THE INFLUENCE OF THE INTERESTING TOPIC TEXT ON STUDENTS' READING COMPREHENSION
(A Case Study at SMA N 1 Suro, Aceh Singkil)

THESIS

Submitted by

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UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2019 M / 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfilment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

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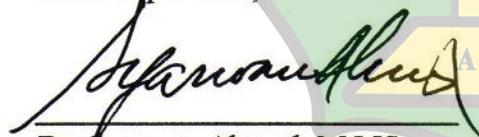
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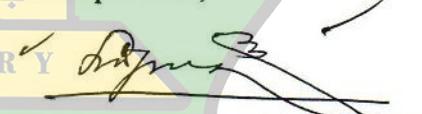
It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfilment of the requirements
for Bachelor Degree of Education in English Language Teaching

On:

Monday,   23 December 2019

26 Rabi'ul Akhir 1441 H

In Darussalam, Banda Aceh

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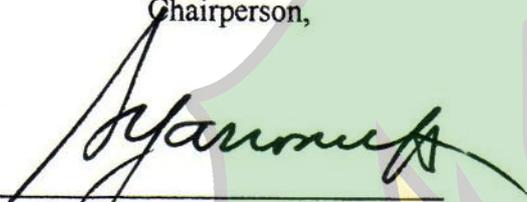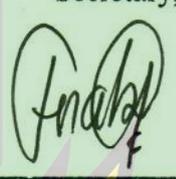
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(A Case Study at SMA N 1 Suro, Aceh Singkil)

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya

Banda Aceh, 20 November 2019

Saya yang membuat surat pernyataan,

Rizka Yusriana

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

All praises be to allah who has given me the opportunity to complete this study entitled "The Influence of the Interesting Topic Text on Students' Reading Comprehension : Case Study in SMA Negeri 1 Suro, Aceh Singkil". Shalawat and salam to our prophet Muhammad SAW, who has delivered us from the darkness to the lightness.

First of all, I would like to thank my supervisors Dr. Syarwan Ahmad, M.LIS as my first supervisor, and Drs. Lukmanul Hakim, M.A as my second supervisor, who had guided me during the whole process of finishing this study since the beginning. Without their advices and gudences, it would be impossible for me to finish this study. The appreciation is also adressed to the Head of English Departement Faculty of Education and Teacher Training, Dr. T. Zulfikar, S.Ag, M.Ed, and all the lecturers and staffs who had taught me during the teaching-learning process.

Second, the sincere gratitude goes to my beloved parents, Drs. Syamsuwir and Nurasiah Djamil, S.Pd. who have been always send their endless support mentally and financially since the day one until today and so on in any condition and situation, my only brother, Nazarul, as the entertainer and cheerleader, my sisters; Nursyafny, Sri Putri, and Musfirah for the companion and advices.

Third, I would like to give my big appreciation to my best learning partner, Mikrazul, the one who has always been by my side through all the confuseness and sorrow, my best girl-friends; Eka, Najmi, Nurlatifah, Suriana, Sarmiati, for all the patience in teaching me everything I misunderstood on. Thank you so much, may Allah blesses us all.

The last, I thank to all of my friend who I can not mention one by one who always help me whether English Department and Non-English Department and all of students at SMAN 1 Suro Aceh Singkil as my respondents for this research. Finally, I hope that the readers will criticize and give some advice in purpose of the better for this study in the future.

Banda Aceh, 30th October 2019

Rizka Yusriana

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ABSTRACT

The purpose of this study is to find out whether there is the influence of text with an interesting topics on reading comprehension skills based on students' and teachers' point of view in English studies. The research method used in this study was qualitative methods by using the questionnaire and interview technique. The population in this study is all students of SMA N 1 Suro and English teachers, with the sample amounted 20% of the total students and 2 English teachers. Questionnaire was used to find out students' opinion about the interesting topic texts, while the interview was used to find out whether the interesting topic text influences students' reading comprehension based on teachers' perception. The study concluded that: (1) The use of text with interesting topics influence students' interests, motivations and learning outcomes in reading comprehension sessions in English studies in SMA N 1 Suro students. Based on the questionnaire result, the researcher found that there are 71% of all samples who strongly agreed that the use of the interesting topic text was quite influential on students' reading comprehension. (2) According to the interview data of two English teachers, positive results are also obtained regarding to the influence of the interesting topic texts on reading comprehension of students at SMA N 1 Suro, Aceh Singkil. Based on the results, researcher concluded that the interesting topic texts influence the students' reading comprehension. Therefore, researcher suggests that teachers can use the interesting topic texts as the material in teaching reading.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Reading is one of the language skills that must be learned by a language learner in order that he/she can master English as an international language that has been used by almost every country. Besides, reading is an interactive process of communication. The interaction between writers and readers become possible through the text. It also is an important part of analyzing a text to enable us to find and to get ideas, knowledge and the information. Thus, in learning reading, it is necessary to realize that the aim of learning this skill is to enable the learners to comprehend the text and get ideas from it.

Ziegler and Goswami (2005) defined that reading is the process of understanding speech written down. Harris (1984) also defined that reading is a result of the interaction between the perception of a graphic symbol that represents language and the reader's language skills, cognitive skills, and knowledge of the word. It will be easy for students to enrich their ability in reading.

In another source, Nunan (1990) explained that reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes. Reading is a process of understanding the symbol. It means that the reader which wants to understand any text he/she should know what the text means.

Based on the statements of the experts above, it can be concluded that reading is a process to gain information and the interaction between the reader and writer so that the reader develop his/her knowledge.

In Indonesia, reading is quite less interested by the students. According to a survey obtained by the UNESCO in 2016, reading interest in Indonesia is in the percentage of 0.001%. That means there is only one out of 1000 people in Indonesia who has high interest in reading. Another fact, there are some students who deliberately avoid reading at school (Devega, 2017).

Based on the writer's observation at SMAN 1 Suro, most of the students find the difficulties in reading comprehension such as students cannot comprehend what the text has read by them. One of the causes was that the students barely interested in learning reading, they considered that English is a difficult subject.

This study is designed to find out the students and teachers opinion about whether or not there are the influence of the interesting topic text in students' reading comprehension.

B. Previous Study

The previous research which is similar to this study was conducted by John Eidswick in 2009 under the title 'The Influence of Interest on Reading Performance in EFL Students' In the study, John has found that interest does not have any influence on EFL students' reading skills.

In another study, Edyta Charzyńska conducted a research entitled 'Text Topic Interest, The Willingness to Read and The Level of Reading

Comprehension among Adult'. She found that there was a positive relationship between interest in text topics and reading comprehension among adults.

C. Research Questions

The problem of this research can be formulated in the following questions:

1. Does the interesting topic influence students' reading comprehension based on English teachers perception?

2. What is the students' opinion about the interesting topic text?

D. Research Aims

1. The purpose of this study is to find out whether or not there is the influence of interesting topic text on students' reading comprehension for students at SMA Negeri 1 Suro, Aceh Singkil based on teachers perception.

2. This study is also aims to know the students' opinion about using the interesting topic text in teaching reading comprehension at SMA Negeri 1 Suro, Aceh singkil.

E. Significance of Study

1. For principal the results of this study can be useful as input materials in order to create and make effective and efficient management to students' interest and ability in reading comprehension

2. For the teacher, the results of this study can provide input and add insight teachers to grow and increase students' interest in reading. The writer hopes that with this study, the teacher can find out about the magnitude of

the relationship between the interest and students' ability of reading and understanding the reading passages.

3. For parents, the results of this study can provide input for parents to always pay attention to their children's interest in reading and facilitate reading activities.

4. For literature this research is expected to be an input for the curriculum in English language learning in an effort to increase students' interest and ability in teaching and learning activities.

F. Terminologies

In order to avoid misunderstanding among the readers, it is necessary to explain the variables of this research, they are the influence, topic interest, and reading comprehension ability.

1. *Influence*

According to the Cambridge online dictionary *influence* is interpreted as the effect of how someone or something develops, behaves, or thinks. Surakhmad (1982) states that *influence* is the power that arises from an object or person and also the symptoms within which can give a change to what is around it (as cited in Yosi Abdian, 2012).

From those opinions, it can be concluded that *influence* is a power or force that arises from something, both people and things that exist in nature affected everything around it.

Influence that writer intended in this study is the influence of the interesting topic text in students' reading comprehension according to the views of both parties; the teachers and the students.

2. *Reading Comprehension*

The term consists of two words 'reading' and 'comprehension'. The word 'reading' means "the process of mentally interpreting written symbols". Reading comprehension is a set of skills acquisition of generalized knowledge, which is possible a person obtains information as a result of reading. Component *reading comprehension* skills in this study include the ability to understand the content/messages written explicitly in reading, defining the main idea of the paragraph, drawing the conclusions of reading, and solving daily problems based on the reading.

Klingner et al. (2007) stated that *reading comprehension* is the process of constructing meaning by coordinating a number of complex processes that include word reading, word, and world knowledge, and fluency. *Reading comprehension* is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes (Brown, 2000).

Meanwhile, according to Wilis (2008), the purpose of *Reading Comprehension* Strategies is to build understanding so that it can improve nerve efficiency at each step in the understanding process. This means that the purpose of *reading comprehension* is so that students can improve the efficiency of the process of understanding the text.

Based on the statements above *reading comprehension* can be defined as a way to understand or comprehend the text that includes not only word reading, world knowledge or fluency, but by *reading comprehension*, we can also get information and wide insight from the text. Reading is the ability to comprehend, not simply to recognize, letters, forms, and symbol. Without comprehension, reading may prove to be almost useless.

3. *The Interesting Topic*

"Interest means a high tendency towards something" (Ministry of Education and Culture, 1990, p. 58). Interest is a nature that is relatively settled in a person. Interest has a fairly high influence on one's activities.

According to Slameto (1991), 'Interest is persisting tendency to pay attention and enjoy some activity and content'. Interest has been shown to influence reading skills in a number of ways. Sentences with high-interest content are more likely to be remembered in cued recall measures than low-interest sentences (Anderson, 1984). Interest is also believed to improve learning by intensifying engagement and automatic allocation of attention.

From the definitions stated by the experts as cited above, it can be concluded that interest is the tendency of a person towards an object or a favored activity accompanied by feelings of pleasure, attention, and activity.

Topic means the theme or subject-focused of the text. For examples, health, fashion, food or beverage topics, and technology. So, *interesting topic* means the topic that is considered interesting and causes the desire to read so that students do not feel forced to read a text. An *interesting topic* offers higher

possibilities, particularly if teachers often use the topics as guides for tasks to increase motivation.

The interesting topic text refers to interest prompted by a certain topic or theme. It appears to share qualities of situational and individual interest with contributions of either depending on individuals' knowledge, experiences and the perceived value of a topic (Ainley, 2002).

According to Kennedy (2019) students' interest in reading relate to the content and age appropriateness. Thus, it can be ascertained the topic of a reading need to be in relevant with the context that is being trending among teenagers. However, to determine further in this regard, the teacher can firstly do an approach or survey to find out the topics that are most preferred by students. As DetikHealth did in 2017 about topics of interest to a social media users.
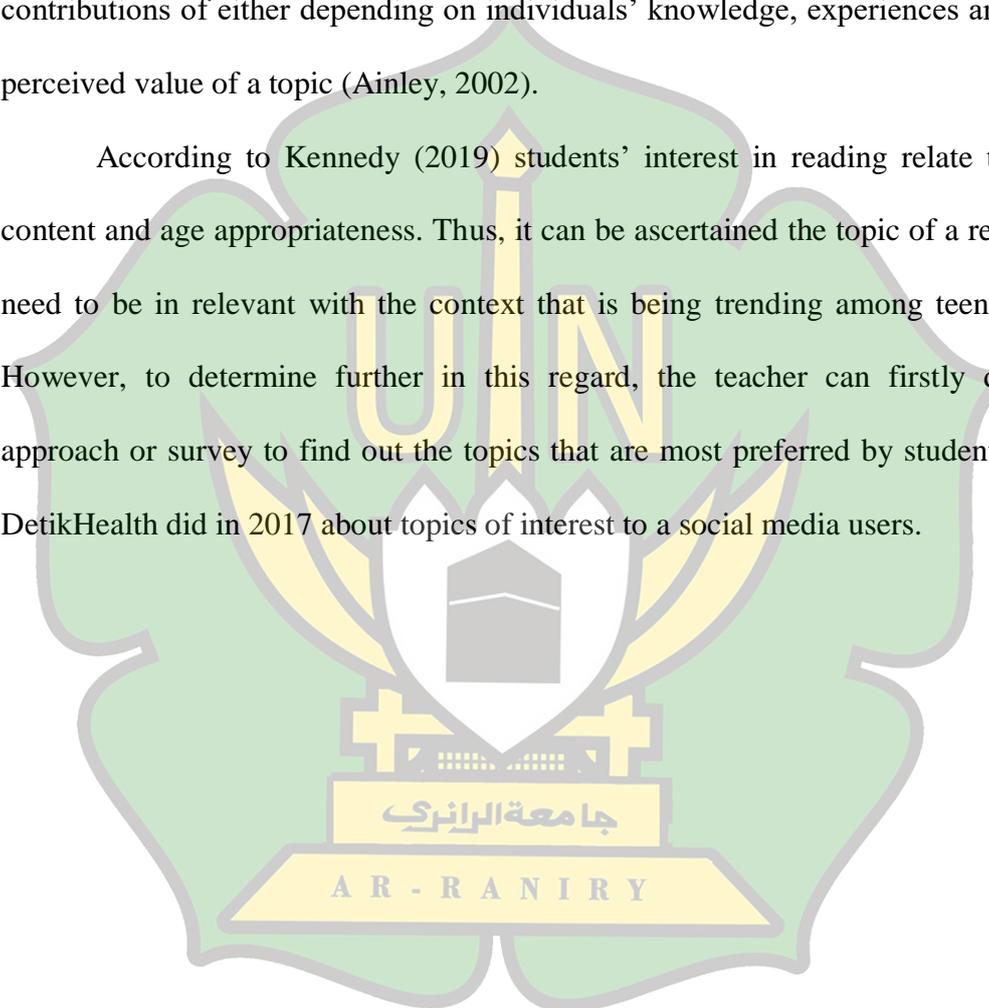
CHAPTER 2

LITERATURE REVIEW

A. **Definition of Reading Skill**

1. *Definition of Reading*

Reading is one of the language skills that have many definitions such as one of the general language skills and the component of written communications (Tampubolon, 1987, as cited in Jafar, 2012).

According to Jennifer (2010), *reading* is thinking and understanding and getting at the meaning implied in a text. It means that *reading* is a process of getting the message from the text.

Halima (2012) stated that "reading is a complex cognitive psycholinguistic to construct and gain meaning by decoding symbols"(p. 33). Through reading activity, the readers share the information and ideas, acquire language and communicate. Moreover, the interesting topic, prior knowledge, and language community affects the interaction between the readers and the text they read.

Henry Guntur Tarigan (2008) states that "*reading* is a process undertaken and used by readers to obtain messages to be conveyed by the author through the media whether spoken or written language" (p. 7). In line with that opinion, Anderson (Alek and Achmad, 2010) suggested that "*reading* is a process for understanding the implicit and the explicit, seeing the thoughts contained in the written word" (p. 74).

According to Oka (1983, as cited in Jaenal, 2010) if viewed in terms of differences in scope, it can be distinguished three kinds of meaning to read: Understanding the first is a narrow sense, namely the sense that regards *reading* it as a process of written symbols recognition. Into this process included the recognition of words carefully, in a wide range, and quickly.

In general, people judge that *reading* is synonymous with learning, in the means of gaining information. *Reading* is the process of thinking, it is suggested by Burn, Roe, and Ross (1984), that is when a person is *reading*, someone is going to recognize the words that require interpretation of graphic symbols. To fully understand a passage, one should be able to use the information to make a conclusion and read critically and creatively in order to understand figurative language, the author set goals, evaluate the ideas written by the author and use such ideas in the right situation. This whole process is a process of thinking.

Burn, Roe and Ross (1984) also underlined same thing that *reading* is more than just recognizing the words but also brings great memories, feels and defines some desire, identify a solution to fill desire, choose how Alternatively, experiment with selecting, rejecting or controlling a selected path or way, and think of some ways of evaluation results.

Furthermore, Bowman and Bowman (in Sugiarto, 2001) suggested that *reading* is an appropriate means to promote lifelong learning. Allen and Valette (in Sugiarto, 2001) said that *reading* is a process that develops (a development process). Davies (in Sugiarto, 2001) provided an understanding of *reading* as a

process of mental or cognitive process in which a reader should be able to follow and respond to the message of the author.

From the definitions above, the writer summarized that reading is a process to understand the messages from the text. In the other words, it is a process of getting, thinking, understanding and knowing the meaning intended by the author from a written text. During this process, the readers combine language skills and knowledge of the real word to grasp the meaning.

2. *Purpose of Reading*

According to Harris and Graham (2015), *reading* is an activity that has a purpose. Moreover, Scanlon Et.al (2010) stated that *reeading* is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. *Reading* has purposes to comprehend a text. *Reading* also one of the ways to know information. To understand a text, the reader needs to be able to; a) read the words, b) retrieve the words' meanings, c) put the words together to form meaningful ideas, d) assemble a larger model of what the text is about.

Sri Utari Subyakto (1988) stated the purpose of *reading* is to understand the contents/messages contained in reading as efficiently as possible. More specifically Marrow (in Subyakto 1988), states the purpose of reading is to seek information: a) cognitive and intellectual, b) referential and factual, and c) active and emotional.

Henry Guntur Tarigan (2008) states that the main purpose in reading is to seek and obtain information, including content, and understand the meaning of reading. The purpose of reading including:

a) read to obtain details and facts

b) read to get the main idea

c) read to get the order of text organization

d) read to get the conclusion

e) read to get the classification

f) read to evaluate, and

g) read to make comparisons or contradictions.

Based on the opinion of some experts above, it can be concluded that the purpose of reading in this research is to understand the contents/messages contained in a reading in the form of details/facts, get the main idea of paragraphs, make conclusions reading, linking new knowledge with knowledge before and apply it in everyday life.

B. Definition of Reading Comprehension

1. Reading Comprehension

A word of *comprehension* refers to the ability of understanding the meaning and hidden message in a text. *Comprehension* means to relate a text to what reader already knows and constructing new knowledge and understanding. Comprehension also refers to the ability to go beyond the words, to understand the ideas and the relationship among ideas conveyed in a text (McNamara, 2007, as cited in Sofyan, 2016).

In the same source, Pardo (2004) stated "Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written laguage". Therefore, reading comprehension is the

ability to drive the meaning from written material for a variety of text formats (Balsiger, 2013, as cited in Sofyan, 2016).

According to Jafar (2012), *reading comprehension* is a term used to identify those skills needed to understand and apply information contained in a written material.

From the explanations above, we can conclude that *reading comprehension* is the ability to understand the meaning implied in a text by guessing, predicting, and checking. *Reading comprehension* a complex intellectual process in the form of students obtaining information related to reading contents related to the understanding of the questions whose answers are explicitly contained in the reading, obtaining the main idea of the paragraph, making the conclusions of reading, and linking knowledge new with previous knowledge and apply it in everyday life.

2. *Factors Affecting Reading Understanding*

There are many factors that influence students' reading ability can be seen as follows:

a. Internal Factors

Internal factors mean factors that influence the students from inside:

1) Background Knowledge

Background knowledge plays an essential role in reading comprehension. In an effort to comprehend a text, students rely on their background knowledge to link what they already know to the text they are reading (Hart, 2015). Background knowledge includes both a reader's real-world experiences and literary

knowledge. Drawing parallels between background knowledge and texts helps students become active readers, improving their reading comprehension.

2) Physical and Mental State

How we feel, how much sleep we had, whether we are recovering from a cold, and whether we are happy or relaxed after enjoying a dinner, can all affect our ability to read and concentrate. Ideally, try to complete analytic or careful reading assignments when we are at our physical peak and can maintain an optimum level of concentrate.

3) Interest Level

Most people have less difficulty in understanding and remembering material if the subject is very interesting. Interest, then, can facilitate comprehension and rate; also, a lack of interest or motivation can have an adverse effect (Hart, 2015).

The Interest Level relates to content and age appropriateness, not the difficulty or readability of the text. Books and other reading materials are assigned an Interest Level based on publisher recommendations (Kennedy, 2019a).

An Interest Level expresses your interest in a topic or article. A level of interest is expressed numerically as age, ranging from -100% at the lowest, through the 0% neutral value, up to 100% at the highest. The level is 0% when it is indicating a neutral, centered level. You are niether interested or disinterested - you are apathetic and do not particularly care one way or another.

The level can be raised to as high as 100%, indicating the most interest in the topic or article. An article you rate at 100% interest will have the topics

relevant to that article adjusted up significantly. The level can also go lower than zero, down to -100%, indicating the lowest level. As you expected, such low rated topics will cause relevant articles to get a lower interest level prediction, and articles you rate with such a low level will cause its relevant topics to be adjusted down significantly (Kennedy, 2019b).

4) Reading Skill

Our ability to comprehend directly influences how well and how fast we are able to read a given page: our vocabulary is also an important factor. If our vocabulary is limited, for example, we will encounter numerous unfamiliar words that will impair our comprehension and slow down. On the other hand, an extensive, well-develop vocabulary will enable us to grasp meanings accurately and rapidly.

b. External Factors

External factors mean factors that come from outside of the students, for example reading facility, reading purpose, parent motivation, economic background, reading habit, teacher, environment, etc.

Reading comprehension is quiet dependent upon the student's interest. Poor reading or reading failure may be caused by lack of interest. Reading interest is a feeling that accompanies or causes special attention to reading. The students may read actively if they are interested in reading. Reading interest can make them consider reading activity as a habitual activity for them. Interest is the set of attending, the tendency to give selective attention to something. Interest arises through the interaction of basic needs and the means used to satisfy them.

The students who are interested in reading are those who satisfy the basic needs of personal adequacy or self-esteem, esteem of others, curiosity, or success.

As in generally known, interest is a motivational variable that involves not only the emotions but also the intellect, making it a powerful energizer indeed (Hidi, Renninger, & Krapp, 2004). Interest is positive attitudes of attraction toward objects or events. They learned responses which predispose the organism to certain lines of activity and which facilitate attention. That is why students' interest of the topic is important in learning reading.

The reason why I chose this title is, because I wanted to find out the truth about how much interest can affect students' learning progress. Another reason, I wanted to reach a little breakthrough of learning reading that probably will be needed to solve some teaching reading issues.

C. Interesting Topic

1. Interesting

Etymologically, *interesting* means attractive, appealing, catchy, and fun. As stated in the English Cambridge University Dictionary, *interesting* means unusual, exciting, or has a lot of ideas.

Whereas according to the termynology of Cambridge Advanced Learner's Dictionary & Thesaurus (2015), *interesting* means someone or something that keeps your attention.

In Collins English Dictionary stated, if you find something *interesting*, it attracts your attention, for example because you think it is exciting or unusual. The synonims of interesting itself are intriguing, fascinating, absorbing, pleasing.

In English Oxford Living Dictionaries (2005), *interesting* means arousing curiosity or interest; holding or catching the attention.

Based on several definitions above, it can be concluded that *interesting* is a trait that can arouse curiosity and interest in something or other people. Interesting triggers the motivation of individuals to find out more about something that they think is *interesting*. In this study, *interesting* was applied to a variable along with the reading topic text.

2. *Text Topic*

According to the Wikipedia, the topic is the main core of passage that the writer wants to deliver. In Online Cambridge Dictionary (2015) topic defined as a subject that is written about, discussed, or studied. The topic is the main core of the entire contents of a writing, better known as the essence of a statement. The topic is the first thing that is determined when the author wanted to write. The initial topics are further developed by making the coverage narrower or wider. There are several criteria for a good topic, such as the topic should cover the entire contents of the text, which is able to answer the question of what problem of writing. The main feature of the topic is its scope of a problem still in general and not details described.

Ainley, Hidi & Berndorf (2002) stated *topic* as a proposition embedded in a text title. In Collins English Dictionary, topic means a particular subject that you discuss or write about. Collins English Dictionary also define topic as a subject, or theme, or item of a speech, essay, book, conversation, and discussion, and a category or class of arguments or ideas which may be drawn on to furnish proofs.

The characteristic of topic:

a. The topic should aim to attract the attention of the reader, so as to arise the reader's curiosity.

b. Covers the entire contents of the story or reading text.

Topics usually consist of one, two short words, and have similarities and differences to the theme of the essay. The equation is that both the topic and the theme of both can be used as the title of the essay. Whereas, the difference is that the topic still contains general things, while the theme is more specified and focused on discussing a problem.

D. Influence of Topic Text and Students Reading Comprehension

1. Influence

According to the Kamus Besar Bahasa Indonesia (2005), "Influence is the power that exists or arises from something (person or thing) that helps shape one's character, beliefs or deeds." Meanwhile, Surakhmad (1982) stated that influence is the power that arises from an object or person and also the inner symptoms that can give change to what is around him. So, from these opinions it can be concluded that influence is a force or strength that arises from something, both people and objects and everything that exists in nature so that it affects what is around them.

According to Hugiono and Poerwantana (2000) influence is an encouragement or inducement and is a form of effect, whereas according to Badudu and Zain (2001) influence is the power that causes something to happen, something that can form or change something else", whereas Louis Gottschalk

(2000) defines influence as an effect that shape human thoughts and behavior both individually and collectively.

Based on the concept of influence above, it can be concluded that the influence is a reaction that arises (can be in the form of an action or condition) from a treatment due to the urge to change or shape something towards a better situation.

The ability to influence is an essential leadership skill. To influence is to have an impact on the behaviors, attitudes, opinions and choices of others. Influence is not to be confused with power or control. It's not about manipulating others to get your way.

The influence referred to in this study is the influence of interesting reading topics on the reading comprehension of students at SMA N 1 Suro Aceh Singkil based on teacher perceptions and student opinions.

2. *The Interesting Topic Text and Students' Motivation/Interest*

Nasution (1977) stated that "motivation is all resources to encourage a person to do something. The writer believed that to make the students interested in reading, motivation is needed. Interest motivates one to read and put effort because the reading selection is interesting" (p.27).

Usually a person knows more about a topic in which they have interest that make reading comprehension easier. Therefore it is necessary to present some definitions of interest as proposed by experts in order to find out the clear description about the interest (Nasution, 1977).

In other sources, Norman L. Munn (1966, as cited in Eidswick, 2009) defined interest as attitude favorably disposing one toward some object, situation, or idea. Students' interest can be developed through motivation. A good teacher would build students' motivation before starting the lesson.

In Eidswick, (2009) there is such statement:

The interest of an individual can be defined as his/her like for, dislike for, or indiofference to something such as an object, occupation a person, a task, or an activity. Interest is an aspect of what is broadly considered as the motivation of an individual. Thus, interest is a part of the person's personally structure or organization. When the individual's interest is described in relation to occupations or the world of work, we speak of his/her vocational interest, (Brown D. S. & Lent W. R, 1984).

DetikHealth (2017) held a small survey through Twitter about citizens' preference toward reading topics. The result showed that at the first place, with 56%, readers prefer to read articles that contain daily information. In the second place, with 22%, readers chose politics and events as favorite reading themes. While the third rank of readers chose sensual information with a percentage of 17%. Then finally, 5% of readers chose news about celebrities.

Responding to the results of this small survey, a social psychologist from the Association of Social Psychologists Wahyu Cahyono, said that someone could just find information about something that was in demand or needed. For example, when you have an interest in running, then those concerned will browse everything about running to relevant sites.

Interest is believed to improve learning by intensifying engagement and automatic allocation of attention (Hidi, 2002, as cited in Eidswick, 2009). In some cases, the quality of interest can detract from learning, as in the case of readers

who are distracted from deep meanings in a text by 'seductive details', element which rivet readers and cause them to ignore morre important aspects of what they are reading (Wade, et al. 1993 as cited in Eidswick, 2009).

Based on the explanations above, we can conclude that an interesting topic text could probably affects the students' motivation and interest. That means, there is a kind of possibility that students' reading comprehension could be influenced and affected by an interesting topic text.
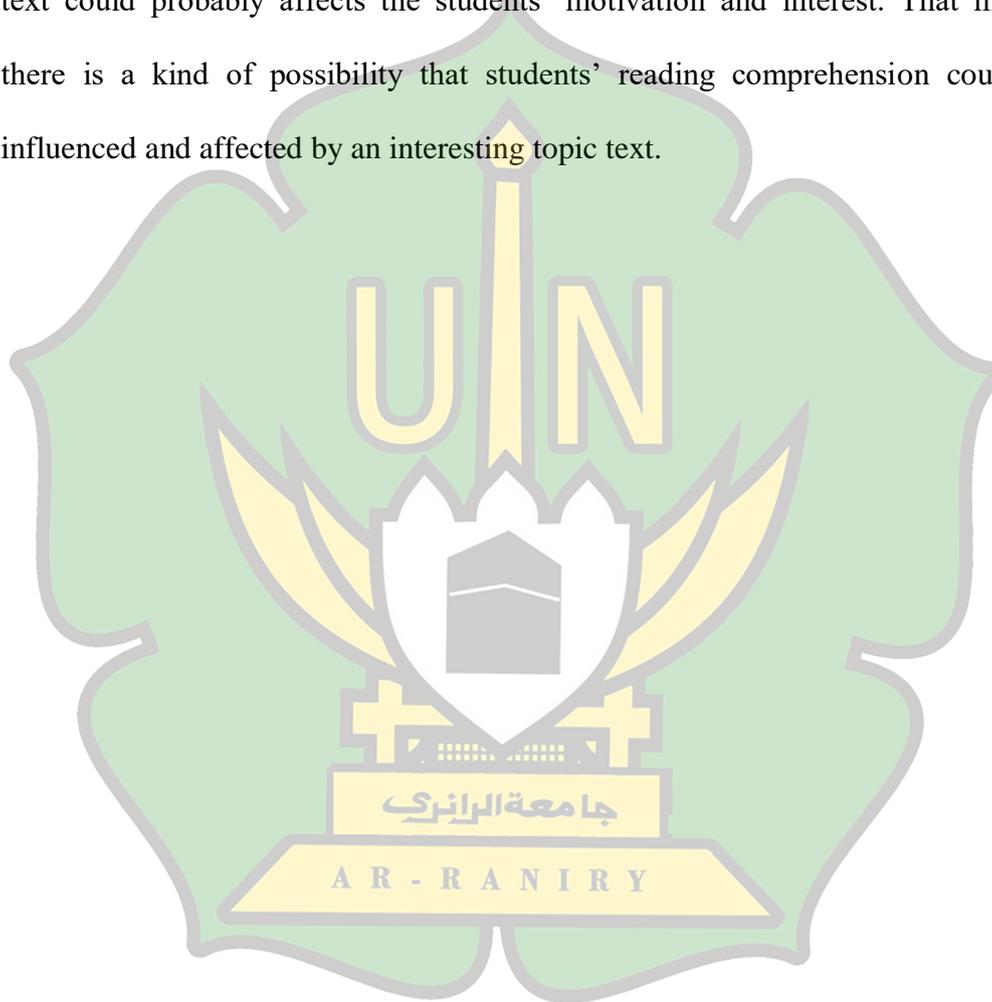
CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this research is to find out the students' opinion and teachers perceptions about the influence of the interesting topic text in students' reading comprehension. The writer collected the data by using questionnaires and doing the interviews. To support this research, writer applied the qualitative technique to analyze the data. This chapter also discussed the research design, population and sample, method of data collection and method of data analysis.

A. Reasearch Design

Research requires an appropriate research design so that the data produced is in accordance with the desired and valid. The research design includes research methods and data collection techniques. A method is a procedure used to discuss and examine problems. The approach that the writer uses in this study is a qualitative approach. The writer used a questionnaire and an interview as the data collection techniques.

Qualitative research is a generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found (Key, 1997). Briefly, qualitative research refers to the meanings, concepts, definitions, characteristics, symbols, and

descriptions of things. In this research, the role of the writer is as a distributor of questioner and interviewer.

The writer used a questionnaire to find the data about students opinion about the influence of the interesting topic text on their reading comprehension. While the writer used an interview to find the data about the English teachers' perceptions about the influence of the interesting topic text on students' reading comprehension.

B. Research Sites and Participants

SMA N 1 Suro is one of the tree State High Schools in Aceh Singkil which is located at Jl. Guru Pinto, Suro District, Aceh Singkil, Aceh. The location of the school is quite affordable but basically, the school is not on the edge of the highway. To reach the location, students must pass through the palm plantations which are owned by local villagers. SMA Negeri 1 Suro has 15 classrooms, but only part of them are currently used, they are 3 rooms for class X, 2 rooms for class XI IPA, 1 room for class XI IPS, 2 rooms for class XII IPA and 1 room for class XII IPS.

In addition, SMA N 1 Suro also has other room including School Library, Biology Laboratory Room, Chemistry Laboratory Room, Physics Laboratory Room, Computer and Language Laboratory, Principal Room, Teacher's Room, Administration Room, Worship Room, and warehouse. There are also canteen and some toilets for students and teachers.

For extracurricular activities, SMA N 1 Suro requires class X - XI students to join scouts and computer tutoring.

1. *SMA N 1 Suro Vision and Mission.*

In an effort to improve the quality of education in SMA N 1 Suro has a vision and mission in its achievements include:

   a. Vision

SMA N 1 Suro wants to create human resources that have the spirit of being national, educated, accomplished, independent, competitive and caring for the environment.

   b. Mission

- Increasing the faith and Piety of students.
- Creating a spirit of nation and state student.
- Improve educational achievement, students' independence based on their talents and interests.
- Increasing the knowledge and abilities of students
- Creating a good environment.

2. *Organization Structure of SMA N 1 Suro*

Organizational structure is an arrangement or placement of people in groups so that a pattern of activities can be drawn. It is aimed to achieve common goals in the group. Schools as an educational institution which have various elements require a good cooperation arrangement and the provision of tasks concerning the personal, group and individual rights, obligations and responsibilities for the smooth running of school activities. To achieve this purpose a good and systematic organizational structure is needed.

3. *Teachers and Staff*

The number of active teachers to teach at SMA N 1 Suro is 27 staff. While the number of employees of SMA N 1 Suro includes 3 TU (administrative) employees, and 1

school guard. These employees are very important for all teachers and students in the school. Their job is to participate in organizing and providing various facilities, so that an activity can achieve its objectives properly.

4. Students

In addition to teachers, students are a very important part of the teaching and learning process in schools. Amount of the students at SMA N 1 Suro based on the data from the administration in the year of 2018/2019 consists of 327 students. Table of the number of students at SMAN 1 Suro in the academic year of 2018/2019:

Table 3.1
The number of students at SMAN 1 Suro Aceh Singkil

Class	Male	Female	Total
X	73	75	148
XI IPA	24	41	60
XI IPS	11	25	36
XII IPA	22	33	55
XII IPS	9	14	23
Total Students			327 students

5. Population and Sample

In 2010, Suharsimi Arikunto stated that the population is all objects of research, while the sample is part or representative of the population studied. According to Winarno Surachmad (2006), "the population is the subject of research while the sample is few parts of the object to be studied which can represent the population" (p. 93).

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by writers to be studied so then conclusions can be drawn. This research was held in SMA Negeri 1 Suro, Aceh Singkil which means that the population of this research consisted all of the students and English teachers at SMA Negeri 1 Suro.

The samples for this research were 20% of the population which is amounted to 65 students, but writer decided to firmed up to 60 students by using simple random sampling. The writer took 10 students from each class XI and XII. While for class X, the writer took 20 students.

Samples for a research according to Suharsimi Arikunto (2010), if the subject is fewer than 100 people should all be taken. If the subject is large or more than 100 people can be taken 10-15% or 20-25% or more.

In gaining the addition data of the teachers perception, writer takes two English teachers as the samples to be interviewed.

6. *Sampling Technique for Students*

The sampling technique in this study the writer used a probability sampling by the type of simple random sampling. The advantages of the probability sampling are as follows:

a. The degree of confidence in the sample can be determined.

b. Different estimates of population parameters with statistical samples can be estimated.

c. The sample size that was taken can be calculated statistically.

Simple random sampling is a randomly chosen sampling technique, it can be taken when the research analysis tends to be descriptive or general in nature. In random sampling, each unit of population has the equal opportunity to be taken as a sample or to represent its population. The method of sampling by simple random sampling can be done by lottery, ordinal, or random number tables.

The writer gave a piece of paper containing a number to each prospective sample randomly. Then the writer chose the numbers of 1 to 10 to be samples in classes XI and XII, and chose numbers 1 to 20 as samples from class X.

C. Methods of Data Collection

In this study the writer used a qualitative method while the data obtained as numerical and descriptive data as follows:

1. Library research

Research conducted by studying literature, dictates, journals, and materials related to the topic of writing. By reading, quoting, and adapting the opinions of experts related to the object of research.

2. Field Research

Field research was conducted to gain the data and information about the object of research, while the method of data collection was distributing questionnaires to each respondent and doing the interview for the addition data.

To answer the research question, the writer used four-point Likert-scale items questionnaire to collect the data from the respondents. This questionnaire contained 18 questions about students' opinion about the role of the interesting topic text in their reading comprehension.

Furthermore, the writer was also used 11 questions for the interview to find out the teachers' perception about students' interest and the influence of the interesting topic text. Interview, according to Nazir (1988), is the 'process of obtaining information for the purpose of research by asking questions face to face between the questioner with the respondent using a tool called the interview guide'.

D. Methods of Analysis

After the data are collected, then the next step is data analysis. Data analysis is data processing. In quantitative research, data analysis techniques directed to answer the formulation of problems that have been determined. Because the data is quantitative, then the data analysis is using statistical methods.

1. Data Analysis of Four-point Likert-scale Items Questionnaire

In this study the writer used a four-point Likert-scale close-ended questionnaire. According to McKay (2006) stated that in close-ended question, the respondents are given a particular numberical value. The writer used the *inteval scales* to rank the numbers and describe the scale. In this study, the interval scale used in the questionnaire as follows:

Strongly Agree $= 4$

Agree $= 3$

Disagree $= 2$

Strongly Disagree $= 1$

After the data were collected, the writer used following formula to analyze the questionnaire scores:

$$P = \frac{F}{N} \; x \; 100 \; \% \qquad (\text{Arikunto, 2010})$$

Where:

P = Percentage

F = Frequency

N = Amount of sample

100% = constant value

Table 3.2
Questionnaire Percentage Category Guidelines of Respondents.

Category	Percentage Range
Very Good	76% -100%
Good	51% - 75%
Less	26% - 50%
Very Less	0% - 25%

2. *Data Analysis for Interview*

In analyzing the data from the interview, the writer follows the interview guides below:

a. Giving the explanation of research objectives

b. Giving the explanation of the interviewer's task objectives and emphasizes the importance of the role of the interviewer

c. Giving the explanation of each number of questions in the questionnaire, both the concepts contained in them and the purpose of the question. The interviewer must know the purpose of all the questions in order to gather accurate and clear information.

d. Interview procedures, from starting to introduce yourself to leaving respondents.

e. Interview activity

f. Discussion about the problem with the interview practice.

After obtaining data from the interview, what the writer did was summarizing the contents of the interview to obtain conclusions that were in line with the wishes of the writer by the steps below:

a. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus, the reduced data will provide a clearer picture, and make it easier for writers to conduct further data collection, and look for it if needed (Sugiyono, 2008).

b. Presentation of Data (Display Data)

Data presentation is done in a brief description, data for the questionnaire results are presented in some tables with the explanations following. While, the interview data are presented in narrative texts (Sugiyono, 2008).

c. Conclusion Withdrawal (Data Verification)

The last step taken in data analysis is drawing conclusions, so the results of interviews from informants drawn conclusions in accordance with the problem and purpose of the study. At this stage, the data that has been connected to one another according to the configuration is drawn a conclusion of the data (Sugiyono, 2008).

CHAPTER 4
DATA ANALYSIS AND DISCUSSION

This chapter contains the results that have been found by the researcher while from the analysis of data questionnaires and interview.

A. Findings from the Analysis of Data Questionnaire

Data questionnaire (Appendix E) is a student response data obtained from questionnaires that have been distributed to students. This data is useful to answer the problem formulation first is about the effect of the interesting topic texts reading topics on students reading comprehension and the second is the students' opinion about the application of the text with an interesting topic in reading lessons at school.

a. Answer

Table 4.1
Table of Each Scale Answer Value

Scale Answers	Value
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

b. Result

$$P = \frac{f}{N} \text{ x } 100 \text{ \%}$$ (Arikunto, 2010)

P   : Percentage

F   : Frequency

N   : Amount of sample = 60

The following is a questionnaire result data obtained from the answers of 60 respondents:

Table 4.2 Student thought that English would be easy to be handled at the first time they saw English Teaching Learning.

Criteria	frequency	Percentage
Strongly Agree	30	50%
Agree	21	35%
Disagree	7	11.6 %
Strongly Disagree	2	3.3%
Amount	60	99.9%

The table above shows that only two respondents (3.3%) selected 'strongly disagree', 7 respondents (11.6%) selected 'disagree'. On the other hand, there were 21 respondents (35%) selected 'agree' and half of the of participants or 30 students (50%) selected 'strongly agree' for the first item. This means that most of the students positively thought that English lesson will be easy for them to be handled.

Table 4.3 Completing English Lesson and getting good grades is very important for students

Criteria	frequency	Percentage
Strongly Agree	39	65%
Agree	18	30%
Disagree	3	5%
Strongl;y Disagree	-	-
Amount	60	100%

The table above shows that only three participants or 5% who 'disagree' that learning English and getting good grades is important to him. The remaining

39 participants or 65% chose 'strongly agree', while the other 18 or 30% participants chose 'agree' that completing English lessons with good grades was important to them.

Table 4.4 That is easy for students to understand the text if teacher provided the interesting topic texts

Criteria	Frequency	Percentage
Strongly Agree	36	60%
Agree	18	30%
Disagree	6	10%
Strongly Disagree	-	-
Amount	60	100%

The second table showed that only six respondents or 10% of them selected 'disagree', 18 respondents or 30% selected 'agree', and more than half of them or 36 (60%) selected 'strongly agree'. This table presented that almost all of students or 90% of students agree that it will be Easier for students to comprehend the reading passages if the teacher used the interesting media.

Table 4.5 Students can read fluently if the topic of the text is interesting for them

Criteria	Frequency	Percentage
Strongly Agree	30	50%
Agree	15	25%
Disagree	9	15%
Strongly Disagree	6	10%
Amount	60	100%

The results table from the questionnaire related to this shows that there are 30 or 50% of students chose 'strongly agree', and 15 or 25% of students choose

'agree'. In addition, there are 9 or 15% of students chose 'disagree' and six or 10% of students chose 'strongly disagree'. it can be concluded that 75% of the 100% of respondents in this study agreed that interesting topics affect the reading performance of students, while the other 25% did not approve of this.

Table 4.6 Students have basic knowledge of their favorite topic.

Criteria	Frequency	Percentage
Strongly Agree	27	45%
Agree	21	35%
Disagree	12	20%
Strongly Disagree	-	-
Amount	60	100%

The table shows that there are 27 or 45% of students chose 'strongly agree', and 21 or 35% of students chosed 'agree'. Then, the last 12 or 20% chose not to agree. So the conclusion is that there are 80% of students who feel they have a fundamental or prior knowledge about the topic that they are interested in.

Table 4.7 It will be easier for students to associate the reading context to the real life if the reading topics are interesting to them.

Criteria	Frequency	Percentage
Strongly Agree	54	90%
Agree	6	10%
Agree	-	-
Strongly Disagree	-	-
Amount	60	100%

In the table shows that all respondents agree that they can associate the contents of the reading into a real life discussed if the topics are quite interesting

for them. As shown in Table 4.5, there 54 respondents or 90% chose 'strongly

agree', the other six or 10% chose 'agree'.

Table 4.8 students' interest in reading will increase is if the topic of reading text is interesting to students.

Criteria	Frequency	Percentage
Strongly Agree	45	75%
Agree	9	15%
Disagree	6	10%
Strongly Disagree	-	-
Amount	60	100%

Unlike the previous table, in this table it can be seen that there are six

respondents or 10% of 100% chose 'disagree'. Then the other 90%; that is, nine

respondents or 15% chose 'agree ' and the other 45 respondents or 75% chose

'strongly agree' to the statement that the topic of interest could increase the desire

or interest in reading students.

Table 4.9 The interesting reading topics makes students excited to read more outside school hours.

Criteria	Frequency	Percentage
Strongly Agree	30	50%
Agree	24	40%
Disagree	3	5%
Strongly Disagree	3	5%
Amount	60	100%

The table above shows that there was only three respondent or 5% who

chose "strongly disagree", and three or 5% of respondents chose strongly disagree.

Then there were 24 or 40% of participants chose 'agree', the rest were 30 or 50%

of participants chose 'strongly agree'. That is, 90% of participants agreed that the topic of interesting reading would motivate them to find out more outside of school hours.

Table 4.10 Interesting reading text makes students feel sincere to find the meaning of vocabularies that they do not understand.

Criteria	frequency	Percentage
Strongly Agree	51	85%
Agree	9	15%
Disagree	-	-
Stongly Disagree	-	-
Amount	60	100%

The 27th table shows that all respondents agreed that interesting reading topic will increase students' willingness to find out the meaning of each vocabulary that they are not understood. As seen in the table, more than half of the respondents, 51 or 85% chose 'strongly agree', while the other nine or 15% chose 'agree'.

Table 4.11 Reading the interesting topic texts will influence students' accuracy in learning grammar.

Criteria	frequency	Percentage
Strongly Agree	48	80%
Agree	9	15%
Disagree	3	5%
Strongly Disagree	-	-
Amount	60	100%

The table above shows that there were 48 respondents or 80% chose 'strongly agree', only nine respondents or 15% chose 'agree', while the remaining 3 or 5% chose 'disagree'. This means that most of the respondents' items, which

were 95% of them chose to agree that reading the interesting topic texts could affect students' accuracy learning grammar.

Table 4.12 Reading texts in Students' Handbook are quite boring that it makes students lazy to read.

Criteria	frequency	Percentage
Strongly Agree	36	60%
Agree	9	15%
Disagree	15	25%
Strongly Disagree	-	-
Amount	60	100%

According to the table, there are 15 respondents who "disagree" that the reading of the text in English handbook is not interesting. In addition, there were 36 respondents or 60% who chose 'strongly agree', and 9 respondents or 15% chose 'agree' that the reading text in the English Language student handbook was quite boring or uninteresting, caused students lazy to read.

Table 4.13 students are not interested in uninteresting reading texts.

Criteria	frequency	Percentage
Strongly Agree	36	60%
Agree	18	30%
Disagree	3	5%
Strongly Disagree	3	5%
Amount	60	100%

The table above shows that there were 35 respondents or 60% chose 'strongly agree', 18 respondents or 30% chose 'agree', three respondents or 5% chose 'disagree' and three others chose 'strongly disagree'. Then it can be

concluded that there were 95% of respondents who agreed that students are not interested in reading the texts with uninteresting topics.

Table 4.14 Students are not interested in difficult / complicated topics of reading texts.

Criteria	frequency	Percentage
Strongly Agree	45	75%
Agree	15	25%
Disagree	-	-
Strongly Disagree	-	-
Amount	60	100%

The table above shows that all respondents namely 100% agreed that they were not interested in reading texts with complicated topics. Where more than half of the respondents or 45 respondents (75%) chose 'strongly agree' while the remaining 15 respondents or 25% chose 'agree'.

Table 4.15 Uninteresting text caused students lazy to find out the meaning of vocabularies that they do not understand

Criteria	frequency	Percentage
Strongly Agree	54	90%
Agree	6	10%
Disagree	-	
Strongly Disagree	-	
Amount	60	100%

Such as the previous results, 100% respondents chose to agree that an unattractive text made lazy students to find meaning in words that they do not understand. Where, almost all respondents or 54 respondents (90%) chose to 'strongly agree', while the remaining six respondents or 10% chose 'agree'.

Table 4.16 An interesting topic texts make it easy for students to find the meaning of vocabularies through the context of the texts.

Criteria	frequency	Percentage
Strongly Agree	57	95%
Agree	-	-
Disagree	3	5%
Strongly Disagre	-	-
Amount	60	100%

In this table, it can be seen that only three respondent or 5% chose 'disagree', while the remaining 57 respondents or 95% chose 'strongly agree' that the interesting topic texts made it easier for students to find meaning in words through context..

Table 4.17 Students can answer questions related to the text as long as the text is interesting to them.

Criteria	frequency	Percentage
Strongly Agree	60	100%
Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Amount	60	100%

The table shows that all respondents items, namely 60 respondents or 100% strongly agree that they can answer the questions contained in the text if the text contains content that interests them.

Table 4.18 Students do not like to buy an uninteresting books

Criteria	Frequency	Percentage
Strongly Agree	45	75%
Agree	9	15%

Disagree	3	5%
Strongly Disagree	3	5%
Amount	60	100%

More than half of the respondents, 45 respondents or 75% chose 'strongly agree', nine respondents (15%) chose 'agree', three respondents (5%) chose 'disagree' and the other three (5%) chose 'strongly disagree' to the statement that students do not like to buy uninteresting books.

Table 4.19 if the teacher does not the interesting texts, students will not be excited to find out the messages contained in the text.

Criteria	Frequency	Percentage
Strongly Agree	48	80%
Agree	9	15%
Disagree	3	5%
Strongly Disagree	-	
Amount	60	100%

The last table shows that most respondents items, 48 or 80% chose 'strongly agree', nine respondents or 15% chose 'agree', while the rest three or 5% chose 'disagree' that students would not try to find out what was meant in a text if the text is not interesting.

B. Findings from the Analysis of Data for Interview

Interviews were conducted on June 14, 2019. Actually, researcher should be interviewing two English teacher in SMA N 1 Suro, they are Mrs. Berlian Dalimunthe and Mr. Albar. But at that time, another English teacher was not available in town. In that case, writer decided to interview only Mrs. Dalimunthe and did the interview to Mr. Albar at another time via email due to the limited

time. Researcher asked the teachers a few questions related to students' favorite topic of the text and reading lessons in the classroom. Any questions lead to an interesting topic of reading and its influence on students reading comprehension in the class. In the normal course of this interview, both of the teachers gave the very clear answer to each question.

First question, the writer asked about how long do the techers have been teaching in SMAN 1 Suro Aceh Singkil, here are their answer:

Mrs. B : I have been teaching here about 5 years.

Mr. A : I have been teaching here about over 2 years.

On the second question was the question of the students' development in English lessons at SMA N 1 Suro. Here were their answer:

Mrs. B : 'The development of students in English is quite good. But they still need some interesting triggers to increase their interest in learning.'

Mr. A : 'I am not sure, but I think their ability increasing enough based on the last examination scores. None of them got lower than 7 on exam last month.'

For the third question, the writer asked about the level of fluency in the English lesson in SMA N 1 Suro. Mrs. Dalimunthe and Mr. Albar answered as follows:

Mrs. B : 'The level of fluency in English of our students is still at Low-Intermediate level. Since students only depend on what is taught in the classroom.'

Mr. A : 'They are only at Beginner to Low Intermediate Level.'

Fourth question, do students like reading sessions in English language learning? Mrs. Dalimunthe and Mr. Albar answered as follows:

Mrs. B: (sigh..) 'They do not like reading session. Sometimes, I had to promise them a reward if they wanted to read. But sometimes, they asked for permission to the toilet to simply avoid reading sessions.'

Mr. A : 'No, they do not like English at all at the first time I taught them.'

Fifth question is about the students' favorite topics lately. Mrs. Dalimunthe and Mr. Albar answered:

Mrs. B: 'They liked the different topics. For example, the female liked to read an article about K-Pop, and all Korean things. But the male students preferred the football and technology articles. But basically, they can be united in topics that contained humor.'

Mr.A   : 'Since I teach only tenth grade, I am pretty sure that they like any text about Korean thing, fashion thing, and sports.

Sixth question, the writer asked about whether there are interesting topic in teacher and student handbook. Here are the explanations from Mrs. Dalimunthe and Mr. Albar:

Mrs. B : 'Yes, quite. Supposedly every passage contained in the handbook must be interesting. But there are some texts that use the quite high grammar for our students. It also makes them unattractive.'

Mr. A : 'I think so. But some of them are a bit borring'

In the seventh question, the writer asked about how teachers coped with students who did not like English. Mrs. Dalimunthe and Mr. Albar replied:

Mrs. B : 'I think, the teacher should have a creative idea in teaching. However, teachers should not arbitrarily give punishment such as hitting the students if they did not follow the lessons. It will make students fear or even less eager to learn. Occasionally, the teacher should give something as a reward when students successfully follow the teaching and learning activities with an attitude and a good grade. But be careful not to offend the low-scored students.'

Mr. A : 'Sometimes I gave them reward, sometimes I changed my teaching technique. But basically, the first option was more effective than another one.'

In the eighth question was about how teachers improve students' interest in reading and comprehension session. Here's an explanation from Mrs. Dalimunthe and Mr. Albar:

Mrs. B : 'As I said before, sometimes I promised rewards as appreciation, sometimes because I do like your technique that giving them an interesting topic text. Sometimes, I slipped a few extra techniques such as playing the roleplay.'

Mr. A : 'I gave them text with pictures, roleplay and take reading turns.'

Nineth question, do they think that aplyying the interesting text could affect the students' reading comprehension? Mrs. Dalimunthe and Mr. Albar replied as follows:

Mrs. B : 'In my experience of teaching, the students' understanding is increased enough, because students felt more interested in finding out the meaning of each word of. In addition, students also become more enthusiastic about reading although sometimes they could be mistaken in pronunciation. At least

they had a willingness to learn. And that is the most important in the learning process. Right?'

Mr. A : 'I think so, because some people like to know their favorite things. Students would feel more interesting in reading the text they liked.'

Tenth question was about students' response when the interesting topic was implied in reading section. Mrs. Dalimunthe and Mr. Albar answered:

Mrs. B : 'This interesting text turned out increased students' interest in reading activities. They also became more active and more enthusiastic if we asked them to discuss with friends about their favorite texts. However, the obstacle in using this technique is that the teacher must provide several texts in one learning session. Teachers are also required to be more insightful so that they are not left behind the latest trending topic among teenagers.'

Mr. A : 'I am not really sure since I have not applied the technique yet. But I have a feeling that they sould be feeling more interesting and motivated.

The last question, the suggestion of teachers in improving students' skill in reading comprehension, Mrs. Dalimunthe and Mr. Albar replied as follows:

Mrs. B : (sigh..) 'Actually, the strategy of teachers in teaching must be genuinely improving. Not only fixated on the monotony of teaching and learning system. We recommend that you tuck some interesting activities that still related to the reading activity. As we had previously applied, role play, drama, providing the interesting topics according to the students interest, do not provide students with high-level of grammar reading text. Occasionally, the teacher may provide a

source of reading beyond teacher and student handbook. For example, magazines, newspapers, novels, comics, and more. So students will also were interested in the course. Because in my opinion, for a creative teacher, there will always be a way to increase the interest and abilities of students in any case.'

Mr. A : 'Teacher should use various material and technique, obviously. Sometimes teachers also need to provide some rewards to make students feeling valued and motivated.'

C. Discussion

Based on the results of the obtained data, the writer studied deeper and found connections between the interviews with the questionnaire results. The writer also studied whether the results had been good enough to answer any formulation of the resesarch questions in this study. As stated in chapter I, the research questions of this research are:

1. How does the interesting topic influence students' reading comprehension?

2. What is the students' opinion about the interesting topic of the text?

To answer the first problem formulation, the writer learned the answers to each question at the interview session. According to Berlian Dalimunthe and Albar, applying the interesting topic is quite influencing students' reading comprehension. As explained by the teachers,, this theory has been applied to students several times and received a satisfactory response.

As writer mentioned in the previous interview data, the teacher used text with interesting topics as a technique in teaching reading. In addition, they could

work with their friends to discuss and exchange information about topics they liked. It also built students' interest and willingness to read the text they liked.

Meanwhile, to answer the second problem statement, the writer studied the results of student responses to the questionnaire that had been shared. Results that can be taken from student answers indicate that there is an average number of 71% who strongly agree, 20% agree, 7% disagree, 2% strongly disagree that topics of interest can affect students' reading comprehension. Look at the bar diagram below:
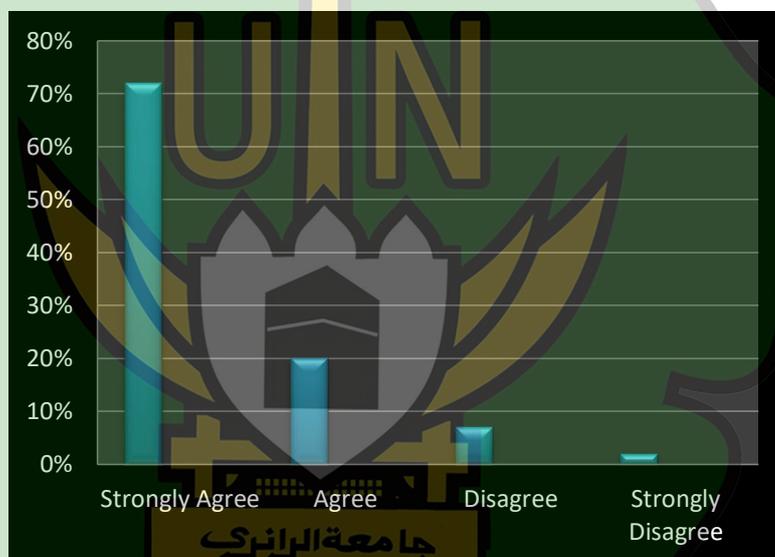
The similar result has been found among adults as stated by Edyta Charzyńska who has done a reaserch by title of **'Text Topic Interest, The Willingness to Read and The Level of Reading Comprehension among Adult'.** She found by moderation analysis that there was a positive relation between text topic interest and reading comprehension among adults. It was also noted that among adults with lower levels of education, the text topic interest and

the willingness to read it were more strongly related to the level of comprehension than among better educated people.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

After conducting research on teachers and students in SMA N 1 Suro, calculating the series data and analyzing it, the researcher draw conclusions and provide suggestions about the use of interesting reading topics for students in SMA N 1 Suro which will be described in this chapter.

A. Conclusions

Based on the results of the research and discussion in the previous chapter, researcher would like to draw two conclusions as follows:

1. The use of interesting topics in reading sessions improved students' reading comprehension abilities. This was agreed by the two teachers of the English Language study at SMA N 1 Suro based on the results of interviews conducted on June 14, 2019. Giving texts with interesting topics is one effective way to help students improve students' interest in reading and build understanding students about the contents of the reading.

2. This application also triggered the desire of students to share knowledge with fellow students based on topics they like. However, students still have several problems in reading: The most common problem faced by students in reading sessions is pronunciation which is sometimes too difficult for students.

B. Recommendations

After analyzing the data gained from observation, interview and questionnaire, the writer would like to give some suggestions as follows:

1. The teachers should give the students an interesting topic in reading activity. So that, they will be more interested in reading and sharing the information to each other.

2. The lecturers shall use various techniques in reading activity to avoid students boredom one of which is using interesting topic text.
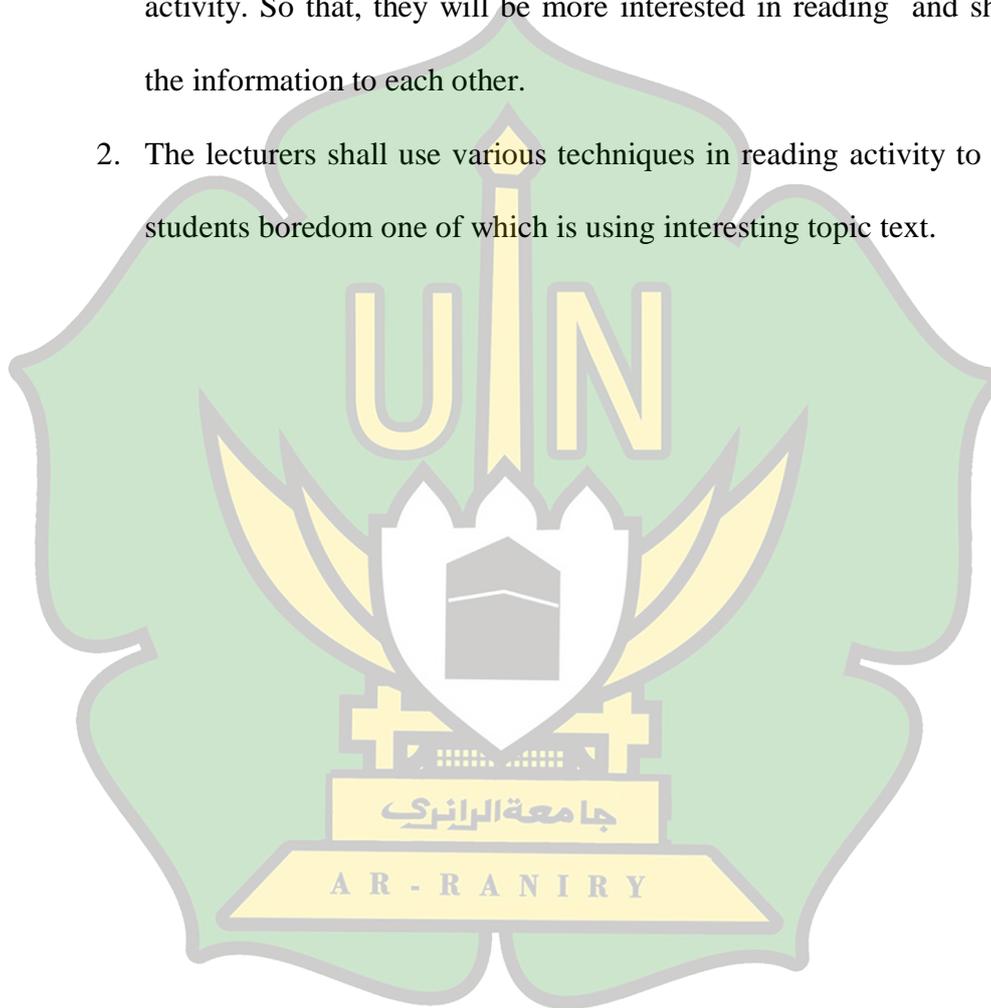
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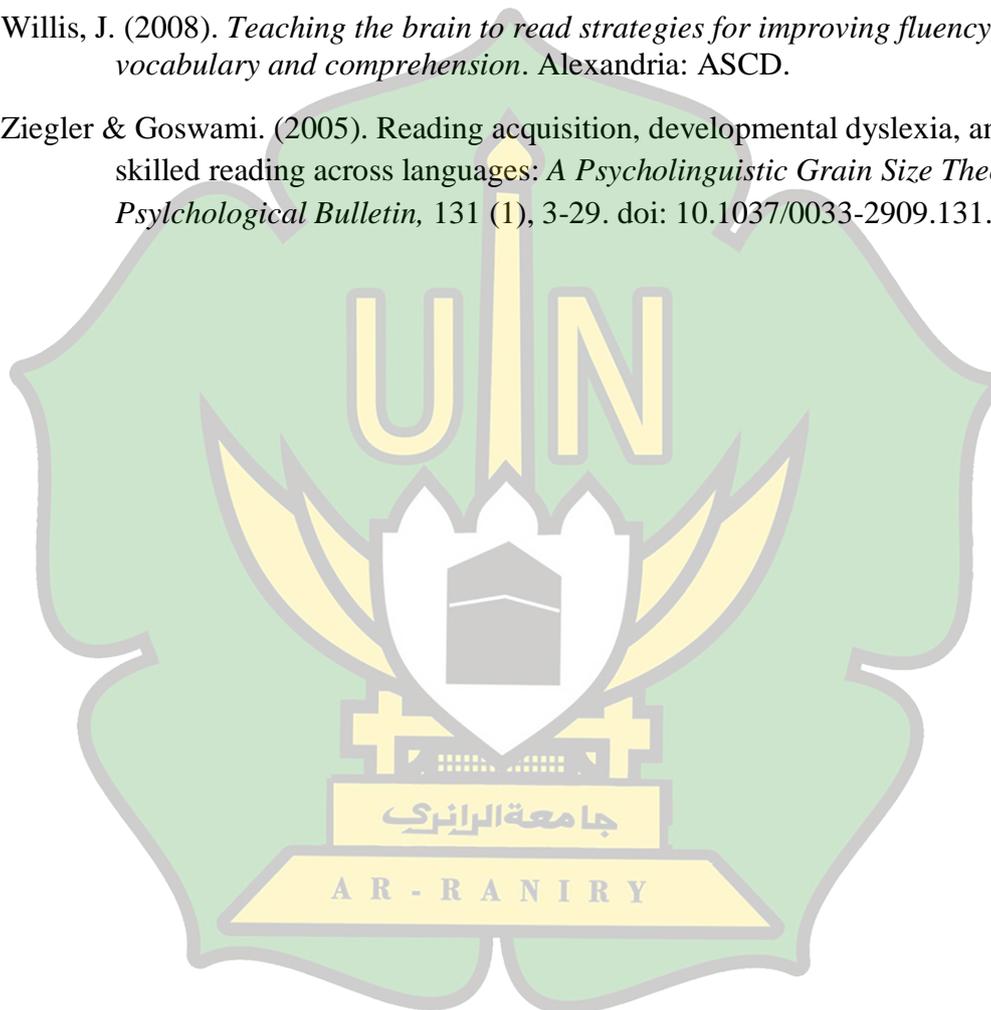
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B-6278/Un.08/FTK.1/TL.00/05/2019

29 Mei 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama : RIZKA YUSRIANA
NIM : 140203062
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Alamat : Gampong Labuy Kecamatan Baitussalam Kabupaten Aceh Besar

Untuk mengumpulkan data pada:

SMAN 1 Suro Kab Aceh Selatan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The influence of The Interesting Topic Text on Students

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 1415

ANGKET PENDAPAT SISWA
TERHADAP PENGGUNAAN TOPIK YANG MENARIK DALAM PELAJARAN READING COMPREHENSION

Mata Pelajaran : Bahasa Inggris   Kelas/Semester : …………………
Hari, Tanggal   : ……………..

Petunjuk Pengisian Angket
1. Angket terdiri atas **18** pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan pelajaran Bahasa Inggris, berikan jawaban yang benar-benar sesuai dengan pilihan anda.
2. **Berikan tanda cek (√) pada kolom yang sesuai jawaban anda.**
3. Tidak ada jawaban yang **BENAR** atau **SALAH**.
4. Jawaban **tidak akan mempengaruhi nilai** pelajaran Bahasa Inggris anda.

Keterangan:
      STS   = Sangat Tidak Setuju (1)   S   = Setuju (3)
      TS   = Tidak Setuju (2)   SS = Sangat Setuju (4)

NO.	PERNYATAAN	JAWABAN			
		STS	TS	S	SS
1	Pertama kali saya melihat pembelajaran Bahasa Inggris, saya percaya bahwa pembelajaran ini akan mudah bagi saya.				
2	Menyelesaikan pembelajaran Bahasa Inggris dan mendapatkan nilai bagus adalah sangat penting bagi saya.				
3	Akan lebih mudah bagi saya untuk memahami isi bacaan jika guru menggunakan media bacaan dengan topik yang menarik bagi saya.				
4	Saya dapat membaca dengan lancar jika topik materi yang diajarkan menarik bagi saya.				
5	Saya mempunya pengetahuan mendasar pada topik bacaan yang saya minati.				
6	Dengan topik bacaan yang menarik, saya akan lebih mudah menghubungkannya dalam kehidupan nyata.				
7	Keinginan saya dalam membaca akan meningkat jika topik bacaan yang diberikan guru cukup menarik bagi saya.				
8	Topik bacaan yang menarik akan membuat saya ingin mengetahui dan membaca lebih lanjut di luar jam sekolah.				

No	Pernyataan				
9	Bacaan yang menarik akan membuat saya senang untuk mencari tahu arti dari setiap kata yang tidak saya mengerti.				
10	Bacaan yang menarik akan membuat saya lebih teliti dalam mempelajari grammar.				
11	Teks bacaan pada buku Bahasa Inggris sangat membosankan sehingga membuat saya malas membaca.				
12	Saya tidak tertarik untuk membaca teks dengan topik yang tidak saya sukai.				
13	Saya tidak tertarik untuk membaca teks dengan topik yang sulit bagi saya.				
14	Teks yang tidak menarik membuat saya malas untuk mencari arti dari kosa kata yang tidak saya mengerti.				
15	Teks dengan topik yang menarik memudahkan saya untuk menghubungkan kosa kata yang tidak saya ketahui artinya dengan teks melalui konteks yang saya pahami.				
16	Saya dapat menjawab dengan tepat pertanyaan yang terkait dengan isi teks dengan topik yang menarik.				
17	Saya tidak terlalu suka membeli buku yang topiknya tidak menarik				
18	Jika guru tidak menyediakan teks dengan topik bacaan kesukaan saya, saya akan berusaha untuk mencari tahu maksud yang terkandung dalam teks tersebut.				
	Jumlah				

Daftar Pertanyaan untuk Mengetahui Pengaruh Topik Bacaan yang Menarik dengan Pemahaman Membaca Siswa Menurut Persepsi Guru

Nama Guru   :
Profesi   :
Kelas Pegangan   :

1. Sudah berapa lama Bapak/Ibu mengajar di SMA N 1 Suro, Aceh Singkil?
2. Bagaimana Perkembangan siswa dalam pelajaran Bahasa Inggris selama ini?
3. Bagaimana level/tingkat kefasihan berbahasa Inggris siswa di SMAN 1 Suro ?
4. Apakah siswa menyukai sesi *reading* pada pelajaran Bahasa Inggris?
5. Topik Bacaan apa yang disukai siswa akhir-akhir ini?
6. Apakah di dalam buku pegangan guru dan siswa terdapat bacaan dengan topik yang menarik bagi siswa?
7. Bagaimana Bapak/Ibu mengatasi siswa yang tidak menyukai sesi *reading* dalam Bahasa Inggris?
8. Bagaimana Bapak/Ibu meningkatkan minat siswa dalam sesi *reading*?
9. Menurut Bapak/Ibu, apakah topik bacaan yang menarik dapat mempengaruhi siswa dalam memahami isi bacaan?
10. Bagaimana respon siswa ketika Bapak/Ibu memberikan teks dengan topik yang menarik pada *reading comprehension*?
11. Apa saran Bapak/Ibu agar kemampuan siswa dalam memahami isis bacaan dapat meningkat?

Table Total Sample from SMA N 1 Suro, Aceh Singkil

No	Initials	Gender	Class	No	Initials	Gender	Class
1	AMB	Male	X	31	RF	Female	XI IPS
2	CM	Female	X	32	SPK	Female	XI IPS
3	RM	Female	X	33	RY	Female	XI IPS
4	SDC	Female	X	34	KD	Female	XI IPS
5	EC	Male	X	35	RM	Male	XI IPS
6	RB	Female	X	36	IRB	Female	XI IPS
7	SF	Female	X	37	NA	Female	XII IPS
8	FR	Male	X	38	SW	Female	XII IPS
9	HL	Female	X	39	NIC	Female	XII IPS
10	MS	Female	X	40	MH	Female	XII IPS
11	CB	Female	X	41	ANW	Female	XII IPA
12	AM	Female	X	42	AY	Male	XII IPA
13	ZC	Male	X	43	NSC	Female	XII IPA
14	FTD	Female	X	44	YF	Female	XII IPA
15	MIT	Female	X	45	NL	Female	XII IPA
16	ZB	Female	X	46	BDM	Female	XII IPA
17	MM	Female	X	47	SF	Female	XII IPA
18	HC	Female	X	48	EK	Female	XII IPA
19	SB	Female	X	49	FS	Female	XII IPA
20	TM	Female	X	50	DS	Female	XII IPA
21	IT	Female	XI IPA	51	SB	Female	XII IPS
22	TRK	Female	XI IPA	52	AGP	Female	XII IPS
23	DM	Female	XI IPA	53	YL	Female	XII IPS
24	RB	Male	XI IPA	54	NS	Female	XII IPS
25	HM	Female	XI IPA	55	LA	Female	XII IPS
26	DGH	Female	XI IPA	56	UAFM	Female	XII IPS
27	NLC	Female	XI IPA	57	HB	Female	XII IPS
28	MD	Female	XI IPA	58	SB	Male	XII IPS
29	NA	Female	XI IPA	59	SC	Male	XII IPS
30	IB	Male	XI IPA	60	SWC	Female	XII IPS

APPENDIX E

Students Response from The Questionnaire

Sampel	Indikator/Variabel																	
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18
1	4	4	2	4	3	3	3	4	4	4	4	4	4	4	4	4	3	4
2	2	3	4	1	4	4	4	4	4	4	3	3	4	4	4	4	2	4
3	4	4	4	2	2	4	4	3	4	4	4	3	4	4	4	4	4	4
4	3	4	3	4	2	3	2	3	3	4	2	4	4	4	4	4	4	4
5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3
6	3	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4
7	4	4	3	4	4	4	3	4	4	4	4	4	3	4	2	4	4	4
8	3	3	2	4	3	4	4	2	4	4	2	3	4	4	4	4	4	4
9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4
10	3	4	4	3	3	4	3	4	4	4	4	4	3	4	4	4	4	4
11	4	4	3	4	2	4	4	3	4	4	4	3	3	4	4	4	4	4
12	2	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
13	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3
14	3	4	3	3	4	4	4	4	4	3	4	3	3	3	4	4	1	4
15	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	3
16	3	3	2	3	3	4	4	4	3	3	3	4	4	4	4	4	4	4
17	4	4	4	4	3	4	4	4	4	4	4	3	3	4	4	4	3	2
18	3	4	3	1	3	4	2	1	4	4	2	4	3	4	4	4	4	4
19	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4
20	4	4	4	3	4	4	2	3	4	4	2	4	4	3	4	4	4	4
21	3	4	3	1	4	4	4	4	4	4	4	4	3	4	2	4	4	4
22	4	4	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	3
23	3	4	4	3	3	4	4	4	4	4	3	2	4	4	4	4	3	4
24	4	3	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	4
25	2	3	2	1	4	4	3	2	3	4	2	3	4	4	4	4	3	2
26	4	4	3	2	3	3	4	1	4	3	4	4	3	4	4	4	4	3
27	3	3	3	4	4	4	3	3	4	4	2	4	4	4	4	4	4	4
28	4	4	4	3	3	4	4	3	4	4	2	3	4	4	4	4	3	4
29	4	3	3	4	4	4	4	4	4	4	2	3	3	4	4	4	4	4
30	1	4	4	4	3	4	4	3	3	3	3	3	4	4	4	4	4	3
31	3	3	3	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4
32	4	4	3	4	3	4	4	3	4	4	4	3	3	4	4	4	2	4
33	3	4	4	4	3	4	4	4	3	3	4	4	4	4	4	4	4	4
34	4	4	4	2	4	4	4	3	4	4	4	4	3	4	4	4	4	3
35	3	2	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4
36	3	4	2	3	4	4	2	4	4	3	3	3	4	4	4	4	4	4
37	4	4	3	2	4	4	4	2	4	4	2	1	3	4	4	4	1	4
38	4	4	4	3	2	4	2	4	4	3	4	4	3	4	4	4	4	4
39	4	4	3	3	3	4	4	3	4	4	4	3	4	4	4	4	3	4

40	1	2	4	2	2	3	3	4	3	2	2	1	4	4	4	4	4	4
41	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	4
42	4	3	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4
43	4	4	4	2	2	4	4	3	3	4	4	3	4	3	4	4	4	4
44	3	3	3	1	2	4	4	3	4	4	4	4	4	4	4	4	4	4
45	4	4	4	4	2	4	4	4	4	2	2	4	4	4	4	4	4	3
46	3	3	4	3	3	4	4	4	4	4	4	2	4	4	4	4	4	4
47	2	4	3	4	4	4	3	3	4	4	4	4	3	4	2	4	1	4
48	2	3	4	1	3	4	4	1	4	2	2	1	4	4	4	4	4	4
49	4	4	2	4	4	4	4	3	3	4	4	4	4	4	4	4	3	4
50	3	2	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4
51	4	4	3	4	3	4	4	3	4	4	4	2	4	4	4	4	4	4
52	2	3	4	4	2	4	4	3	3	4	4	4	4	4	4	4	4	4
53	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	3
54	3	4	3	2	4	4	4	3	4	3	4	3	4	3	4	4	4	4
55	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2
56	4	3	4	3	2	4	4	3	4	4	3	4	4	4	4	4	4	4
57	2	3	4	4	2	4	4	3	4	4	4	4	3	4	4	4	3	4
58	3	4	3	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4
59	4	3	4	2	2	4	4	4	4	4	2	4	4	4	4	4	4	4
60	3	4	4	3	4	3	2	3	4	4	4	4	4	3	4	4	4	4

INTERVIEW SCRIPT

Me : Interviewer

Mrs. B : Mrs. Berliana Dalimunthe

Mr. A : Mr. Muhammad Albar

Me **:** Sudah berapa lama Bapak/Ibu mengajar di SMA N 1 Suro, Aceh Singkil?

Mrs. B : Saya sudah sekitar 5 tahun ya.

Mr. A : Saya mengajar di sini baru dua tahun lebih lah.

Me **: Bagaimana Perkembangan siswa dalam pelajaran Bahasa Inggris selama ini?**

Mrs. B : Peningkatannya cukup bagus, namun siswa di sini masih membutuhkan asupan yang menarik untuk menyadarkan dan meningkatkan minat mereka dalam belajar khususnya membaca

Mr. A : Menurut saya kemampuan mereka cukup meningkat, ya, menurut hasil ujian tahun ini. *Enggak* ada satu siswa pun yang mendapat nilai di bawah 7,5.

Me **: Bagaimana level/tingkat kefasihan berbahasa Inggris siswa di SMAN 1 Suro?**

Mrs. B : Level kefasihannya masih menengah kebawah, mungkin karena siswa cuma mengandalkan pelajaran di kelas saja.

Mr. A : Menurut saya tingkat sewajarnya siswa di desa terpencil, ya. Pemula ke menengah, low-intermediate begitu.

Me **: Apakah siswa menyukai sesi *reading* pada pelajaran Bahasa Inggris?**

Mrs. B : (huh..) Siswa-siswa ini tidak menyukai sesi *reading*. Kadang-kadang saya harus menyiapkan beberapa hadiah untuk yang mau membaca. Kadang-kadang *malah* mereka memilih minta ijin ke toilet dan *gak* balik lagi sampai sesi membaca selesai.

Mr. A : *Enggak.* Siswa saya banyak yang sama sekali tidak suka membaca teks bahasa Inggris saat pertama kali saya ngajar.

Me **: Topik Bacaan apa yang disukai siswa akhir-akhir ini?**

Mrs. B : Mereka suka topik yang berbeda-beda, ya. Misalnya *kalau* yang *cewek* lebih banyak yang suka K-POP sekarang dan semua yang berhubungan dengan Korea. Tapi siswa laki-laki lebih memilih topik tentang bola dan teknologi. Tapi pada dasarnya selerea mereka akan bersatu dalam topik humor.

Mr.A : Karena saya hanya mengajar kelas satu, saya cukup yakin Since bahwa mereka menyukai topik yang berbau Korea, *fashion*, dan olahraga.

Me   **: Apakah di dalam buku pegangan guru dan siswa terdapat bacaan dengan topik yang menarik bagi siswa?**

Mrs. B : Ya, begitulah. Pastinya semua bacaan dalam buku pegangan cukup menarik ya, tapi beberapa bacaan itu ada yang menggunakan tata bahasa dan kosa kata yang cukup tinggi levelnya. Nah, inilah yang kadang-kadang *bikin* siswa kita *down* dan *gak* bersemangat.

Mr. A   : Menurut saya begitu, tapi beberapa ada yang membosankan bagi siswa. Apalagi kalau hanya *mentok* di buku pegangan saja bahannya.

Me   **: Bagaimana Bapak/Ibu mengatasi siswa yang tidak menyukai sesi *reading* dalam Bahasa Inggris?**

Mrs. B : Saya pikir, Guru harus punya ide yang kreatif untuk mengajar. Bukannya memukul siswa kalau tidak mau mengikuti pelajaran. Itu malah *bikin* siswa lebih malas untuk belajar. Sesekali, guru harus menyiapkan hadiah untuk siswa yang mendapat nilai bagus dan mau mengikuti pelajaran. Tapi guru juga harus hati-hati untuk tidak menyinggung siswa yang mendapat nilai rendah.

Mr. A   : *Kalau* saya kadang-kadang dengan memberi hadiah, kadang-kadang juga saya mengganti teknik mengajar. tapi pada dasarnya opsi pertama lebih efektif daripada yang lainnya. Maklumlah, masih *teenager*.

Me   **: Bagaimana Bapak/Ibu meningkatkan minat siswa dalam sesi *reading*?**

Mrs. B : Ya *kayak* yang saya *bilang* sebelumnya. Kadang-kadang *ngasih reward* sebagai apresiasi, Kadang-kadang *ngambil* teks dari luar buku teks yang lebih menarik, kadang-kadang juga saya menyelipkan teknik tambahan kayak *roleplay gitu.*

Mr. A   : Saya memberikan teks dengan gambar, *roleplay,* dan membaca bergilir.

Me   **: Menurut Bapak/Ibu, apakah topik bacaan yang menarik dapat mempengaruhi siswa dalam memahami isi bacaan?**

Mrs. B : Menurut pengalaman saya dalam mengajar, pemahaman siswa cukup meningkat karena siswa merasa lebih termotivasi untuk mencari tahu arti dari setiap kosa katanya. Siswa juga lebih antusias walaupun kadang-kadang mereka salah dalam mengucapkan kata-katanya. Setidaknya, mereka mempunyai keinginan untuk belajar. Nah, inilah yang terpenting dalam belajar. Iya, kan?

Mr. A   : Saya kira begitu, karena pada dasarnya setiap orang suka mencari tahu tentang hal-hal yang mereka s ukai. Siswa akan merasa lebih tertarik dalam membaca teks yang mereka sukai.

Me : **Bagaimana respon siswa ketika Bapak/Ibu memberikan teks dengan topik yang menarik pada *reading comprehension*?**

Mrs. B : Topik yang menarik ini akhirnya meningkatkan minat siswa dalam membaca. Siswa juga menjadi lebih aktif dan antusias saat diminta untuk berdiskusi tentang topik yang mereka sukai. Guru juga perlu mempunyai wawasan yang luas agar tidak ketinggalan tentang topik yang sedang trending di kalangan remaja.

Mr. A : Saya tidak yakin, karena saya belum menerapkan teknik tersebut. Tapi saya kira mereka akan lebih tertarik dan termotivasi.

Me : **Apa saran Bapak/Ibu agar kemampuan siswa dalam memahami isis bacaan dapat meningkat?**

Mrs. B : (hh..) Sebenarnya, strategi guru dalam mengajar harus benar-benar membaik. Tidak hanya terpaku pada sistem pengajaran dan pembelajaran yang monoton. Kami sarankan Anda menyelipkan beberapa aktivitas menarik yang masih terkait dengan aktivitas membaca. Seperti yang telah kami terapkan sebelumnya, permainan peran, drama, memberikan topik menarik sesuai dengan minat siswa, tidak memberi siswa teks tata bahasa tingkat tinggi. Kadang-kadang, guru dapat menyediakan sumber bacaan di luar buku pegangan guru dan siswa. Misalnya, majalah, surat kabar, novel, komik, dan banyak lagi. Jadi siswa juga akan tertarik dengan kursus ini. Karena menurut saya, untuk guru yang kreatif, akan selalu ada cara untuk meningkatkan minat dan kemampuan siswa dalam hal apa pun.

Mr. A : Guru harus menggunakan berbagai bahan dan teknik, jelas. Terkadang guru juga perlu memberikan beberapa hadiah untuk membuat siswa merasa dihargai dan termotivasi.