THE CORRELATION BETWEEN READING INTEREST AND READING COMPREHENSION OF JUNIOR HIGH SCHOOL STUDENTS IN PEDAMARAN

Nabila Febiola[*1], Annisa Astrid[*2], Deta Desvitasari[*3]
2120205043@radenfatah.ac.id[*1], annisaastrid_uin@radenfatah.ac.id[*2], detadesvitasari_uin@radenfatah.ac.id[*3]
Faculty of Tarbiyah and Teacher Sciences[*1,2,3]
Universitas Islam Negeri Raden Fatah Pelembang[*1,2,3]

ABSTRACT

The aim of this study was to examine the relationship between reading interest and reading comprehension of ninth-grade pupils. Students from two junior high schools participated in the study, which employed a correlational approach. A reading test and a questionnaire on reading interest were used to gather data. The Pearson Product-Moment Correlation was used to analyze the relationship between the two variables. The findings revealed a substantial correlation between reading interest and reading comprehension, with a p-value of 0.001 (<0.05). A somewhat positive correlation was indicated by the Pearson correlation coefficient of 0.519. Additionally, a regression test with a p-value of less than 0.001 verified a significant positive relationship. The results showed that students' enthusiasm in reading had a beneficial impact on their comprehension of texts, as it explained 26.9% of the variance in reading comprehension. Fostering reading interest may enhance comprehension abilities, according to this study, which offers insightful information about the relationship between reading interest and understanding. Other approaches to collect more accurate data and expand on these findings should be investigated in future studies.

INTRODUCTION

Reading skills are essential for many aspects of life, particularly for acquiring knowledge through books and other sources of information. Mastery of English reading skills is especially crucial, as English is widely used to access information and is frequently the medium of instruction in higher education (Sultana, 2017). Developing strong reading skills in English not only supports academic success but also enhances personal growth by improving concentration and fostering a deeper understanding across a variety of subjects. For these reasons, reading skills should be emphasized as a fundamental component of educational curricula.

Reading comprehension, which is widely recognized as the primary goal of reading, refers to the ability to understand and extract meaning from written texts. It is a complex cognitive process that involves more than just reading

words—it requires readers to connect new information with their existing knowledge, use logical reasoning, and draw on prior experiences to fully grasp the relationships between ideas, events, and details across a text (Kočiský et al., 2018). For comprehension to be effective, two major skills must work together: decoding, which allows readers to identify and pronounce words, and language comprehension, which helps them make sense of what those words mean in context (Wang et al., 2019). Supporting this, Situmorang & Dewantiz (2025) found that students' reading comprehension significantly improves when they receive structured phonics instruction. This type of instruction strengthens their ability to recognize words accurately and fluently, which in turn allows them to focus more on understanding the text as a whole. Ultimately, reading is not a passive task—it demands active engagement with vocabulary, grammar, sentence structure, and the overall message. True comprehension emerges when readers are not just reading words, but thinking deeply about what those words mean within the broader context.

Scientific research confirms that reading is one of the most vital language skills, offering numerous cognitive and emotional benefits. Lambrini et al. (2018) Highlight that reading improves memory, understanding, and other cognitive abilities, while also reducing stress and promoting emotional well-being. These benefits make reading a valuable addition to any English language program, especially for young learners. Senawati et al. (2021) argue that reading supports both mental and emotional development, shaping students into well-rounded individuals who are more likely to excel academically and personally. Beyond language acquisition, cultivating a love for reading helps students become more engaged, thoughtful, and emotionally mature.

Psychological aspects—especially motivation and personal interest—are crucial in shaping and enhancing a student's reading ability (Suryani et al., 2020). A student's willingness to read often depends on how connected or engaged they feel with the material. Pitoyo (2020) explains that reading interest is not only driven by internal factors but also shaped by external influences such as exposure to reading from an early age, access to technology, and the availability of well-equipped libraries. When students are frequently surrounded by literacy-rich environments, their curiosity and interest in reading tend to grow naturally. Maribbay (2022) observed that students often lose focus or become disengaged when faced with reading materials like short stories or articles that fail to capture their attention. This lack of interest can negatively affect their reading progress. In contrast, students who develop a genuine love for reading often show greater motivation and determination to improve their reading skills. Brown (2019) reinforces this idea by noting that a strong passion for reading can act as a powerful motivator, encouraging students to explore more texts and deepen their understanding. Therefore, a combination of internal psychological drive and external support systems—like engaging content and accessible technology— plays a vital role in students' reading development.

Maintaining students' interest in learning, particularly in reading, can be challenging. While individual interests vary widely among students, situational interest—an emotional response to specific, engaging stimuli in their

environment—can spark initial motivation. However, situational interest tends to be fleeting and often insufficient to sustain long-term engagement, as it depends on both situational factors and personal traits (Arikpo and Domike, 2015). This presents a challenge for educators, who must work to transform these temporary emotional responses into lasting motivation that supports ongoing learning and academic growth.

This challenge is especially pronounced in reading, where students often struggle to stay engaged with texts. Komilovna (2023) emphasizes that while interest and talent are essential for comprehension, many students find it difficult to engage deeply with reading materials, which limits their ability to fully understand and apply what they read. This issue becomes more apparent when the reading materials are not inherently interesting to the students. Despite these difficulties, research in psychology and education underscores the crucial role of interest in meaningful learning. Krapp (2016) argues that understanding how interest affects learning is vital, as it influences a student's ability to retain information and apply knowledge effectively. Therefore, while situational interest may provide a useful starting point, the real educational challenge lies in developing strategies that nurture and sustain interest over time, ensuring students not only comprehend the material but also remember it for future use.

Previous studies have investigated the relationship between students' reading enthusiasm and comprehension across various educational levels, including eighth-grade junior high students (Aprilia et al., 2020; Fitria, 2019; Maribbay, 2022), ninth-grade junior high students (Pratama et al., 2022), tenth-grade high school and vocational students (Kurniati et al., 2023), and university students (Alfatihah & Tyas, 2022; Aprilia et al., 2020; Reski, 2018; Sari Dewi et al., 2020). While studies focusing on ninth-grade junior high students exist, they typically are limited to single schools, leaving the applicability of findings to other settings uncertain. To address this gap, the present study was conducted in two different schools—a private and a public one—allowing for a more heterogeneous sample and broader insights into how reading interest influences comprehension at this level. This study aimed to examine whether there is a significant correlation between students' reading interest and their reading comprehension abilities, focusing on three types of texts: procedural, descriptive, and narrative. Using a correlational research methodology, the study sought to answer the question "Is there a significant correlation between students' reading interest and reading comprehension in Junior High Schools in Pedamaran?"

Reading comprehension is a complex process that relies on several essential components working together, including the ability to make inferences, activate prior knowledge, understand vocabulary, and monitor one's own understanding while reading (Elleman & Oslund, 2019). These key skills align with established theories of how we comprehend texts and serve as important goals for educators aiming to help students become better readers. While developing advanced comprehension skills is vital, it's equally important to recognize that strong word recognition forms the fundamental building block of effective reading comprehension. As Horiba et al. (2015) describe, word recognition is the skill of connecting spoken language to written symbols,

enabling readers to decode familiar phrases and sentences smoothly and derive meaning from them. Furthermore, to Annisa and Susanti (2024) emphasize that students improve their understanding by actively engaging with texts—paying close attention to sentence structures, vocabulary choices, and crucial pieces of information. Employing practical techniques such as underlining key points, highlighting significant words or phrases, and writing notes or annotations in the margins can significantly aid readers in retaining important details and deepening their grasp of the material. These interactive reading strategies encourage a more thoughtful and immersive reading experience, helping students to not only remember what they read but also to critically reflect on the content. Altogether, a balanced focus on word recognition, comprehension skills, and active engagement strategies is essential to nurturing confident, proficient readers who can navigate texts with understanding and insight.

Interest plays a pivotal role in deeper learning, particularly in English language education. It positively influences motivation, meaningful engagement, attention span, and memory retention (Renninger & Hidi, 2022). Recent neuroscience research demonstrates that the power of interest is grounded in physiological processes, including how the brain processes self-related information, connects personal experiences to learning materials, triggers reward circuits, and makes learning intrinsically rewarding. Interest shapes learners' comprehension, effort, preferences for feedback, and their ability to set goals, maintain self-efficacy, and self-regulate learning activities.

Reading interest refers to a strong and sincere enjoyment of reading that inspires people to read regularly and on their own. It involves more than just recognizing words—it reflects a true enthusiasm and curiosity that encourages continuous engagement with different texts. According to Rahayu (2015), reading interest is described as a person's pleasure in reading combined with an understanding of the benefits that come from it. When individuals develop a real passion for reading, they tend to become self-motivated learners, actively seeking out information and knowledge independently. This also increases their awareness of the positive effects reading has, such as expanding vocabulary, enhancing critical thinking skills, and broadening overall knowledge. Brown (2019) emphasizes that a genuine love for reading can significantly improve students' reading performance, especially when they find the topics interesting. This passion keeps learners focused, helping them to better understand and retain the material. Conversely, reading uninspiring or repetitive content often causes distractions and makes it harder to grasp the meaning. Therefore, when readers encounter material that captures their interest, they are more likely to comprehend and remember it effectively, leading to a more rewarding reading experience overall.

RESEARCH METHOD
The quantitative approach using a bivariate correlation design was used in this study to investigate the link between two variables: reading comprehension and reading interest. A correlational design, a type of non-experimental study, measures and describes the strength of the correlation between two or more

variables or sets of scores using statistical methods. This approach is similar to other methods, such as logistic regression, hierarchical linear modeling, and structural equation modeling, which allow for more complex interactions between variables (Creswell & Creswell, 2018). The dependent variable in this study was reading comprehension (Y), whereas the independent variable was students' interest in reading (X).

$$\boxed{\mathbf{X \to Y}}$$

X : Reading Interest

Y : Reading Comprehension

This research was conducted in both public and private junior secondary schools in Pedamaran to ensure a more diverse and representative sample, thus minimizing potential bias. The total population of the study consisted of 348 ninth-grade students from these schools. However, due to various factors such as availability and willingness to participate, only 100 students expressed their consent to become part of the research. A random sampling method was used to ensure fair representation from both schools. First, five ninth-grade classes were randomly selected using a draw method. Then, within each selected class, students were randomly chosen to participate in the study. As a result, 66 students were selected from SMPN 1 Pedamaran and 44 Students from SMP PGRI Pedamaran, making a total sample size of 100 participants. This approach was intended to provide a balanced perspective from students across different school settings, offering more generalizable insights into the relationship between reading interest and reading comprehension.

The instruments used in this study were a reading interest questionnaire consisting of 36 items and a reading comprehension test comprising 54 multiple-choice questions. To ensure the validity of these instruments, a validity test was conducted outside the research sample, and the results indicated that both instruments were valid. The consistency of the reading interest questionnaire and the reading comprehension test was evaluated using Cronbach's Alpha for the reliability test. The alpha coefficient for the ten dimensions of reading interest was 0.920, demonstrating that the measurement for each dimension of reading interest was stable and reliable. This result suggests that the instrument effectively measures reading interest across various contexts, including social media and online reading.

Using Cronbach's Alpha, the reading comprehension test's dependability was further verified. The coefficient obtained was 0.915, which is greater than the acceptable threshold of 0.60, indicating that the test is reliable. The researcher administered both the reading interest questionnaire (36 items, including 10 statement indicators) and the reading comprehension test (54 items, including 9 reading texts) on the same day and time, aligning with the students' scheduled English class hours.

Once the data was collected, the researcher proceeded with the data analysis using correlation analysis. Before conducting the analysis, normality tests were performed to check for the distribution of the data. Since the sample size exceeded 50, the Kolmogorov-Smirnov test was used. The data was found to follow a normal distribution, as indicated by the normality test result of 0.169,

which is greater than 0.05. The data was also confirmed to be linearly distributed using the linearity test, which yielded a result of 0.055, which is likewise above 0.05. The suitability of the data for additional investigation was guaranteed by these first checks.

FINDING AND DISCUSSION
Finding
The Correlation between Students' Reading Interest and Reading Comprehension
The analysis of the data shows that the dataset meets important assumptions for further statistical testing. First, the normality test resulted in a value of 0.169, which indicates that the data follows a normal distribution and does not significantly deviate from it. This is an important condition because many statistical tests require normally distributed data to produce valid results. Additionally, the linearity test yielded a coefficient of 0.055. Although this value is slightly above the typical significance threshold of 0.05, it still suggests that there is a reasonably linear relationship between the two variables being studied. The slight deviation does not undermine the overall linear connection, meaning the variables move in a somewhat predictable and straight-line manner relative to each other. Given that both normality and linearity assumptions are sufficiently met, the next logical step is to conduct a correlation test. This test will help determine the strength and direction of the relationship between the two variables more precisely. Understanding this relationship is essential for drawing meaningful conclusions and guiding any subsequent analyses or interventions based on the data.

The results show that students' reading interest has a significant positive relationship with grade nine students' reading comprehension, can be seen in Table 1 below:

Table 1 Correlation of Reading Interest and Reading Comprehension

Correlations		Reading Interest	Reading Comprehension
Reading Interest	Pearson Correlation	1	.519[**]
	Sig. (2-tailed)		<.001
	N	100	100
Reading Comprehension	Pearson Correlation	.519[**]	1
	Sig. (2-tailed)	<.001	
	N	100	100

The analysis revealed two important findings regarding students' reading interest and reading comprehension. First, the data showed a significant relationship between these two factors, supported by a p-value of 0.001, which is well below the common threshold of 0.05, indicating strong statistical significance. Second, the correlation between reading interest and comprehension was found to be moderately positive, with a Pearson correlation coefficient of 0.519. This suggests that as students' enthusiasm and interest in reading increase, their ability to understand and interpret texts also tends to improve. Conversely, when students show less interest in reading, their comprehension skills are likely

to decrease. Based on these results, the study accepted the alternative hypothesis, confirming that reading interest and comprehension are indeed connected, and rejected the null hypothesis that suggested no relationship. These findings highlight the importance of fostering students' interest in reading as a way to support and enhance their overall comprehension abilities.

The Contribution of Students' Reading Interest to Reading Comprehension

Following the results of the correlation test, which revealed a meaningful connection between reading interest and reading comprehension, the study proceeded to investigate this relationship more thoroughly. To do this, a regression analysis was carried out to measure the extent to which a person's interest in reading influences their ability to understand written texts. This type of analysis helps clarify the cause-and-effect dynamics between these two variables, moving beyond simply knowing they are related to understanding how one directly impacts the other. The main purpose was to quantify how much reading interest contributes to improving comprehension skills. By gaining this insight, educators and researchers can better appreciate the importance of fostering genuine reading interest among students as a key factor in developing stronger reading comprehension abilities.

Table 2 The Regression Analysis

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	4.384	11.313		.388	.699
	Reading Interest	.590	.098	.519	6.006	<.001

Coefficients[a]

Based on the data presented in the table, it is clear that students' reading interest plays a significant role in enhancing their reading comprehension. This conclusion is supported by the statistical results, where the p-value was found to be less than 0.001, which is well below the standard significance level of 0.05. Additionally, the t-value of 6.006 exceeded the critical t-table value of 1.983, further confirming the strength of this relationship. These numbers indicate that there is a meaningful and positive contribution of reading interest to students' ability to understand texts. The details shown in Table 8 illustrate the extent to which students' enthusiasm and motivation to read influence their comprehension skills. Overall, fostering a strong interest in reading is crucial for improving how well students grasp and engage with written material.

The results of the analysis showed a significant and meaningful relationship between students' interest in reading and their reading comprehension abilities. This was demonstrated by an F-value of 36.069 and a p-value of less than 0.001, which indicates strong statistical evidence. Since the p-value was below the conventional threshold of 0.05, the null hypothesis (Ho2), which assumed no relationship between the variables, was rejected. In contrast, the alternative hypothesis (Ha2) was accepted. This finding suggests that students who have a higher interest in reading tend to understand reading materials better, highlighting the importance of fostering reading motivation in education.

*Nabila Febiola [*1], Annisa Astrid[*2], Deta Desvitasari [*3]*
THE CORRELATION BETWEEN READING INTEREST AND READING COMPREHENSION OF JUNIOR HIGH SCHOOL STUDENTS IN PEDAMARAN

Table 3 The Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519[a]	.269	.262	12.545

The analysis of the data reveals that there is a correlation value (R) of 0.519a between students' reading interest and their reading comprehension. This suggests a moderate positive relationship, meaning that as students' interest in reading increases, their comprehension skills tend to improve as well. To better understand the extent of this influence, the coefficient of determination, also known as R-Square, was calculated and found to be 0.269. This value indicates that approximately 26.9% of the variation in students' reading comprehension can be explained by their level of reading interest. In other words, reading interest plays a meaningful role in shaping how well students understand what they read, although other factors also contribute to comprehension. This finding emphasizes the importance of nurturing and encouraging a genuine passion for reading among students, as it can significantly impact their ability to grasp and engage with texts. However, it is also important to recognize that nearly 73% of the variation in comprehension is influenced by other variables, highlighting the complex nature of reading skills development. Overall, fostering reading interest should be considered a key component in strategies aimed at improving reading comprehension.

Discussion

The Pearson Product-Moment Correlation coefficient of 0.519 found in this study shows a moderate connection between students' interest in reading and their success in understanding what they read. Specifically, the data collected from ninth-grade students in Junior High Schools in Pedamaran demonstrates a moderately significant link between these two aspects. This means that students who have a higher interest in reading tend to have better reading comprehension skills. On the other hand, those with less enthusiasm for reading often struggle more with understanding the material. The positive correlation of 0.269 indicates that as reading interest increases, comprehension improves accordingly. This relationship highlights the importance of fostering reading motivation among students, as it can directly influence their academic performance. Encouraging a love for reading can therefore be a valuable approach to help students enhance their comprehension abilities and succeed in their studies.

Moreover, the findings of this study align with and support similar research conducted in this field. For instance, Kurniati et al. (2023) reported a positive correlation coefficient of 0.432 between reading interest and reading comprehension, which also falls within a moderate range. Likewise, Pipit (2022) discovered a moderate positive relationship of 0.470 between these two factors. In addition, Aprilia et al. (2020) found a positive correlation coefficient of 0.461, further confirming the consistent moderate connection between reading interest and comprehension. These results collectively highlight the important role that reading interest plays in enhancing students' comprehension skills. Encouraging

students to develop a genuine interest in reading can thus be an effective strategy for improving their overall academic performance, especially in language-related subjects. When students are motivated and interested in reading materials, they tend to engage more deeply with the content, which helps improve their understanding and retention. Therefore, educators should focus on fostering a positive reading culture to support better comprehension outcomes.

The data analysis indicates that students' reading interest contributes significantly—about 26.9%—to their reading comprehension. This finding highlights how closely learners' understanding is tied to their level of interest in the material they are reading. According to (Renninger & Hidi, 2022), a student's interest not only shapes their comprehension but also influences their effort and how they respond to feedback during the learning process. Similarly, Zur et al. (2022) emphasize that students who exhibit a strong interest in reading tend to achieve higher levels of comprehension. This connection exists because interest naturally boosts attention, memory, motivation, and engagement—all of which are essential for effective learning. Additionally, interest supports important factors like self-efficacy, goal setting, and self-regulation, which further enhance comprehension. Castles et al. (2018) describe interest as a key factor that shapes how the brain develops reading skills, highlighting its vital role in literacy growth. This perspective aligns with the broader understanding that affective factors, such as interest, play a crucial part in successful learning experiences. Brown (2019) also notes that a genuine love of reading can inspire students and has been central to many effective reading instruction methods. Taking into account a student's interests or natural talents during the reading process helps improve comprehension and academic achievement, as supported by (Komilovna, 2023). Overall, fostering reading interest is essential for encouraging deeper understanding and lifelong learning.

The results of the analysis further revealed that reading interest, although important, is not the sole or primary factor influencing reading comprehension. This suggests that a child's ability to understand reading materials is shaped by a combination of interconnected factors. While interest can encourage a child to engage more deeply with a text, it is only one piece of a larger puzzle. Suryani et al. (2020) identified several key components that influence reading comprehension. First, intellectual factors involve a person's capacity for logical thinking, purposeful action, and environmental adaptation. Second, environmental factors—such as the learning atmosphere at home and school—can support or hinder reading development. Third, psychological factors, including motivation and emotional readiness, play a significant role. Lastly, physiological factors, such as physical health and gender, may also affect how well a student processes information. Therefore, enhancing reading comprehension requires attention to all these elements, not just reading interest alone.

This current study also aligns with and reinforces the findings of several previous studies that examined the connection between students' reading interest and their reading comprehension abilities. For example, Kurniati et al., (2023) concluded that there is a moderate but consistent correlation between a student's interest in reading and their ability to comprehend texts. Their study found a

positive correlation coefficient of 0.432, which suggests that students who are more engaged and interested in reading tend to perform better in understanding what they read. Similarly, Aprilia et al. (2020) discovered a slightly stronger positive relationship, reporting a correlation coefficient of 0.461. These findings emphasize the importance of cultivating students' interest in reading as a way to improve their comprehension skills. Furthermore, a study by Gultom et al. (2020) supports this trend. They found a computed value of 0.78, which exceeded the critical value of 0.36 at a 0.05 significance level. This led to the conclusion that there is a significant and strong relationship between reading motivation and reading comprehension among third-year students at Bung Hatta University. Altogether, these findings highlight the consistent importance of fostering reading interest as a key factor in enhancing academic reading success.

The findings of this study clearly highlight the crucial role that reading interest plays in enhancing reading comprehension, accounting for 26.9% of the variation in students' reading abilities. However, it is equally important to acknowledge that many other factors contribute to students' success in reading. These include intellectual capabilities, environmental influences, psychological well-being, and even physiological conditions. While a strong curiosity and genuine interest in reading can boost motivation, attention, and overall engagement, fostering a well-rounded approach is essential to support students effectively. Educators should focus not only on cultivating students' passion and enthusiasm for reading but also on addressing their cognitive skills, providing a supportive and stimulating learning environment, and attending to their emotional health. Such a holistic strategy ensures that learners receive the comprehensive support they need to thrive. Ultimately, this multi-dimensional approach—combining motivation, environment, and psychological factors—can significantly improve both reading comprehension and overall academic achievement.

CONCLUSION AND SUGGESTION

This study underlines how reading interest has a big influence on reading comprehension. High levels of interest can help people understand what they're reading, while low levels can make it harder. The findings indicated that students' reading interest and comprehension were positively and significantly correlated to a degree of 26.9%, with other, unexplainable factors accounting for the remaining 73.1%. To have a better grasp of the relationship between reading interest and reading comprehension, investigate the theoretical framework. In addition to offering useful insights for academics examining the connection between reading interest and comprehension across various subjects and levels, the study's findings can be used as a basis for future investigations.

The study's findings lead the researcher to recommend that students continue to increase their reading interest in order to improve their reading comprehension, which will help them learn English. Teachers should encourage students to select engaging text themes in order to boost their interest in learning how to read texts and improve their reading comprehension. The researcher would like to give some recommendations to English teachers. Teachers should help their students more about the importance of interest to contribute their role as

reading for students. Teachers should make some efforts to develop students' reading interest and encourage them to practice reading comprehension. Teachers also need to apply some reading comprehension techniques that are suitable for students.

In order to uncover the aspects, support, enhance, and expand the caliber of study on reading interest and reading comprehension, it was recommended that future researchers carry out additional studies in this area. Also, other researchers can use other techniques to obtain data whose results are more accurate and they use this study or this research for their research.

REFERENCES

Alfatihah, D. F. N., & Tyas, P. A. (2022). The correlation between undergraduate-students' reading interest and their reading comprehension. *Journal of Languages and Language Teaching*, *10*(3), 343–355. https://doi.org/10.33394/jollt.v10i3.5460

Annisa, N., & Susanti, A. (2024). Effect of quizizz application on the students' reading comprehension. *Wiralodra English Journal*, *8*(1), 1–12. https://doi.org/10.31943/wej.v8i1.244

Aprilia, F., Lustyantie, N., & Rafli, Z. (2020). The effect of reading interest and achievement motivation on students' discourse analysis competence. *Journal of Education and E-Learning Research*, *7*(4), 368–372. https://doi.org/10.20448/journal.509.2020.74.368.372

Arikpo, O. U., & Domike, G. (2015). Pupils' learning preferences and interest development in learning. *Journal of Education and Practice*, *6*(21), 31–38. www.iiste.org

Brown, H. D. (2019). Language assessment principle and classroom practice. In *Pearson Education*.

Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading Acquisition from novice to expert. *Psychological Science in the Public Interest*, *19*(1), 5–51. https://doi.org/10.1177/1529100618772271

Creswell, J. W., & Creswell, J. D. (2018). Research design. In *Sage*.

Dewi, R. S., Hasanah, U., & Wahyudi, A. (2020). Reading interest and reading comprehension: A correlational study in Syarif Hidayatullah State University, Jakarta. *Talent Development & Excellence*, *12*(1), 241–250. http://www.iratde.com

Elleman, A. M., & Oslund, E. L. (2019). Reading comprehension research: Implications for practice and policy. *Policy Insights from the Behavioral and Brain Sciences*, *6*(1), 3–11. https://doi.org/10.1177/2372732218816339

Fitria, W. (2019). Reading interest and reading comprehension : A correlational study. *Journal Educative : Journal of Educational Studies*, *4*(1), 95–107. https://doi.org/10.30983/educative.v4i1.1333

Gultom, U. A., Khairul, & Fatimah. (2020). The correlation between reading interest and reading comprehension ability of the third year students at the English Department of Bunghatta University. *E-Jurnal Universitas Bung*

Hatta, *54*(4), 337–348. https://doi.org/10.31857/s0320930x20040088

Horiba, Y., Fukaya, K., & Luke, S. (2015). Reading and learning from l2 text: Effects of reading goal, topic familiarity, and language proficiency. *Reading in a Foreign Language*, *27*(1), 22–46. http://nflrc.hawaii.edu/rfl

Kočiský, T., Schwarz, J., Blunsom, P., Dyer, C., Hermann, K. M., Melis, G., & Grefenstette, E. (2018). The narrativeQA reading comprehension challenge. *Transactions of the Association for Computational Linguistics*, *6*, 317–328. https://doi.org/10.1162/tacl_a_00023

Komilovna, K. K. (2023). Mastering reading comprehension: A vital skill for academic success. *Central Asian Journal of Medical*, 83–89. https://doi.org/10.5281/zenodo.10020449

Krapp, A. (2016). Interest, learning, and development. *ResearchGate*, *January 1992*, 3–19. https://www.researchgate.net/publication/233896476

Kurniati, R., Daud, A., & Masyhur, M. (2023). Reading interest and reading comprehension ability: The correlational study in secondary education. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, *2*(1), 41–50. https://doi.org/10.37058/jelita.v2i1.6547

Lambrini, K., Iliadis, Aikaterini, F., & Vasiliki, V. (2018). Reading and health benefits. *Journal of Healthcare Communications*, *03*(04), 1–4. https://doi.org/10.4172/2472-1654.100149

Maribbay, R. T. (2022). Reading interests and habits: Their relationship to the reading comprehension of grade 11 students. *International Journal of Arts, Sciences and Education*, *3*(84), 2799–1091. https://ijase.org

Pipit, A. (2022). The correlation between students' reading interest and students' reading comprehension at SMKN 1 Jenangan Ponorogo. In *Journal of Artificial Intelligence and Capsule Networks* (Vol. 4, Issue 2). https://doi.org/10.36548/jaicn.2022.2

Pitoyo, A. (2020). A meta-analysis: Factors affecting students' reading interest in Indonesia. *International Journal of Multicultural and Multireligious Understanding*, *7*(7), 83–92. https://doi.org/10.18415/ijmmu.v7i7.1727

Pratama, Y., Susilowati, R., & Nugroho, P. B. (2022). The correlation between students' reading interest and their reading comprehension at the ninth grade of MTs N 1 Lampung Utara academic year 2021/2022. *ResearchGate*, *1*(12), 819–828. https://doi.org/10.47637/griya-cendikia.v7i2.365

Rahayu, G. S. (2015). Pengaruh minat baca terhadap prestasi belajar IPS siswa kelas V SD se-gugus II kasihan bantul tahun ajaran 2014 / 2015. *Jurnal Penididkan Guru Sekolah Dasar*, *1*(1), 5–12. http://repository.upy.ac.id/id/eprint/325

Renninger, K. A., & Hidi, S. E. (2022). Interest development, self-related information processing, and practice. *Theory into Practice*, *61*(1), 23–34. https://doi.org/10.1080/00405841.2021.1932159

Reski, Y. Y. I. (2018). The correlational study between students interest and the students reading comprehension. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *6*(1), 44–55. https://doi.org/10.24256/ideas.v6i1.17

Senawati, J., Komang, N., Suwastini, A., Agung, I. G., Rwa, S., & Luh, N. (2021). The benefits of reading aloud for children: A review in EFL context. *Indonesian Journal of English Education*, *8*, 73–100. https://doi.org/10.15408/ijee.v8i1.19880

Situmorang, R. K., & Dewanti, R. (2025). Morphological awareness in students' reading comprehension: A connection with phonics instruction. *Wiralodra English Journal*, *9*(1), 27–40. https://doi.org/10.31943/wej.v9i1.354

Sultana, S. (2017). English as a medium of instruction in bangladesh's higher education: Empowering or disadvantaging students? *Asian EFL Journal*, 11–52. https://www.researchgate.net/publication/262919568

Suryani, A. I., Kasus, S., & Sdn, D. I. (2020). Factors of influence students' reading ability(case study at SDN 105 Pekanbaru). *Jurnal Pendidikan Guru Sekolah Dasar*, *9* *(February)*, 115–125. https://doi.org/http://dx.doi.org/10.33578/jpfkip.v9i1.7860

Wang, Z., Sabatini, J., O'Reilly, T., & Weeks, J. (2019). Decoding and reading comprehension: A test of the decoding threshold hypothesis. *Journal of Educational Psychology*, *111*(3), 387–401. https://doi.org/10.1037/edu0000302

Zur, S., Zur, S., Hestiana, H., & M, Z. (2022). Students' interest in reading english texts. *KnE Social Sciences*, *2022*, 148–157. https://doi.org/10.18502/kss.v7i8.10733