

**READING INTEREST, TEXT TYPES AND READING
COMPREHENSION OF ENGLISH EDUCATION STUDY PROGRAM
STUDENTS OF FKIP SRIWIJAYA UNIVERSITY**

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Abstract: The aims of this study were to describe the reading interest, text types and reading comprehension, to find out whether or not there was significant correlation between students' reading interest and their reading comprehension, to find out whether or not there was significant difference in reading comprehension in terms of the text types, to find out how much each text types contributed in reading comprehension, to find out whether or not there was significant difference in reading interest in terms of the text types; and to find out how much each text types contributed in reading interest. Seventy three students of the English Education Study Program of Faculty of Teacher Training and Education within Sriwijaya University in the academic year of 2014/2015 were selected as the sample by means of total population sampling. The data were collected through the use of Reading Interest Questionnaire and a set of reading comprehension test. The data were analyzed by using Pearson Product Moment correlation coefficient and Independent Sample t-test. The results were as follows: 1) most students interested in narrative text and had good and average scores on reading comprehension, 2) the correlation between reading interest and reading comprehension was significant, 3) there was significant difference in students' reading comprehension in terms of text types, 4) expository text gave more contribution than narrative text, 5) there was significant difference in students' reading interest in terms of text types, and 6) narrative text gave more contribution than expository text.

Keywords: *reading interest, text types, reading comprehension, university students*

Reading skill plays an important role in learning English as a foreign language. Reading is how people

discover new things. Therefore, a person who knows to read can adequate themselves in any area of life

they are interested in (Davis, 2014). Furthermore, according to Eidswick (2009), it is important for individuals to do more reading because by reading they can have experiences which may help them cope with their life problems more effectively and gain greater freedom and happiness in their personal adjustment. If individuals see that reading can help them, this way may encourage them to read more.

According to Falke (2008), the ability to read opens wide communications and learning opportunities. Texts can be used to share information, express desires and further connections with other people. A lack of understanding of the written text can limit possibilities for social and academic success. In addition, Zhou and Siriyothin (2011) claim that in a world that demands competency with printed information, the ability to read in English is one of the most important skills that people need to require in international settings. In other words, the acquisition of reading skills in English is important to keep up with what happens worldwide. The importance of academic reading has been well recognized by many researchers. For example, Pritchard, Romeo, and Muller (1999) state that good reading comprehension is important not only to academic learning in all subject areas, but also to professional success and, indeed, to lifelong learning. Furthermore, Levine, Ferenz, and Reves (2000) argue that the ability to read academic texts is considered as one of the most important skills that university students of ESL or EFL need to acquire.

According to Demirel (2006, as cited in Sahin, 2013), reading material (text) is one of the components in reading comprehension. Text type has

been claimed by many researchers to be one variable that needs to be explored. However, the influences of text types on reading are complex (Zhou & Siriyothin, 2011). Differences in existing knowledge about the content of text materials may be an important source of individual differences in reading comprehension (Brantmeier, 2003). Hinkel (2006) suggests that teachers select readings from wide array of genres, such as narrative, exposition, and argumentation. Nevertheless, research on comprehension differences between text of different types in English is not much (Alderson, 2000; Horiba, 2000).

The importance of text types is pointed out by Grabe (1988) who claims that an important part of the reading process is the ability to recognize text genres and various distinct text types. In the study that examined text types (stories and essays) and comprehension, Horiba (2000) reported that non-native English readers are affected by text types.

According to Perfetti (1997), readers may develop a complex integration of information that can be learned, depending on the types of texts used and the types of task performed. Another study conducted by Carrel and Connor (1991) who investigated the relationship of intermediate-level ESL students' reading of both persuasive and descriptive texts. Carrel and Connor's study (1991) got involved twenty-three undergraduate and ten graduate ESL students. The results indicated that text type has complex effects on L2 reading, and that descriptive texts are easier to understand than persuasive texts.

Another study conducted by Kendall, Mason and Hunter (1980) who used three types of reading materials (expository, narrative, and fairy tale) found that the students performed slightly better on fairy-tale passages than narrative passages and slightly worse on expository passages than narrative passages.

The importance of reading interest and its association with reading has become the subject of investigation. For example the study done by Hidi (2001) investigated 23 sophomore students at a private university in Hyogo, Japan. Hidi (2001) found that Japan advanced readers' established both individual interest and their situational interest contributed to increase comprehension and learning. Kusmartini's (2013) research of reading interest of English Study Program students, Sriwijaya State Polytechnic involved 60 students also found that there was significant correlation between students' reading interest and reading comprehension. Another study conducted by Schraw, Flowerday, and Lehman (2001) with 104 university students enrolled in an introductory educational psychology course at a private university of also showed that the role of choice, text organization and prior knowledge on interest increase interest which, in turn, increases learning.

National Council of Teachers of English (2004) argues that readers easily comprehend text with familiar topics, but they are less successful at comprehend text on unfamiliar topics. At the same time, it also argues that readers' interpretations construct with texts as well as the types of text they read are influenced by their interest. Marshall and Buchanan's (2011) research revealed that the use of contemporary culturally relevant text

could increase students' interest and motivation for classroom novel study. In Marshall and Bunchanan's (2001) study found out that the familiar topic had a significant positive impact on reading comprehension achievement for the African American students.

Furthermore, Rasool and Royer (1986) investigated the performance of 44 third graders in an accelerated English program at a private university in Hyogo, Japan across two types of reading texts (narrative and expository). They found that the students performed better on the narrative text than they did on the expository text. However, they mention that the narrative text used had a lower readability than the expository texts presented.

The study conducted by Baker and Wigfield (1999) also investigated the association between students' reading interest and their reading comprehension achievement. The study showed that there was correlation between reading interest and reading comprehension achievement. In addition, Baker and Wigfield (1999) found that students who had highest interest, got good score in reading, but students who had lowest interest did not get good score in reading. Another study conducted by Larsen (1999) also reported that high interest readers also tend to explore many other types of text.

Taking into consideration what the literature has documented concerning the role of reading interest, the text types, and reading comprehension, the writer conducted an investigation to find out the correlation among text types, students' reading interest, and their reading comprehension. the focus of the study was to answer the following questions: 1)What were the descriptions of

students' reading interest, text types, and reading comprehension? 2) Was there any significant correlation between reading interest and their reading comprehension? 3) Was there any significant difference in reading comprehension in terms of the text types? 4) How much did each text type contribute to students' reading comprehension? 5) Was there any significant difference in reading interest in terms of the text types? And 6) How much did each text type contribute to students' reading interest?

METHODOLOGY

Method of Study

This study was a correlational study. In this study, the writer obtained the data from a questionnaire and a reading comprehension test. In this study, the students' reading interest and their reading comprehension were correlated to find out whether there was a significant correlation between them. In addition, the significant difference of reading comprehension in terms of text type, and the significant different of reading interest in terms of text types, and also their contribution were found out.

Procedures of the Study

The students were asked to read the instruction and complete the reading interest questionnaire. After completing the questionnaire, they did the reading comprehension test in the form of short-answer. While doing the test, the students were not allowed to ask each other and the writer concerning the content, nor were they allowed to use dictionary. After doing the test, the writer scored the test manually.

Population and Sample

In this study, reading interest, text types, and reading comprehension were correlated. Therefore, in order to know their reading comprehension, a group of students who had already taken all reading courses was the population. The population of this study was sixth semester students of English Education Study Program of FKIP Sriwijaya University both in Inderalaya and Palembang campuses in the academic year 2014-2015. Meanwhile, most of higher semester students had rarely come to campus as they did not have more subjects to attend so the writer decided not to get them involved as the population and sample of this study.

The population of this study became the sample of the study. The writer chose to study the entire population because the size of the population that had the particular set of characteristics that the writer was interested in is typically very small. 73 students consisting of 6 male students and 33 female students from Indralaya campus and 9 male students and 31 female students from Palembang campus.

Data Collection

Questionnaire

To obtain the information about students' reading interest, the reading interest questionnaire adapted from McDaniel, Finstad, Waddill, and Bourg (2000) was distributed before the reading comprehension test was conducted. There were 15 items in the questionnaire which measured two types of reading interest: narrative and expository texts. The students were asked to read each statement and rate themselves by using the Likert scale intervals, ranging from "Strongly Agree" to "Strongly Disagree". The

scales were coded as 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree.

Reading Comprehension Test

The writer measured students’ reading comprehension by having them to read four texts (two narrative texts and two expository texts) and answered the short-answer questions based on the texts they had read. There were four texts with ten short-answer questions for each text. The texts were about the general topics which were taken from the internet. To check the readability of each passage in order that they were appropriate for the participants of the study, the Flesch Kincaid Readability program were used. The score of each correct answer in the reading comprehension test was 2.5, so the highest total score was 100. The score of each incorrect answer was 0, so the lowest total score was 0.

Meanwhile, the forty comprehension questions were in the form of short-answer questions devised by the writer herself. The short-answer questions which covered the distribution of six aspects namely main idea, detail, inference, cause/effect, vocabulary and sequence. The answers expected for the short answer questions varied in length from one or two words to a few clauses. Reading comprehension test was also used to know the text types. After the reading test was scored, the writer analyzed what text types that students were interest to.

Data Analyses

The Analysis of Reading Interest Questionnaire

There were 15 items in the questionnaire which measured two types of reading interest: narrative and expository texts. The students were

asked to read each statement and rate themselves by using the Likert scale intervals, ranging from “Strongly Agree” to “Strongly Disagree”. The scales were coded as 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree.

Table 1
The Types of Reading Interest

Types	Items No
Narrative	1, 3, 5, 7, 9, 11, 13, 15 (eight items)
Expository	2, 4, 6, 8, 10, 12, 14 (seven items)

The Analysis of Reading Comprehension Test

The total correct answers of reading comprehension test are 100. The students’ work was scored manually by the writer. The correct answer for each question was scored 2.5 and 0 for the incorrect one. The students scores were then converted into five categories of reading comprehension level

Correlation and Multiple Regressions

The analyses of the collected data were conducted by using Pearson Product moment correlation coefficient and regression analysis. The first technique was applied to find out whether or not there were significant correlation between students’ reading interest as well as each category and their reading comprehension.

The multiple regression analysis was applied to find out to what degree that the predictor variables, the students’ reading interest and text types gave contribution to the criterion variable, students’ reading comprehension. In analyzing the data, SPSS (Statistical Package for Social

Science) program 20.0 was used as the statistical device.

The t-test was used to find out the differences within groups. To analyze the data, independent sample t-test was used to see the difference of the average score gained by the student of both group. Johnson and Christensen (2012) claim that t-test is used to determine how great the difference between the two means in order to be judged significant. The result of t-obtained and t-table was compared to know whether there was a significant difference in student's reading interest and text types in reading comprehension. The difference was considered significant if $t\text{-count} > t\text{-table}$ and probability is < 0.05 .

FINDINGS

Results of Reading Interest Questionnaire

It was revealed that from the questionnaire, the students had more interest on narrative text than expository text. As shown in Table 2, 53 out of 73 students interest on narrative text (72.60%) and 18

students interest on expository text. While, 2 students interest on both texts.

Table 2
The Distribution of the Students' Reading Interest Questionnaire

No	Reading Interest	N	%
1	Narrative Text	53	72.60
2	Expository Text	18	24.66
3	Narrative and Expository	2	2.74
	Total	73	100

There were two types of reading interest used in this research. They were narrative text and expository text. The questionnaire should be responded ranging from Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

Table 3 presents the result of the analysis for the first type of reading interest, that is, expository text. Table 4 presents the result of the analysis for the second type of reading interest, that is, narrative text.

Table 3
Data Distribution of Expository Text in Reading Interest Questionnaire

Item No	Statement	SA		A		U		D		SD		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	It is important for me to do well compare to others in reading	7	9.58	33	45.02	19	26.02	14	19.17	0	0	73	100
3	I have more than one textbooks for each subjects	8	10.95	44	60.27	14	19.17	7	9.58	0	0	73	100
5	I think textual clues play important roles in reading expository texts	42	57.53	24	32.87	7	9.58	0	0	0	0	73	100
7	I don't like to work hard in reading class	30	41.09	27	36.98	11	15.07	5	6.84	0	0	73	100
9	I prefer material that really challenges me so I can learn new thing	14	19.17	40	54.79	13	17.80	6	8.21	0	0	73	100

11	I would rather do something at which I feel confident and relaxed than something which is challenging and difficult	28	38.35	33	45.20	9	12.32	3	4.10	0	0	73	100
13	Sometimes I am difficult in understanding expository texts	33	45.20	32	43.83	7	9.58	1	1.36	0	0	73	100
15	I enjoy reading textbooks	14	19.17	37	50.68	15	20.54	7	9.58	0	0	73	100

Table 4
Data Distribution of Narrative Text in Reading Interest Questionnaire

Item No	Statement	SA		A		U		D		SD		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
2	Sometimes I am difficult in understanding narrative texts	20	27.39	37	50.68	10	13.69	6	8.21	0	0	73	100
4	I think background knowledge plays important roles in reading narrative texts	9	12.32	31	42.46	21	28.76	12	16.43	0	0	73	100
6	It is difficult to get interesting books	29	39.72	32	43.83	5	6.84	7	9.58	0	0	73	100
8	I prefer material that arouses my curiosity even it is difficult to read	25	34.24	35	47.94	10	13.69	3	4.10	0	0	73	100
10	The most important thing for me in reading is to understand the content as thoroughly as possible	22	30.13	39	53.42	9	12.32	3	4.10	0	0	73	100
12	I spend much time in reading novels	34	46.57	19	26.02	12	16.43	8	10.95	0	0	73	100
14	I like to read adventure books	27	36.98	33	45.20	9	12.32	4	5.47	0	0	73	100

The results indicate that most students were easier to understand narrative texts than expository texts as shown by the response to the item no 4 (“I think background knowledge plays important roles in reading narrative texts”). The result showed that only 12.32% of the students thought that they were strongly agree needed

background knowledge in understanding narrative texts but 57.53% of them were strongly agree to have background knowledge in understanding expository texts (item no 5).

The result of the students’ response to the item no 12 showed that 46.57% of them spent much time in

reading novels. It means they prefer reading narrative texts which was more entertain than reading expository texts. This was supported by the students' response to the item no 14 ("I like to read adventure book").

Results of Students' Reading Comprehension

The results showed that the lowest score of the reading comprehension test was 35 and the highest was 92.5. For each category, 9 students had Very Good score in reading comprehension, 29 students had Good score, 25 students had Average score, 8 students had Poor score, and 2 people had Very Poor score. The distribution is presented in the following table.

Table 5
The Distribution of the Students' Reading Comprehension Test

No	Score Interval	Category	N	%
1	86 – 100	Very Good	9	12.33
2	71 – 85	Good	29	39.73
3	56 – 70	Average	25	34.25
4	41 – 55	Poor	8	10.96
5	0 – 40	Very Poor	2	2.73
Total			73	100

Table 5 shows that most students had Good score (39.73%) and Average Score (34.25%). Meanwhile, few students had Very Good score (12.33%). Furthermore, there were few students had Poor score and fewer who got Very Poor score.

Students' Reading Comprehension based on Text Types

In this research, the reading comprehension test consisted of two text types, narrative texts and expository texts. It was used to find out which text types students prefer to. Questions 1 – 10 and 21 – 30 were narrative text questions and questions 11 – 20 and 31 – 40 were expository text questions. Table 6 presents the results in details.

The result showed that most students could do the reading comprehension test both in narrative text and in expository text. For narrative question, question no 5 could be answered correctly by 66 students (90.41%) and question no 9 and 25 could be answered correctly by 40 students (54.79%). For expository question, question no 36 could be answered correctly by all of students (100%) and question no 33 could be answered correctly by 40 students (54.79%).

Table 6
Score Distribution of Reading Comprehension Text based on Text Types

Text Types									
Narrative					Expository				
Item No	N= True Items	%	N= Asal	%	Item No	N= True Items	%	N= False Item	%
Q1	63	86.3	10	13.69	Q11	53	72.60	20	27.3
Q2	63	86.3	10	13.69	Q12	52	71.23	21	28.7
Q3	57	78.0	16	21.91	Q13	48	65.75	25	34.2
Q4	59	80.8	14	19.17	Q14	44	60.27	29	39.7

Q5	66	90.4	7	9.58	Q15	48	65.75	25	34.2
Q6	63	86.3	10	13.69	Q16	55	75.34	18	24.6
Q7	54	73.9	19	26.02	Q17	43	58.90	30	41.0
Q8	48	65.7	25	34.24	Q18	57	78.08	16	21.9
Q9	40	54.7	33	45.20	Q19	48	65.75	25	34.2
Q10	56	76.7	17	23.28	Q20	46	63.01	27	36.9
Q21	44	60.2	29	39.72	Q31	42	57.53	31	42.4
Q22	58	79.4	15	20.54	Q32	42	57.53	31	42.4
Q23	61	83.5	12	16.43	Q33	40	54.79	33	45.2
Q24	41	56.1	32	43.83	Q34	49	67.12	24	32.8
Q25	40	54.7	33	45.20	Q35	45	61.64	28	38.3
Q26	46	63.0	27	36.98	Q36	43	58.90	30	41.0
Q27	52	71.2	21	28.76	Q37	43	58.90	30	41.0
Q28	52	71.2	21	28.76	Q38	73	100	0	0
Q29	51	69.8	22	30.13	Q39	56	76.71	17	23.2
Q30	42	57.5	31	42.46	Q40	54	73.97	19	26.0

Statistical Analyses

To answer research questions from number 1 to number 5, writer used two kinds of statistical analysis, Pearson Product Moment Correlation Analysis and Independent Sample T-test. Pearson Product Moment Correlation Analysis was used to find out whether or not there was any significant correlation between students' reading interest and their reading comprehension. Meanwhile, Independent Sample T-test was used to find out whether or not there was any significant difference and the contribution in the students' reading interest and text types and whether or not there was any significant difference and the contribution in students' reading comprehension and text types.

Correlation between Students' Reading Interest and Their Reading Comprehension

The first research question of this study was "Was there any significant correlation between the students' reading interest and their reading comprehension?". Based on Pearson Product Moment Correlation

Coefficient, the result indicated that the correlation coefficient or the *r*-obtained was .251 with the probability value less than .032 in which was lower than alpha level of .05 showing that there is a significant correlation between reading interest and reading comprehension. The results of the correlation summarized in the following table.

Table 7
Correlation between the Students' Reading Interest and Reading Comprehension

		RC_Tot
RI_Tot	Pearson Correlation	.251*
	Sig. (2-tailed)	.032
	N	73
	Pearson Correlation	1

*. Correlation is significant at the 0.05 level (2-tailed).

Students' Reading Comprehension in terms of Text Types

To answer research question number 2, (*Was there any significant difference in reading comprehension in terms of the text types (narrative and expository)?*) the independent sample t-

test was performed to examine the significant difference in reading comprehension in terms of text types (narrative and expository). The results of independent sample t-test are presented in Table 8

The result of the calculation indicates that at the significance level $p = .05$ in two tailed testing with $df = 144$, the v value .041. It means that the p value (Sig (2-tailed)) $< .05$. It indicated that there was significance difference in reading comprehension in terms of text types (narrative and expository).

Table 8
Difference in Reading Comprehension in terms of Text Types

Reading Comp	N	Mean	Mean Diff	Sig. 2-tailed
Narrative	73	36.16	2.56	.041
Expository	73	33.59		

Contribution of Text Types to Reading Comprehension

In order to answer the third problem of study (*How much did each text type contribute to students' reading interest?*)? regression analysis was applied. The results of the regression analysis showed that the contribution of the expository text is bigger than narrative text. The contribution of the expository text to reading comprehension was 85.1% whereas the contribution of the narrative text to reading comprehension was 14.9%. These following tables present the result of regression analysis

Table 9
Result of Linear Regression Analysis of Text Types and Reading Comprehension

Model	R	R Square	R Square Change	Sig. F Change
1	.923 ^a	.851	.851	.000
2	1.000 ^b	1.000	.149	

- a. Predictors: (Constant), EXPO_TOT
- b. Predictors: (Constant), EXPO_TOT, NAR_TOT

Results of the Students' Reading Interest in terms of Text Types (Narrative and Expository)

To answer research question number 4, (*Was there any significant difference in students' reading interest in terms of the text types(narrative and expository)?*) independent sample t-test was used. The result of the independent sample t-test shows that at the significance level $p = .05$ in two tailed testing with $df = 144$, the v value .000. it means that the p value (Sig (2-tailed)) $< .05$. It indicated that there was significance difference in reading interest in terms of text types.

Table 10
Difference in Reading Interest in terms of Text Types

Reading Comp	N	Mean	Mean Diff	Sig. 2-tailed
Narrative	73	31.9	3.87	.000
Expository	73	28.0		

Contribution of Text Types to Reading Interest

In order to find out the fifth question (*How much did each text types contribute to students' reading interest?*)? regression analysis was applied. The results of the regression analysis showed that the contribution of the narrative text is bigger than expository text. The contribution of the narrative text to reading interest was 77.9% whereas the contribution of the expository text to reading comprehension was 20.1%. These following tables present the result of regression analysis.

Table 11
The Result of Linear Regression
Analysis of Text Types and Reading
Interest

Model	R	R Square	R Square Change	Sig. F Change
1	.894 ^a	.799	.799	.000
2	1.000 ^b	1.000	.201	

a. Predictors: (Constant), RI_NAR

b. Predictors: (Constant), RI_NAR, RI_EXPO

DISCUSSION

Based on the analysis of the correlation between the students' reading interest and reading comprehension above, it was found that r-obtained was .251. This means that there was a significant correlation between the students' reading interest and reading comprehension. This finding was in accordance with what Eskey (2005) found that light reading became a 'stepping stone' to further reading. Students must take the first step of developing reading fluency before they can take the second step of becoming avid readers. Moreover Guthrie, et al (2012) state that relatively good readers tend to read more; they increase their competence, which increase their reading ability. Interest is the link between frequent reading and reading comprehension.

As a result of reading interest questionnaire, the students were more interested in narrative text than expository text. It was in line with the correlation of the reading achievement to the reading interest for each text type. Not surprisingly, narrative text was found to be easier than expository text.

According to Best et al (2008) the students need to apply more advanced skills to comprehend expository text and that deficits in these higher order cognitive skills may result in poorer

expository comprehension despite adequate word-level and basic language skills. It is also possible that problems with higher cognitive skills may go unnoticed until the focus of reading instruction switches from narrative to expository text (Schiefele & Krapp, 1996). The other objectives of this study was to seek whether there was any difference in reading comprehension in terms of text types (narrative and expository) and how much the contribution is.

Based on the findings, there was significant difference of reading comprehension in terms of text types. Surprisingly, the findings showed that expository text gave more contribution than narrative text. Reading interest in narrative text might give bigger correlation than reading interest in expository text but in this case expository text gave more contribution in reading comprehension. Schraw et al. (1995) suggested that to build a theory of interest related to reading an extended text, interest should be considered as a complex cognitive phenomenon that is affected by multiple text and reader characteristic.

One of reader characteristics is prior knowledge. Prior knowledge can contribute to reading comprehension to the extent that it poses problems of test bias (Alderson, 2000). Wade et al. (1999) reported that the connections readers made between information and their prior knowledge or previous experience increased their reading comprehension. A quality shaping the contribution of prior knowledge to L2 reading comprehension is the degree of reader familiarity with culturally related information within a text. Individuals who are unfamiliar with culture-specific textual elements are less likely to understand a text than individuals who are familiar with them

(Diakidoy, Stylianou, Karefillidou, & Papegergio, 2004).

Other objectives are the difference in reading interest in terms of text types. The findings showed that there was a significant difference in reading interest. Reading interest in narrative text gave more contribution than reading interest in expository text. Interest plays important role when reading different types of texts (Schiefele, 1992). Researchers in L1 studies (Englert & Hiebert, 1984) and L2 studies (Brantmeier, 2005) have investigated how different text types might lead to different results in comprehension. When reading a narrative text, readers often visualize or form a mental representation of what they are reading, and Denis (1982) reported that readers actually see what they are reading in their head. Readers somewhat agreed that narrative text was easy to picture in my head and narrative text was easy to remember (Alexander & Jetton, 2000).

CONCLUSION AND SUGGESTIONS

Due to the four research questions raised and elaborated in the first chapter, some conclusions can be drawn. Accordingly, this section discusses the conclusions towards the research conducted based on the results of the data analysis and the interpretations. It can be concluded that there is a positive correlation between students' reading interest and their reading comprehension. In addition, there is a significant difference in reading comprehension in terms of text types, and expository text gives more contribution than narrative text in reading comprehension. There is also a significant difference in reading interest in terms of text types, and

narrative text gives more contribution than expository text in reading interest.

The result of reading interest shows that students are more interest in narrative text than expository text but surprisingly expository text gives more contribution in reading comprehension. It might be caused by many factors. One of them is prior knowledge. In university students sometimes are made to acquire knowledge about texts in which they have little interest. The condition of knowledge accumulation being consequence of and an antecedent for interest presents complications for studies whose results signify interest effects on reading comprehension.

The result of this research had some pedagogical implications that to increase the students' reading comprehension. First, the teachers of English should create the students' interest on reading and motivate them to read any text types to increase their understanding. The more the students have reading interest, the more the students read, and consequently the more their reading comprehension will be. Reading interest is the individual's personal goals, values, and beliefs with regard to the types, processes, and outcomes of reading.

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