

THE RELATIONSHIP AMONG READING INTEREST, GRAMMAR KNOWLEDGE, AND READING COMPREHENSION OF NARRATIVE TEXT

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Abstract

Reading is a gate for grasping any insight of knowledge and science. The objective of the research was accepted to report the relationship among reading interest, grammar knowledge, and reading comprehension of narrative text. It was conducted to the tenth-grade students of State Islamic senior high school in State Islamic Senior High School 3 Pandeglang. The methodology applied was a quantitative and used a simple random sampling technique. Three instruments were used to obtain the data such as a questionnaire, grammar test and narrative test. The results of the study found that (1) there was a positive relationship between reading interest and reading comprehension in narrative text with the correlation value of 0.933, (2) there was a positive relationship between grammar knowledge and reading comprehension in narrative text with the correlation value 0.433, (3) there was a simultaneous relationship between reading interest and grammar knowledge to reading comprehension in narrative text with the correlation value 0.884. Therefore, it can be concluded that reading comprehension in the narrative text is contributed by students' reading interest and grammar knowledge.

Keywords: grammar knowledge, reading, narrative text

1. INTRODUCTION

Reading is a complex process between the reader and the text to construct, create, and drive meaning (Shahrokhi & Jalili, 2017). With reading, the readers can get new information. According to Husna et al., (2018) said that reading and discussing would get a lot of information and foster intellectual growth. The information may change knowledge, attitude, and habit.

Besides, the goal of reading a text is to extract the message from the text. If the readers do not get the point of the

text, they usually read it repeatedly. When the readers understand the text, it means they are successful in getting the idea of the text. According to Muijselaar et al., (2018) said that students must read because reading is essential to get more information. In other words, students are expected to have reading comprehension.

Reading comprehension is an understanding in which the reader can draw the meaning of the text. The students who have strong reading comprehension are successful in getting

the message of the text. Reading text can apply in one of the kinds of texts, such as narrative text. The narrative text is an imaginative story to entertain and attract the reader. Narrative texts include fantasy novels, historical fiction, and short stories. The students usually have a subject matter in school. The students learn to understand the message of narrative text. Besides, the students do exercise to find out the main idea and purpose and arrange the structure. Then, there are two essential aspects in reading comprehension. The students need to pay attention to get the text message, namely reading interest and grammar knowledge.

Then, grammar knowledge is one of the basic rules to help the reader facing the text. Grammar knowledge means the ability to be concerned about the text's rules and regulations (Yuliawati, 2018). By understanding the grammar structure, the readers get easy to take a message from the text. If the sentence is not in the grammatical pattern, the students get challenging to get the meaning and the idea.

In addition, according to (Ilham, 2017) said that grammar was the central heart of the language and is a tool to help learner' comprehension of the target language. Without grammar knowledge, the readers mostly misunderstand the time and confuse connecting the meaning from one sentence to another. Therefore, grammar knowledge is needed in reading.

Then, some previous researchers found that grammar knowledge strongly contributed to reading comprehension (Handayani et al., 2018). Besides, the researcher assumes that grammar knowledge has a high contribution to reading comprehension. have examined the critical thinking, and grammar mastery to reading comprehension. In other words, grammar knowledge is

essential to analyze the correlation to reading comprehension. The result confrimed that grammar mastery is in moderate in contribution of reading comprehension. The previous researcher suggested to continue deeply and to obtain the completeness.

Then, grammar is necessary for reading comprehension based on previous research. Mouti & Ypsilandis (2018) conducted a study about grammar and vocabulary to reading. The finding showed that grammar has high contribution to reading. The previous research has similarity in the independent variable, namely focus on grammar to reading comprehension. Then, the difference is statistical analysis and specific on the dependent variable. In the current research, the researcher used a correlational study, and the independent variable focuses on reading comprehension of narrative text.

Besides, there is another factor probably helping in reading comprehension, namely reading interest. Reading interest is the desire and tendency to perform the reading activity to get some ideas and information. (Fahrurrozi, 2017) stated that interest was a motivator that motivates individuals to take action. Teachers, parents, or others will easily recognize students who have high learning motivation, and it will also be easy to distinguish them from students with low learning motivation. Then, students may prefer to read more books and request more questions from teachers.

Then, a previous study concerned reading interest, vocabulary knowledge, and reading comprehension by (Fahrurrozi, 2017). The results showed that reading interest had a positive contribution to reading comprehension. It meas reading interest becomes one of

factors which affects reading comprehension.

Besides, Romainah (2018) conducted the research, and her result found that there was no significant correlation between students' reading interests and reading comprehension achievement. The researcher assumed that there was a significant correlation between reading interest and reading comprehension of narrative text. Then, this research has a difference from Romainah's research, namely on the dependent variable. This research refers to reading comprehension of narrative text.

Agung et al. (2019) has researched reading interest and reading comprehension. As a result, the findings proved that reading interest has a high contribution to reading comprehension. When students have an intrinsic interest in reading, the students can be more motivated in understanding the text. In contrast, students with low interest in reading are less likely to participate in reading English text. Even if they don't understand, they rarely ask questions or participate in class. Therefore, the researcher assumes that reading interest contributes to reading comprehension. The researcher expects that the finding can help every teacher have considerable attention to students' reading interests to improve reading comprehension.

In other way, the researcher found some problems. The researcher interviewed some of the teachers of State Islamic Senior High School 3 in Pandeglang. The teachers thought that students had issues with reading comprehension. The problems are as follows. First, students still have difficulty getting the main idea or topic of the text. Second, acquiring grammar knowledge is tricky, which one is using past tense and present tense. Third,

students have different interests and expertise. Fourth, reading English text is one of the complex skills because reading needs understanding the grammar structure and know the meaning of words. Fifth, interest in reading is less. The last, the students have low motivation to study. Overall, it has remained unclear whether grammar knowledge and reading interest contribute to reading comprehension. The researcher assumes that reading interest and grammar knowledge have a contribution to reading comprehension. Based on the factors and problems above, the researcher takes title among the variables, namely reading interest, grammar knowledge, and reading comprehension. In line with this, the researcher focuses on narrative text because the narrative text is one of the matters in school. Then, the researcher also wants to know and describe students' reading interests, grammar knowledge on reading comprehension. Many researchers research reading comprehension, but they are not focused on the three variables, whereas the three variables are a part of students' factors in learning English.

2. LITERATURE REVIEW

2.1. Reading Interest

Reading interest is form the words of reading and interest. According to Sofyan (2017, pp. 109–120) defines that interest is related to the psychic, feeling, or psychiatric symptoms that make up a person's tendency toward an object, activity, or particular situation. Then, reading is making a sense of words, sentences, and the connected text, whereas comprehension is the act of understanding written materials (Nunan, 2003).

Then, (Lin et al., 2013) said that one way to describe interest in education is as a psychological condition or as a

predilection for a certain field of study. Then, (Fahrurrozi, 2017) said that an interest was a feeling of a psychic statement indicating the concentration of attention on an object. Then, reading is a process that is done and also is used by the readers to get the message (Reski, 2018). In other words, reading is a skill to get meaning from the text. In contrast, interest is a feeling that causes special attention to do something. However, (Lin et al., 2013) says that reading interest is affected by internal and external factors to difficulty reading English text. The internal factor is individual character. Then, the external factor may be from a reward so that the readers have a desire if they have a reward.

Alkaabi et al. (2017) defined that interest manifests as a distinct motivational variable and a psychological state. Increased attention, concentration, and effects are its defining characteristics. It implies that pupils' interests have an impact. The mindset changes during the learning process to a more optimistic one.. A positive attitude encourages pupils to pay greater attention and concentrate on a particular subject.

Reflinda (2017) said that the interest is the tendency of an elevated hearth against something. The interest must be personal. When people contemplate something inappropriate for them, they are more inclined to dismiss it as unimportant or uninteresting. Interest does not emerge by itself, but a sense of necessity accompanies it.

According to the above remarks, interest is one of the psychological elements that plays a significant role in a human being's life, particularly in schooling. Emotions of pleasure always follow a good, and satisfaction may be derived from there. Attention has a significant impact on because students

will not study well if the course material does not spark their attention..

According to Lin et al. (2013) said that interest in a subject could help motivate people to learn. If students are interested, they will learn, and if they are not, they will not know or do well. In addition, interest is a crucial element of motivation that impacts students' attention, learning, thinking, and performance. There are two forms of interest namely personal interest and situational interest. Personal interests, such as space exploration that students bring to the classroom, are founded on profound knowledge. Personal interest is believed to be focused on a particular activity or subject. Sports, science, music, dancing, and computers, for example, are all areas of interest. Situational interest is a type of attention to a topic that is more transient and particular. It is more context-specific or context-dependent than personal interest. According to Mahaputri (2016) says that A scenario can affect situational interest, which is why it is not enduring. Situational interest is interest that is produced by situational elements, such as the text and test.

Based on the explanation above, reading interest is a desire to read and is affected by internal or external things. The internal factor is from individual character and external factor depends on a reward. Students who have a high willingness to read, the students can look more active. In contrast, students who have a low desire to read may be harder to comprehend the text.

2.2. Grammar Knowledge

Grammar is the rules governing the standard order and relationship of words in a sentence (Brown, 2001; Ilham, 2017). Then, according to Amir & Shahi (2016) says that knowledge is information or an understanding of

objects. In other words, grammar knowledge is a combination of grammar and knowledge. The second process, comprehension, refers to how we understand what has been said. A person who understands language well will.

Then, Grammar is an instruction in comprehending word by word or phrase by sentence, and it is also a collection of rules in knowing what time (tenses) is in a story for those who are reading. Some people were adamant that grammar had to be expressly taught; it was an absolute and set purpose or goal that readers could readily comprehend the text. Grammar also denotes language proficiency.

Furthermore, grammar is an essential aspect of a language because if the sentences are written in an ungrammatical pattern, it might be difficult for the reader to understand the concepts; however, if the reader understands grammar, they can quickly correct the errors and understand the sentences' ideas (Yuliawati, 2018).

Then, the majority of research on how language knowledge affects reading comprehension has been devoted to language competency, namely grammar, which has been recognized as “high-evidence correlates” of reading (Jeon & Yamashita, 2014, p. 163 in Aryadoust & Baghaei, 2016). By understanding language components, students can understand texts as the meaning of texts is created by language features. Understanding a reading text is lacking if the readers are a poor understanding of grammar.

There are a few empirical studies about grammar knowledge in learning, especially in reading comprehension. According to Septiani (2018) said that grammar is essential for students who want to deepen their English knowledge

or ability. Then, Fitriyeni (2018) said that grammar was one of the components of reading comprehension.

Besides, grammar knowledge is one of the factors in reading comprehension (Azizah et al., 2017). With grammar knowledge, the students can easy to help understanding and decided whether present and past. Then, the impact of grammar on reading comprehension is powerful (Steinlen, 2018).

However, learning English needs grammar knowledge to understand the English text not only in writing but also in reading. The research results show that grammar knowledge has a significant correlation (Fitriyeni, 2018). Other researchers support it. Steinlen (2018) said that grammar knowledge was the strongest correlation in reading comprehension. Then, Choi & Zhang (2021) noted that grammar knowledge has strongly correlated with reading comprehension.

Based on the explanation above, grammar knowledge in learning can help the readers to comprehend the text. Besides, the researcher assumes that grammar knowledge is one of the essential factors in learning English especially in reading comprehension. It means grammar knowledge is knowledge about the rules of English structure. Anyone learns grammar knowledge and the grammar knowledge will differ depending on an understanding.

2.3. Reading Comprehension

The words reading and comprehension are derived from the words reading and comprehension. Reading is making a sense of words, sentences, and the connected text, whereas comprehension is the act of understanding written materials (Nunan 2003). When reading a text, there is understanding what the researcher has

read. Students need to comprehend the idea of the text or the information. Besides, comprehension is making a sense out of the text. Students can explore the potential that exists in reading activities in the classroom of their reading activities (Fahriany 2015). When people express their views in writing, the meaning of the text will be clear. It implies that reading comprehension is required.

However, it is challenging to comprehend a printed language since the reader must perform numerous tasks simultaneously to generate meaning from a text. Metsäpelto et al. (2017) explained that the goals of reading frequently go beyond mere comprehension such as how to act, to express an opinion about it or for a variety of other reasons. Besides, reading comprehension included characteristics such as meaning, understanding, and enjoyment (Amir & Shahi, 2016). The readers need to know meaning of words with their vocabulary knowledge. Then, the readers can understand the text with grammar knowledge. Besides, reading comprehension needs interest to enjoy the reading.

Then, every reader has a specific objective in mind. It might be for the sake of learning something new or just to answer a question on a reading exam. People read literature in real life because they want to or have the drive to accomplish something (Amir & Shahi, 2016). Whatever the purpose, it is essential to have an objective set before reading. Chou (2018) expressed that reading is a conscious, deliberate act prompted by plausible purpose.

Besides, the purpose of reading depends on the motivation in reading. If the readers are aware of their aim, they will be more attentive to particular areas of the reading. They will be more

conscious of any text that is confusing or unclear. Students are more motivated to read when they are informed of their objectives before beginning to read. People read for a variety of reasons.

However, Barnes et al. (2017) stated that the reader has a will to learn something from the author's words. The author's words refer to abilities, and mental processes. However, to grasp the information in the text, the must evaluate the validity of word meaning while reading for specific information. According to Sahiruddin (2018) said that there were the objectives of reading, namely reading to search information and reading to learn.

Therefore, reading comprehension is a quality of understanding in which the reader can draw meaningful meaning from information provided by the researcher in written form. Understanding is a mental and cognitive process that includes understanding and analyzing.

3. RESEARCH METHOD

This research used a quantitative method. The researcher used two instruments namely questionnaire and test. The researcher gave questionnaire to know reading interest and the test to know grammar knowledge and reading comprehension of narrative text. After that, the scores from the questionnaire and each test were analyzed by SPSS software to know the relationship among the variables.

The researcher did the research in the second semester of the year 2020/2021 at the Tenth grade of MAN 3 Pandeglang. The participants are all tenth-grade students at MAN 3 Pandeglang Banten for the academic year 2021. There were 120 students in the tenth-grade class. The students in tenth grade are chosen because they were in transition from junior to high

school. The participants in this research are 89 second-year (10th- grade) students chosen randomly from the population using the available sampling method. Random sampling was the method used to select the sample.

4. RESULT AND DISCUSSION

This research study probed the correlation among students' reading interest, grammar knowledge, and reading comprehension. There are two independent variables symbolized as X in this research study, namely reading interest and grammar knowledge, while reading comprehension is the dependent variable of the study, represented as Y. This research wants to know the relationships between the independent and dependent variables. After processing and analysing the data gathered by using the instruments of the study, the research hypotheses have been answered. The finding of the research study is discussed below:

4.1 The Relationship between Reading Interest and Reading Comprehension of Narrative Text

This research confirmed that reading interest has a positive correlation with students' reading comprehension of narrative text. It was found that students' reading interest has a very strong correlation to reading comprehension of narrative text. On the other hand, students with a higher level of reading interest contribute a higher score to reading comprehension.”

This finding is similar to Fitria (2019). There was a high correlation between reading interest and reading comprehension. Then, Azizah et al. (2017) found that reading interest and reading comprehension positively correlate. It is implied that the students who have higher reading interest can get

more understanding in reading comprehension.

In addition, the reading interest is not only from internal but also external factors. When the students have high reading interest caused by either internal or external factors, they will comprehend the text well and get reading outcomes such as finding the main idea, detailed information, word meaning, etc. Reading interest is fundamental and influences reading comprehension. With reading interest, the students can get better achievement in reading comprehension (Mardasari, 2015).

Then, this study has a difference with a previous study. Reading interest has no correlation with reading comprehension because the students take long time to have reading interest (Wikandari, 2020). In this research, the researcher found that reading interest has positive correlation to reading comprehension of narrative text because most of students have high reading interest.

To sum up, there is a positive correlation between reading interest and reading comprehension of narrative text. It is implied that the higher interest in reading, obtain the higher score in reading comprehension. When the students read with higher reading interest, they can comprehend the text well. The number percentage might not be significant, but it affected students' reading comprehension. It can be said that reading interest affects reading comprehension.

4.2 The Relationship between Grammar Knowledge and Reading Comprehension of Narrative Text

The finding of this research contributed that there was a positive relationship between grammar

knowledge and reading comprehension of narrative text. It is implied that students who have grammar knowledge can get more understanding of the text. With grammar knowledge, the students will be helped with their understanding of how to comprehend the text.

Many researchers have conducted the finding of this research. Grammar knowledge positively correlates with reading comprehension (Azizah et al., 2017; Choi & Zhang, 2021; Fitriyeni, 2018; Steinlen, 2018). It is implied that reading comprehension is influenced by grammar knowledge. When the students have grammar knowledge, they can help understand the meaning and identify each sentence's function.

To conclude, the finding of this research study shows that grammar knowledge has a strong enough and positive correlation with students' reading comprehension. It means grammar knowledge is one of factors which correlated in reading comprehension of narrative text. It can be said that students have to improve their grammar knowledge if they want to understand their reading comprehension well.

4.3 The Relationship between Grammar Knowledge and Reading Comprehension of Narrative Text

The current study found that reading interest and grammar knowledge have a simultaneous relationship with students' reading comprehension of narrative text. It implies that their reading interest and grammar knowledge highly influence students' reading comprehension. Those two variables have a high contribution, as much as 88.4%, to the students' reading comprehension. The result appears because significant correlations among the variables, namely reading

interest and grammar knowledge with reading comprehension, have been detected in this research. Furthermore, the correlation between reading interest, grammar knowledge, and reading comprehension is positive, so students should have higher levels of reading interest and grammar knowledge if they want to have better reading comprehension.

Then, the impact of grammar on reading comprehension is very strong (Steinlen, 2018). In line with this, grammar knowledge is one of the factors in reading comprehension (Azizah et al., 2017). Some previous researchers found that grammar knowledge and reading interest together with reading comprehension positively correlate (Alek & Handayani, 2018; Amir & Shahi, 2016; Mouti & Ypsilandis, 2018). It is implied that reading interest and grammar knowledge affects reading comprehension.

In conclusion, reading interest, grammar knowledge determines students' reading comprehension of narrative text. Therefore, the result of study showed that students' reading interest and grammar knowledge have very high correlation for reading comprehension of narrative text. It means that students both teachers and students should know students' reading interest levels and grammar knowledge since they significantly affect students' reading comprehension. A higher level of reading interest and grammar knowledge might lead students to better reading comprehension. However, some other aspects also need to be considered.

5. CONCLUSION

This research was expected to answer research formulation and hypotheses in the previous chapter:

With results, reading comprehension is affected by reading interest and grammar knowledge. Reading interest contributes a very strong effect to reading comprehension. While grammar knowledge contributes strong enough to reading comprehension. Despite some other factors possibly affecting reading comprehension that is not explained in this research, more research is needed to investigate the correlation among reading interest, grammar knowledge, and reading comprehension in different kinds of text.

Then, the contribution of reading interest to reading comprehension is very strong. Then the contribution of grammar knowledge to reading comprehension is strong enough. Reading interest and grammar knowledge, together with reading comprehension, has a positive correlation and contribution.

Based on the result of research, it can be drawn a conclusion that the students' reading comprehension of narrative text can be supported by having high reading interest and good understanding of grammar knowledge of this study suggest that students should pay attention to reading interest and grammar knowledge if they want to have a better understanding of reading, especially on narrative text.

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