Students’ Topic Interest in Learning Reading Comprehension

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ABSTRACT
Reading comprehension is the ability of process to comprehend the text or message, its meaning and integrate with the knowledge readers that they have already known. When they read a text, they can obtain much information about knowledge. In fact, the students still not interest in learning reading comprehension, because it’s boring situation and they cannot understand about the text or massage. The interest topic is one of the strategies can be used by the teacher in teaching learning reading subject for students. It increases the students’ motivation and their interest in learning. Students’ interest is come from within students or from their inside. Two types of interest can influence the students’ interest: first, personal interest is the students only focus a specific activity or topic. Second, situational interest is the students’ interest are not permanent depend on the condition stimulate. In learning, the teacher is a control person to manage the students and the teacher should choice the interest topic in teaching reading comprehension.

INTRODUCTION
The majority of people use English as their primary language, and it is taught as a regular subject in schools. The four English language abilities that students must master are speaking, reading, and writing. According to Brown, there are some ways to counter the claim that the integration of the four talents lessens the significance of the rules specific to each skill listening, speaking, reading, and writing. It implies that reading ability is a crucial component of language learning, particularly when learning English as a foreign language. Reading is a brain and eye activity that provides the reader with information or a message.

Reading with a goal enables the reader to focus knowledge on a particular subject. The primary purpose of reading is to understand the text. Reading can include as an important part when we analyze a text, because reading is a thinking process. It allows the reader to use what he or she may already know, it can help the students in analyzing what kinds of reading text that they read, and they get the information from the reading itself, and if they feel interested on the text that they like to read. They try to read effectively and efficiency, that’s why the researcher think the interested topic is important to learning especially in reading comprehension.

Interest in learning especially in reading can increase students’ ability in understanding the subject. Because Interest is always followed by feelings of pleasure and from there can be obtained satisfaction, if the learning material is not in accordance with the interest of the students, they will not learn as well as good. But the student who has an interest in learning a subject matter will comprehend the material at a deeper level than the student who has not.

Interest in learning process is one of the important things that it can increase the students’ motivation in learning. Because, it can support the students’ learning in choosing the interest topic to be read and understand. Some reasons make students do not interest in learning reading comprehension. There are; First, the students thought reading text is a boring task when they read a text, it makes them sleepy. Because, they do not understand and know about the meaning from the text. Second, they have problem in learning reading comprehension cause of so many kinds of text in reading, so the students cannot comprehend the text have been read by them. Then, the students do not interest in reading any text because it makes them bored and they are lazy in reading any text, they do not participate actively in studying process, and neither do not pay attention to the teacher when teaching process is begun.

So, the students easily get bored during the class and difficult to get the idea of the text and finally they become passive during the class. It makes their English knowledge does not increase. English teaching should be
delivered in interesting technique that can guide the students to understand the text and to predict the meaning. So, they can increase their reading skill especially their skills in comprehending.

DISCUSSION

Definition Reading Comprehension

Reading comprehension is the level of understanding of a text or message. It comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. Comprehension is a creative, multifaceted process dependent upon four language skills: phonology, syntax, semantics, and pragmatics (Tomkins, 2011). Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

Fundamental skills required in efficient reading comprehension are knowing the meaning of words, ability to understand the meaning of a word from discourse context, ability to follow the organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc), conveyed for assertions, questioning, commanding, refraining etc. and finally able to determine writer’s purpose, intent and point of view, and draw inferences about the writer. Reading comprehension is not a passive activity. The students need to take the expectation to get the point of what they read, this ability to comprehend text that influenced by readers’ skills and their ability to process information.

Purpose of Reading Comprehension

Reading comprehension is the primary purpose for reading. To comprehend reading students need to build the expectation before read the text, not only expectation they also need to know the vocabulary around the text discussion to easily get the information from the text. It means that reading comprehension is the primary purpose for reading by the reader to get the meaning of the text which they are reading.

The researcher found some information by reading the internet that, the purpose or reading comprehension are:

1) To get information, every text is always having information inside, while the text is short, or not in an important place. When an eye read some accidentally the reader also finds the information, and especially if they read with some reasons, they will find many information of the text.

2) To understand ideas or theories, when reader have less idea or theory, they will read for looking other idea to compare each idea and theories they have, until support the main idea and easily to understand.

3) To understand the writer’s viewpoint, writer’s viewpoint is the way an author looks at a topic or the ideas being described. Viewpoint includes the content and the language used to present the data. Thoughtful readers decipher a writer’s point of view, opinions, hypotheses, assumptions, and possible bias. Instruction for writer’s viewpoint helps students read analytically in order to identify the validity of information.

4) To support student’s viewpoint, reading comprehension is a student resource that provides them with valuable information and support to strengthen their point of view.

The purpose of reading comprehension is to understand meaning, to get information, to understand ideas or theories, and to get a useful reading with comprehend the text.

The Strategies of Reading Comprehension

According to Boardman, there are some strategies to be a good reader, below:
1) Rapid and accurate word reading do for reader to get the point or main idea of the text. It commonly do before reader answer question of reading comprehension test to build their memorial about where the location of the answer of question.

2) Setting goals for reading, read something with goals is exciting, it make the reader have more energy to read because they have something they want to know about the text.

3) Noting the structure and organization of the text make the text easily to understand. Some text or book only write word by word without organize by number or table that make the text boring and difficult to understand.

4) Monitoring their understanding while reading, this strategy are about comprehension of vocabularies, knowledge or understanding of the subject.

5) Creating notes and summaries is important, write the text personal and memorable can make the reader easily get information when they are forget sometimes.

6) Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed.

7) Capitalizing on what they know about the topic and integrating that with new learning.

8) Making inferences, readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, helping students make texts more memorable will help them gain more personal pleasure from reading.

9) Using mental images such as visualization to assist them in remembering or understanding events or characters (Broadman, 2007).

There are some strategies to measure the students' ability to read. The teacher can know what aspect should be measured from the students' ability in reading. If the students do all strategies, they will more careful in understanding reading a text in getting ideas about whether the text means.

**The Aspect of Reading Comprehension**

Suparman states in order to know the importance of reading in the teaching process, reading is a contraction of involving the reader connecting information from the written massage. Those are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text: main idea, specific information, references, inferences, and vocabulary. These aspects are explained below:

1) Main idea, finding the main idea of paragraphs is one of the essential reading comprehension skills. In some paragraphs, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. In the word, the main idea is the most fundamental idea that the author develops throughout the paragraph.

2) Specific information, specific information develops the topic sentences by giving definition examples, facts, comparison, analogy, cause, and effect statistic and quotation.

3) References, references are words or phrases used either before or after the references in reading material. They are used to avoid unnecessary depletion of words or phrases. It make the readers easily get signal to find the meaning of word elsewhere in the text.

4) Inferences, the inference is educational guessing or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws them between his observes or known and what he does not know, it is make the reader prediction based on the facts he found in the text.

5) Vocabulary, is the stock of words used by the people of even a person. Concerning those statements, indeed, vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

Based on the explanation above, the students must master main idea, specific information, references, inferences, and vocabulary. It makes the students can quickly to identify the information of the text. The reading aspect is the basic student's competence in reading comprehending specific information of the text because it is essential to the teaching-learning process in reading.
Definition of Interest

Hilgard argued that interest is the situation or condition of paying attention and enjoying some activities and contents (Slame, 2003). This definition tells us that interest is shown by paying attention and enjoyment in any activity. Feelings of pleasure always follow an interest, and from there can be obtained satisfaction. Interest is also a big influence in the learning because if the learning material is not following the interest of the students, they will not learn as well as functional, because there is no appeal to it. So that the students have an interest, should be given things that are interesting in the learning process.

Suzanne Hidi 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 (Hidi, 2006). It means that interest can influence the student’s mindset to become positive in the learning process. The positive mindset gives more attention and concentration for the students in certain subject’s matter.

Holland in Djali said the interest is the tendency of elevated hearth against something (Djali, 2017). In other words, the interest must be following by one’s own personal. When they considered something that is not appropriate for them, they most likely will not consider it. So, Interest does not arise alone, but there is an element of necessity which is their appropriated.

Based on the statements above, interest is one of the psychological items which have an essential role in human beings, especially in education. Feelings of pleasure always follow an interest, and from there can be obtained satisfaction. Interest is also a significant influence in the learning because if the learning material is not following the interest of the students, they will not learn as well as useful. The learning process will go well if someone has an interest.

Types of Interest

According to Alderma, interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn to perform well if they are uninterested (Alderma, 2014). Therefore, interest is an essential aspect of motivation that influences the attention, learning, thinking, and performance of the students. There here are two types of interest:

1) Personal Interest, is a more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom, such as space exploration, which is based on a deep level of knowledge. Personal interest assumed to be directed toward a specific activity or topic. For example, particular interest in sports, science, music, dance, and computers.

2) Situational interest, is a more temporary and specific situation of attention to a topic. It's more contextual dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting text, media, presentation, and the like. It may trigger the student’s interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more critical for the classroom because teachers have some control over this than on the personal interest students bring with them.

From the explanation above, the similarity between personal and situational are: First, both situational and personal interest results in the psychological state of interest that involves increased attention and cognitive functioning, persistence and has an active component. Second, personal and situational interests emerge from the interaction of the person and specific aspects of the environment and are content specific.

Correlation between Topic Interest and Reading Comprehension

Hidi argued that reading topic interest is central in determining how we select and process a certain type of information in comprehending to others (Hidi, 2001). The empirical findings of the literature indicate that all types of interest tend to facilitate readers’ comprehension and recall. So, to make the reader interested in reading, they must choose the right information. It concerns the effects of interest on reading performance. Snow includes engagement and motivation as variables influenced language comprehension (Snow, 2002). Reading topic interest was related to
deep comprehension questions, recall of the main idea, and to structures. They concluded that interest did not merely enhance the amount of learning.

The discussion of the concept of Topic Interest has left aside a clarification of the term topic. However, Hidi and McLaren have recently defined a topic as a “Coherent Knowledge Domain of Subject Matter” and dealt with interest as a latent characteristic. In order to become effective, however, latent interest has to be activated by either internal or external stimuli. Therefore, it is necessary to distinguish a second form of individual interest, namely actualized individual interest (Alexander, 2009).

Actualized interest is best described as a content specific intrinsic motivational orientation. Basically, this means that a person in a state of being interested in a certain topic wants to learn about or become involved with that topic for its own sake. In other words, the interested person adopts a task or learning orientation as opposed to an ego or performance-orientation towards a specific topic. It should be noted that the concepts of task and learning orientation are usually defined as general orientations towards learning material in school. In contrast, the interest concept is based on the idea (Grabe, 2009).

It can be seen that reading topic interest is an essential variable in the decision to read and should not be ignored. Students are more likely to read what they think interested in the reading materials. So if the students have an interest in any subject, they will easily understand and comprehend that subject.

**CONCLUSION**

The ability to analyze material, understand its meaning, and integrate it with prior knowledge is known as reading comprehension. The students were meant to develop reading comprehension by deriving knowledge from the text they had read. It may be affected by the readers' ability to understand the content.

There are a few methods for assessing students' reading proficiency. The teacher can determine what should be measured based on the pupils' reading proficiency. If the students use all of the tactics, they will be more diligent while reading a book and understanding what it means. Then, the pupils must master the primary idea, detailed information, references, inferences, and terminology. The children are better able to recognize the text. The ability to analyze material, understand its meaning, and integrate it with prior knowledge is known as reading comprehension. The objectives for the pupils' reading comprehension lessons were to: Reading comprehension is a fundamental skill that every learner should possess because it is crucial to the teaching-learning process of reading.

One psychological component that plays a crucial role in people, particularly in education, is interest. An interest always leads to pleasant feelings, and from there contentment can be attained. Interest has a big impact on learning since students will not retain information as effectively if the course material does not match their interests. If a person is interested in something, learning will proceed smoothly.

Interest in learning has two types are personal and situational, the similarities between personal and situational are as follows: The psychological state of interest, which encompasses heightened attention, improved cognitive performance, persistence, and an active component, is first produced by both situational and personal interest. Second, situational and personal interests are content-specific and result from interactions between an individual and particular environmental factors.

Reading topic interest is a crucial consideration when deciding whether to read and should not be disregarded. When they find the reading content interesting, they are more inclined to read it. As a result, if the kids are interested in a subject, they will quickly grasp its concepts.

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