit, students will be able to understand the meaning or purpose of a sentence.

In English Department Study Program of University of Bengkulu, reading is one that gets important attention. There are at least 2 special courses that discuss reading, namely academic reading and reading for professional purposes. But still, there are many other courses related to reading. Reading courses have a specific goal, which is for students to understand every reading material they will use and this is also supported by other related subjects such as grammar and other courses

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Research Question

Research question is a question that comes from statement of the problem. Based on the explaination and the statement of the prolem above, the research questions can be formulated as follow:

1. How is the reading interest of sixth semester students at the English Department of University of Bengkulu?
2. How is the student achievement of sixth semester student' at the English Department of University of Bengkulu?
3. Is there any correlation between Reading interest and English Academic Achievement?

METHODS
Population and Sample

This research is correlational research. In this study, researchers used the correlation method to find whether or not there was a correlation between reading interest and English academic achievement. Gay et al. (2011) state that correlational research is done by collecting data in order to find if, and to what degree, an existence of relation occurs between two variables. There are two variables in this research; the independent variable and the dependent variable

This correlation research used quantitative methods in processing the data. Quantitative method means that this method uses statistical methods in its measurement and also with numbers that are calculated using formulas that have been explained by experts. Cresswell (1994) asserts that quantitative research is a method for testing certain theories by examining the relationship between variables

Population of this research is all the sixth semester of English Department Study Program at Bengkulu University. There are 3 (three) classes and 109 students. The sample used in the correlational study was selected based on an acceptable sampling method and a minimum acceptable sample size of 30 samples (Gay, Mills, & Airasian, 2012: 205). So based on the two theories above the researcher determined the number of samples of 35 students.

Instruments

The instrument in this research was questionnaire and document. This study used a questionnaire as an instrument to collect data. A questionnaire is used to find how the correlation between student reading interest and English academic achievement, the questionnaire was adopted from Joan K. Jacob (2022). After that, the researcher gave this questionnaire to sixth semester students of Bengkulu English education to measure their reading interest.

Then the next instrument is documents, this instrument used to find information about each student's English learning achievement. According to Hadari Nawawi (2015: 101), documentation study technique is a way of collecting data that is done by categorizing and classifying written materials related to research problems both sources from documents and books, newspapers, magazines and others. To obtain data about student learning achievement, the researcher used documentation method, namely by taking information that is already available in written form or available files. This information was obtained from the administrative staff of the English Department Study Program at the University of Bengkulu.

Data Analysis Procedures

To get the results of the questionnaire that had been filled in by the research sample, the researcher used Microsoft Excel as a tool to calculate the results of the study. The researcher calculated the results of the questionnaire based on the Likert Scale with a scale of 1 to 5 or from strongly disagree to strongly agree. After the data was collected, the data was entered manually into Microsoft Excel and after that the researcher totaled all the results of the research and the data was grouped based on the results of the questionnaire and was equipped with a description of the frequency and percentage. Below is a grouping table based on the scores from the reading interest questionnaire:

Table 1: Distribution of students' reading interest

No	Score interval	Category
1	100-135	High
2	64-99	Medium
3	27-63	Low

To find out the English learning achievement of English Department students at University of Bengkulu, the researcher used the document method, namely data collection techniques by collecting and analyzing documents, written documents, pictures and electronics. In the data collection process, the researcher retrieved the data at the administrative office of English Department Study Program in University of Bengkulu. After that, the sample data that had been collected from the archives of English Department Study Program was grouped based on the category table that has been set by University of Bengkulu. The following is the conversion result of student academic achievement scores according to University of Bengkulu:

Table 2: Score Categories

No	Score interval	Skor	Skor	Criteria
1	90-100	A	4.0	Very good
2	85-89.9	A-	3.6	Very good
3	80-84.9	B+	3.3	Good
4	75-79,9	B	3.0	Good
5	70-74.9	B-	2.6	Good
6	65-65.9	C+	2.3	Adequate

7	60-64.9	C	2.0	Adequate
8	55-55.9	C-	1.6	Deficient
9	50-54.9	D	1.0	Deficient
10	0-49.9	E	0.0	Very bad

FINDINGS
The Students' Score of Reading Interest Questionnaire

After the questionnaires were distributed and filled in by the sample, the questionnaires were then collected and it was found that the highest score in the questionnaire was 130 and the lowest was 97. The average of English students' reading interest is 114.2. The data can be seen from the following table:

Table 3: Result of Reading Interest Questionnaire

AVERAGE	**114.2**	**84.5**
MIN	97	71.8
MAX	130	91.1

Based on the questionnaire criteria table, there are 3 criteria in classifying the questionnaire results from Low to High. The following table consisted the complete results of the questionnaire analysis that has been carried out:

Table 4: Distribution of Students' Reading Interest

No	Score interval	Category	Frequency	Percentage
1	100-135	High	31	88%
2	64-99	Medium	4	12%
3	27-63	Low	0	0%

In this study, the results obtained were that 31 (88%) samples were included in the high category. And 4 (14%) samples were included in medium category. And the results of the questionnaire analysis based on the aspects contained in the questionnaire can be seen in the table below:

Table 5: The Result of Questionnaire based on Questionnaire Specification

No	Aspect	Score interval	Category	Frequency	Percentage
1.	Situational interest	129-175	High	9	100%
		82-128	Medium		0%
		35-81	Low		0%
2.	Individual interest	129-175	High	14	100%
		82-128	Medium		0%
		35-81	Low		0%
3.	Topic interest	129-175	High	4	100%
		82-128	Medium		0%
		35-81	Low		0%

Results of Students' English Achievement

For student achievement data, the researcher took data from the archives contained in the English Department staff at University of Bengkulu. The highest score obtained was 3.89 and the lowest score obtained was 2.66.

Based on the achievements criteria table, there are 5 criteria in classifying the achievement results started from very bad to very good. The details are as follows:

Table 6: The Criteria of Students' English Achievement

No	Score interval	Skor	Skor	Criteria
1	90-100	A	4.0	Very good
2	85-89.9	A-	3.6	Very good
3	80-84.9	B+	3.3	Good
4	75-79,9	B	3.0	Good
5	70-74.9	B-	2.6	Good
6	65-65.9	C+	2.3	Adequate
7	60-64.9	C	2.0	Adequate
8	55-55.9	C-	1.6	Deficient
9	50-54.9	D	1.0	Deficient
10	0-49.9	E	0.0	Very bad

In this study, the results obtained were that 103 (94.5%) population were included in the very good category and 6 (5.5%) population were included in good category. Besides, in this study the researcher only took 35 samples from the population and the data obtained were as follows. In this study, the results obtained were that 34 (97.1%) samples were included in the very good category and 1 (2.9%) sample was included in good category. In addition, the highest score obtained was 3.86 and the lowest score obtained was 3.32.

The Result of Students' English Achievement

English Achievement chart

good
3%

very good
97%

Correlation between Reading Interest and Students' English Achievement

In this section the researcher conducted a correlation analysis between 2 variables, the first variable is students' reading interest and the second is students' English achievement. According to Sarwono (2006):

1. If the correlation coefficient is positive, then the two variables have a similar way relationship. This means that if the value of variable X is high, then the value of variable Y is also high.
2. Otherwise, if the correlation coefficient is negative, then the two variables have an inverse relationship. This means that if the value of variable X is high, then the value of variable Y will be low.

The following are guidelines for interpreting the positive correlation coefficient according to Sarwono (2006):

Table 7: Relationship Level of Correlation

No	Correlation coefficient	Relationship level
1.	0	There is no correlation between the two variables
2.	>0 – 0.25	The correlation is very weak
3.	>0.25 – 0.5	Correlation is sufficient
4.	>0.5 – 0.75	Strong correlation
5.	>0.75 – 0.99	Very strong correlation
6.	1	Perfect correlation

The correlation coefficient is a value that shows the strength or not of a linear relationship between two variables. The correlation coefficient is usually denoted by the letter r where the value of r can vary from -1 to +1. An r value close to -1 or +1 indicates a strong relationship between the two variables and an r value close to 0 indicates a weak relationship between the two variables. While, the + (positive) and – (negative) signs provide information about the direction of the relationship between the two variables.

The researcher analyzed the correlation after the two data had been determined through the 2 previous instruments. In analyzing the correlation, the researcher used Microsoft Excel Add Ins to find out the correlation between the 2 variables. The following are the results of the analysis:

Table 12: Result of Correlation between Reading Interest and Academic Achievement

	X	Y
X	1	
Y	0.556607	1

Based on the table above, it can be concluded that the relationship between the two variables is strong because the significance value is 0.556607. So, the results of the correlation are stated to be strongly correlated or positive.

Based on the correlation results above, it indicates that the correlation between reading interest and English academic achievement on the sixth semester students of

English Department Study Program at University of Bengkulu has a strong correlation. Then, these results explain that hypothesis Ho is rejected and hypothesis Ha is accepted.

INTERPRETATION

To strengthen the value of this research, the following is an interpretation of this study based on the results of the data analysis that has been carried out. Based on the results of this study, it was found that the majority of English students at Bengkulu University had a high interest in reading. It can be seen from the results which stated that 88% of students were in the high category. This is slightly inversely proportional because research data shows that students' reading interest is high, while based on international and national surveys it is stated that if Indonesia is in a lower position for high levels of reading interest.

There are many possibilities that could lead to the results of research on the reading interest of English education students. One of them is the sample that answer, in this case the selection of the sample has a considerable influence on the research results.

Apart from that, the learning system in the English language education study program also has an influence on the level of interest in reading students, one of which is the availability of courses that specifically discuss reading, namely academic reading and reading for professional purposes. This can certainly affect the high interest in reading students.

According to Hidi (2006) defined interest as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increased attention, concentration, and affect. So based on the results above we can say that the high interest of English study program students in reading has a positive impact on students in the field of English academics.

On the other hand, the results of the students' English academic achievement were also categorized as high, it was recorded that 97% of the students who were the sample had results in the very good category

There are many things that certainly influence this, it can come from a really good learning environment or from other things, such as starting from the student sorting system during university entrance tests, a good selection program can be the reason why the majority of students are able to produce good grades.

And another possibility is that a good quality in learning style affects students' ability to absorb every lesson and besides that the quality of teachers who are far more developed and innovative makes it easier for students to understand every learning activity

Vig and Sharma (2014) define reading interest as a personal variable which means a characteristic in an individual, which takes time to develop, but it become stable with passage of time towards a certain topic or domain and is influenced by degree of knowledge, values, and positive feelings. From the explanation above, it can be concluded that interest in reading does provide many benefits, both from a social and psychological perspective. Interest in reading is a motivation for someone. And this is directly proportional to the results of the study, in this study it was found that there was

a high positive relationship between reading interest and academic achievement. And this of course can provide its own meaning for all.

In this study there were also many limitations which eventually became deficiencies in this study, these limitations can be seen from the number of samples used, difficult circumstances led to limitations in withdrawing as many samples as possible. and learning from this research there is little input for the next researcher that, interest in reading does provide good benefits for student achievement, but in this case interest in reading can be tried to be correlated with other skills such as writing or speaking, in addition to achieving good research results, choosing the right time and taking a larger number of samples can be applied.

CONCLUSIONS

Based on the result and interpretation of this research, there are some conclusions can be seen, it was found that the reading interest of students in semester 6 of English education was quite high, it could be seen from a total of 88% of the 35 samples who had a reading interest score which is categorized as high.

Besides that, for English Academic Achievement, the majority of students have scores that are also high, which is 97% of the 35 samples and are categorized as having very high scores.

Finally, for the correlation between reading interest and English academic achievement, a strong correlation was obtained with a score of 0.556607. It shows that Ho is rejected and Ha is accepted. It also means that students who have high interest in reading also have high English academic achievement.

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