
Students' Interests in Reading English Toward Comics at SMPN 1 Mare Kabupaten Bone

Syahidin¹, Nurindah², Yulius³

Syahidinwahyudin26@gmail.com

^{1,2,3}Halu Oleo University, Indonesia

ABSTRACT

The objective of this study is to determine whether or not the use of comics has an effect on students' interest in reading. This study used descriptive research. The population consisted of the seven grade students of SMPN 1 Mare in the 2019/2020 academic year, with a total of 155 students. The samples for this study were 60 students from the VII grade of SMPN 1 Mare. The instrument of this study was a questionnaire with a total of 15 statements. Each statement is divided into four aspects of interest; they are attitude, habit, motivation, and facility. The attitude aspect consists of 4 questions, the habit aspect also consists of 4 questions, the motivation aspect consists of 3 aspects, and the facility aspect consists of 4 aspects. It is followed by interview guidelines to ensure the objectivity of the result of the questionnaire. The result of this study shows that comics can be a good medium to make students interested in reading English texts. It is because they enjoyed reading text that contained pictures, making it easier to understand the text.

Keywords:

reading, interest, comic, reading interest.

1. Introduction

Reading is a difficult activity to do by some students because it involves a combination of multiple abilities, such as language skills and cognitive skills. In addition, students' interest is also a major factor in reading. Devito (2014), stated that when students felt comfortable during reading activity it can make them have different perception to see the world and this also can help them in learning English skill. Reading activities itself are cognitive activities that include the process of knowledge absorption, understanding, analytical skills, synthesis skills, and evaluation abilities, Afriyant & Surayatika (2022), also state that Reading is typically solitary and quiet activity that people engage in to understand information from the text. By reading, reader hopes to gain the information that will be valuable.

There is a lot of definition of reading. Many experts also give definitions about reading. Some of them stated that reading is the process to get, to understand, to catch the content of the reading by the reader. According to Kennedy (2010), Reading is the ability to understand and interpret readings from texts that are read based on background knowledge of the reader. While Lado (2009), stated that reading in a foreign language consists of knowing the meaning of that language through written texts, also Sari (2022), Reading comprehension is an activity that involves student's thinking to be able to know the meaning of reading. In short, reading is a process to

understand the content of the written text and to get information. To sum up, reading is activity to understand the meaning of text.

Interest plays a vital role in the reading comprehension achievement of higher-level readers. Interest plays an important role in achieving higher level reading comprehension of readers. With interest, students will focus more on reading activities and will better understand what they read. Engle & Conant, (2022), stated that students with high interest will more focus in the activity that they do. Therefore, with high interest students fill more focus in reading text. It is very essential to have by students in learning because interest has potential to make student want to spend their time for learning. Brown & Lent (2003), stated that interest is individual feelings that make someone likes or dislikes about something or an activity such as reading and doing assignments. Interest is one of the specifications of what is widely considered to be an individual's motivation. Thus, interest is part of a person's personality so that interest is very influential in that person's learning activities. in learning process interest has strong effect on it. a person will be more diligent, engaged, and less pressured towards the tasks they are interested in. Interests affect the time a person spend for study and do the other activities. Interest can be developed through motivation, therefore that to get the students interested in reading, motivation is needed. Reading in the limited sense or in the board sense is interest. The interest motivates one to read and put effort because the reading selection is interest.

Interest is believed to improve learning by enhancing students and automatic distribution of attention. In some cases, this quality of interest may affect learning. Renninger, (2000), stated that when students interest in activity thy will put effort on that activity. For example, the students will focus on the text that they read and used more time to read that text. In short, the more interested students are in reading, the more time and attention they will spend on read.

Interest is sometimes inaccurately equated with intrinsic motivation. Intrinsic motivation is defined chiefly in term of absence of external control or reward that is to say, rewards from an activity are drawn solely the activity itself. On the other hand, interest refers to an individual's engage interaction with a specific object. Krapp, (2012), an interested person is one attracted to an object for reasons rooted in prior experience and knowledge, or in compelling qualities embedded in the object of interest. Bandura, (1986), suggested the semantic difference between the word "interest" and "motivation" reflects the difference between the two processes, there is a major difference between a motive, which is an inner drive to action and an interest which is a fascination with something.

Interest is a sense of interest, attention, more desire that someone has for something, without any encouragement. This interest will settle and develop in him to get support from his environment in the form of experience. Experience will be obtained by interacting with the outside world, both through training and learning. Alexander, (1988), stated that there are two main factor that influence students' interest in reading. The first one is personal factor; in this factor consist of student's age, gender, intelligence, reading, psychological needs and attitude. And the second factors are intuitional factor in this factor consist of playmates, parents, movies that students watch, teacher explanations and available books. and other factors that

influence reading interest are the availability of materials, attitudes towards reading, free time between reading activities and rest time. In short, students reading interest influence by two main factors.

Interest also known as powerful motivating process that energizes learning. Interest can also be an indicator for achieving success in the academic process. Promoting interest can contribute to the learning experience and make students more motivated. Schiefele (1991), propose the concept of interest into several points, the first one is Interest is a concept that is unique to each piece of material. It implies that a person's interest is always tied to a single topic, endeavor, or activity.

In general, a person will know more about the topic he is interested in making it easier for reading comprehension. Therefore, it is important about the definition or theory of interest put forward by a psychologist in order to get a clear picture of what interest is. According to . Norman L. Munn (1966), there are five points in determining someone's interest, the first one is interest arises due to social and environmental influences, second is interest comes from descendants, then interest come from individual traits, then interest comes from needs, drives and motivation and the last interest comes from expression of self-concept.

In addition, student interest is also an important factor in reading English because interest is an important force that determines whether a student starts a task, how much energy students spend on doing it, and how long students stay. Lin and Huang (2016), stated that interest is attention, focus, perseverance, effort, knowledge and skills in doing something. However, to make this happen, students need to have a very high interest in reading because the more often someone reads, the more knowledge will be gained. Therefore, students need to have an interest in reading to increase their reading intensity.

Regarding the above explanation, reading comprehension is one of the important skills that students the first to teach especially for VII grade of SMP 1 Mare in Kecamatan Mare, Kabupaten Bone, Sulawesi Selatan. Based on the result interview was conducted by the researcher to obtain pre research data, which helped by some of the students at SMP 1 Mare, the researcher found that students have difficulties in reading activities. Most of the students were low interest in reading English texts because they were difficult to understand the meaning of the text and the reading text that given by the teacher was not interesting, monotonous and made students feel bored when it read. Hidi et al, (2002), that Interests have a positive influence on the individual's academic learning, knowledge fields and certain research fields. In short, interest is important to have by the students in reading activity.

2. Methods

This research conducted in the form descriptive research. In descriptive research, the researchers focused on explore and describe a phenomenon based on data obtained in the field, in order to explain and predict it. Descriptive research simply attempts to relate clearly and sequentially to the research question set by the researcher before entering the field. According to Suharsimi in Lilis (2010), descriptive research aims to determine the current state of a phenomenon and directly aims to determine the nature of the situation that existed at the time of the study. In this context, the purpose of descriptive research is to collect and underlying data in a

descriptive manner, or to create a description of the problem of teaching and learning English.

The research method used was a survey. The population of this research was 155 students at the VII grade of SMPN 1 Mare of Bone and this research used purposive samplings to take the samples were selected based on certain criteria. They were all students in the grade VII of SMPN 1 Mare in academic year 2021/2022. The sample was taken from representative of each class in SMPN 1 Mare with 20 students of each class.

The instrument of this study used a questionnaire and follow up by interviewee by asking several questions to support the results of filling out the questionnaire conducted by students the questionnaire itself given to the students after they read the spider man comic. The value of the questionnaire scale is based on the existing Likert scale. Therefore, there were five scales with different values, as shown in the table below. Respondents asked to rate statements on a single rating scale by placing a check mark next to each option to indicate their preference on a scale of one to five.

Tables and Figures are presented center, as shown in Table 1 and Figure 1, and cited in the manuscript before appeared.

3. Result

This research consists of students' interests on reading English text toward comic. For students' interest in reading English text, it is divided into four aspects which are, Attitude consists 4 statements, Habit consists 4 statements, Motivation consists 3 statements, and Facility consists of 4 statements.

Table 1. The Frequency of Student's Interest on Attitude Category

Statements	SA	A	N	D	SD
summary of 4 statements	125	165	43.4	51.7	15.1
Mean of the summary	31.3%	41.3%	10.9%	13%	3.8%

Based on the data above, the mean of the summary of 4 statements can be seen that the positive answer shows a highest percentage that it gets from total of strongly agree and agree as much as 71.6%. While the negative answer shows the lowest percentage. It can be concluded that students have good attitude on the using of comic based on their positive responds through the 4 statements of questionnaire.

Table 2. The Frequency of Student's Interest on Habit Category

Statements	SA	A	N	D	SD
summary of 4 statements	85	150	65	70	30
Mean of the summary	21.2%	38%	16.3%	18%	8%

Based on the data above, the mean of the summary of 4 statements can be seen that the positive answer shows a highest percentage that it gets from total of strongly

agree and agree as much as 59.2%. While, the negative answer shows the lowest percentage. It can be concluded that Students enjoyed their reading content when the text had and they interested in rereading that content but when text which not contained picture, they not interested to rereading the text based on their positive responds through the 4 statements of questionnaire.

Table 3. The Frequency of Student's Interest on Motivation Category

Statements	SA	A	N	D	SD
summary of 4 statements	62	127	43.3	47	22
Mean of the summary	16%	32%	11%	12%	6%

Based on the data above, the mean of the summary of 3 statements can be seen that the positive answer shows a highest percentage that it gets from total of strongly agree and agree as much as 48 %. While, the negative answer shows the lowest percentage. It can be concluded that Students seem motivated to read comic because the students can enjoy reading and learning new thing from the comic besides that student in junior high school level usually talk about comic and share the new comic or discuss about comic in their daily based on their positive responds through the 3 statements of questionnaire.

Table 4. The Frequency of Student's Interest on Facilities Category

Statements	SA	A	N	D	SD
summary of 4 statements	87	158.4	51.7	78.2	25
Mean of the summary	21.7%	39.6%	12.9%	19.6%	6.3%

Based on the data above ,the mean of the summary of 4 statements can be seen that the positive answer shows a highest percentage that it gets from total of strongly agree and agree as much as 61.3%.while the negative answer shows the lowest percentage. It can be conclude that Students facility is needed by Students to made them more interested in reading English text and the comic itself can be that media to use because most of students enjoyed in reading comic then they usually download comic on their phone or bring the comic and whey they liked to read the comic they would read the comic till the end that why comic can be interested facility to make students interesting in reading English text.

Based on the answer of the students on the questionnaire which contains 15 number questions and divided into 4 aspect the student's response positively of the using of comic to make them interested in reading English text it can be seen all of the aspect of interests are fulfilled and shown positive response from the students.

4. Discussion

Student's interest in reading English text of VII grade at SMP Negeri 1 Mare toward comic is good level. Their response to the questionnaire about student's interest in reading English text towards comic is more prominent in their good response, where when the question is positive, most students respond positively too. This makes an influential contribution to their interest in reading English text. This research has found the results of students' interest in reading English toward comic. These results were obtained from a questionnaire consisting of positive and negative statements separated randomly into 15 items and the questionnaire supported by interview to make sure the result of questionnaire on student interest in reading English toward comic.

Based on the results of calculations with an average percentage of the total responses shows that students' interest reading English toward comic has really good response even though it was the first time they used English comic in reading active. Dawson and Bamman (1985), stated that there are four aspects of interest and principles that can influence student interest as indicators they are attitude, habit, facility and motivation. For the attitude aspect most of the students show good attitude. It proven that one of the statements related on this aspect, namely statement 2 ("I enjoyed or was interested in reading English if the text contained pictures") in this statement 35% of students strongly agree with this statement and 41, 7% also agreeing with this statement. Based the result it shown that student's attitude related how the student's interest in reading English toward comic. The second aspect is habit. Most of students show that statement of this factor get positive respond. This one of the statements related to habit, namely statement 7("I can read comics that I like more than twice") in this statement 26, 7% of students strongly agree with this statement and 43, 3% also agreeing with this statement. Based the result it shown that student's habit related how the student's interest in reading English toward comic and also Davis (2005), state that the interest in closing a fascinating thing is an attitude that continually follows people's attention. In this case, a person's activities, likes, or things that are significant to them and that influence their behavior in order to achieve particular behavior-related goals. As a result of his actions, a person's interest in doing anything is affected.

The next aspect is facility, this aspect also shows positive response from students, one of the statements related to this aspect, namely statement 11 (Comics might be a suitable media to entice me to read.) shows that 21,7% of students strongly agree with this statement and 56,7% also agreeing with this statement. Based on the result of this statement that comic can be suitable media that made students interesting in reading English text. And the last aspect of interest and principles that can influence student interest is motivation, and for the last aspect also show positive statement with 26, 7% of the students choose strongly agree and 46, 7 % of the students choose agree and the namely of this statement is statement 14 (I read comics because in comics I can learn a new thing) so based on that result shown that students is motivated to read comic with is related to the students interest in reading English text toward comic.

All in all, based on the four aspects of interest and principles that can influence student interest as indicators, those are attitude, habit, facility and motivation indeed showed a good response this also related to the result of the research was conduct by Suardi (2014) found that motivation and the interesting of students can be increased

by reading comic. However, based on this result, it is drawn the conclusion that student's interest in reading English text toward is really good. It is caused by the result of the questionnaire show the highest percentage who interested in reading English toward comic this also support by the result of the interview. To find out The results of filling in student questionnaires analyzed used the percentage formula. percentage is the frequency of each aspect of the observation divided by the total number, after that the result was multiplied by the whole, after that the result is multiplied by 100%.

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Problem percentage

F : Frequency (number of students filling the questionare)

N : Total of the students

5. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that, students really interested in reading English toward comic it can be seen form the result of the questioners consist of 15 questions and divided into four indicators those are attitude, habit, facility, and motivation, which indeed showed a good response. When it comes to positive statement the students' responses positive to and the negative statements came, they responses negative to. Based on the findings and discussion in the previous chapter, it can be concluded that, students really interested in reading English toward comic it can be seen form the result of the questioners consist of 15 questions and divided into four indicators those are attitude, habit, facility, and motivation, which indeed showed a good response. When it comes to positive statement the students' responses positive to and the negative statements came, they responses negative to. It can be concluded that, students really interested in reading English toward comic it can be seen form the result of the questioners consist of 15 questions and divided into four indicators those are attitude, habit, facility, and motivation, which indeed showed a good response.

References

- Alexander, J. D. (1988). Aphasis in English. *Word*, 39(1), 29-65.
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ, 1986(23-28).
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: longman.
- Davis, N. E., & Roblyer, M. D. (2005). Preparing teachers for the "Schools that technology built" Evaluation of a program to Train teachers for virtual schooling. *Journal of Research on Technology in Education*, 37(4), 399-409.
- Dawson, C and Bamman. (1985). *Practical Research Methods A User-Friendly Guide to Mastering Research*. Oxford: United Kingdom.
- Devito. (2014). The Correlations Between Reading Strategies and Reading Comprehension. *Journal of Humanities and Social Science*, 3(13), 187-193.

- Engle, R. A., & Conant, F. R. (2002). Guiding principles for fostering productive disciplinary engagement: Explaining an emergent argument in a community of learner's classroom. *Cognition and instruction*, 20(4), 399-483.
- Kennedy, Eddie C. (1981). *Method in Teaching Development Reading* (2nd ed). USA: FEPeacock Publisher Inc..
- Krapp, A. (1999). Interest, motivation and learning: An educational-psychological perspective. *European journal of psychology of education*, 14, 23-40.
- Lado, Robert. (2009). *Language Testing*. New York: McGraw-Hill book Company.
- Lin, S.-H., & Huang, Y.-C. (2016). Examining Charisma in Relation to Students Interest in Learning. *Active Learning in Higher Education*, 17 (2), 139-151.
- Munn, L. Norman (1966). *Psychology. The Fundamentals of Human Adjustment*, Boston. Houghton Mifflin Company.441-442
- Afriyanti, P., & Desi Surayatika. (2022). THE EFFECTIVENESS OF TEAM-ASSISTED INDIVIDUALIZATION METHOD ON SEVENTH GRADE STUDENTS' READING COMPREHENSION AT SMP NEGERI 3 PALEMBANG. *Journal of Teaching of English*, 7(4), 7-18. Retrieved from <http://jte.uho.ac.id/index.php/journal/article/view/108>
- Renninger, K. A. (2000). Individual interest and its implications for understanding intrinsic motivation. In *Intrinsic and extrinsic motivation* (pp. 373-404). Academic Press.
- Sari, S. I., Mursalim, M., & Muhsin, M. K. (2022). The Effect of Discussion Method in Online Learning on Student's Reading Comprehension at Vocational High School 1 Wangi-Wangi. *Journal of Teaching of English*, 7(2). Retrieved from <http://jte.uho.ac.id/index.php/journal/article/view/14>
- Schiefele, U. (1991). Interest, learning, and motivation. *Educational psychologist*, 26(3-4), 299-323.
- Suardi, S. (2014). The Implementation of 'Comic Life' Through Directed Reading Activities to Increase Students' Reading Comprehension. *Ethical Lingua: Journal of Language Teaching and Literature*, 1(2), 30-43.