

THE EFFECTS OF READING INTEREST AND ADJECTIVE MASTERY TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

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Abstract

This study investigates the impact of reading interest and adjective mastery on students' reading comprehension in narrative text at public senior high schools in West Jakarta. The research, a quantitative study using a survey method and 88 students, found that reading interest and adjective mastery had a significant impact on students' comprehension. The partial contribution of reading interest and adjective mastery was 35.2%. The effects of reading interest were also significant, with a score of Sig. 0.000 < 0.05 and Fcount = 23,049, and a score of Sig. 0.000 < 0.05 and tcount = 4,621. Adjective mastery had a significant effect, with a score of Sig. 0,010 < 0.05 and tcount = 3,305.

Keywords: Reading Interest; Adjective Mastery; Reading Comprehension; Narrative Text.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh minat baca dan penguasaan kata sifat terhadap pemahaman membaca teks narasi siswa di sekolah menengah atas negeri di Jakarta Barat. Metode yang digunakan adalah kuantitatif dengan survei, melibatkan 88 siswa dan analisis statistik regresi linier berganda. Bukti menunjukkan nilai Sig. 0,000 dan F-hitung = 23,049, dengan kontribusi gabungan 35,2%. Selain itu, minat baca berpengaruh signifikan dengan nilai Sig. 0,000 dan t-hitung = 4,621. Penguasaan kata sifat juga berpengaruh dengan nilai Sig. 0,010 dan t-hitung = 3,305. Hasil penelitian menunjukkan bahwa minat baca dan penguasaan kata sifat berpengaruh terhadap pemahaman membaca.

Kata kunci: Minat Baca; Kata Sifat; Teks Narasi

INTRODUCTION

English is a crucial skill in modern life, especially in education. Indonesia requires English in junior high school to improve intercultural understanding, global competitiveness, and access to scientific information. However, the country has a poor national reading rate, ranking low in PISA. Effective methods are needed to help students find reading interesting and educational. A person's favorable attitude, willingness, or readiness to interact with written material is referred to as reading interest. It is an important component that affects a person's motivation, habits, and total literacy development, going beyond basic reading



proficiency. According to Fitria (2019). These elements work together to produce a favorable environment that promotes passionate reading. This view is supported by Muhamad (2020), who claims that encouraging students' enthusiasm in reading improves their academic achievement and enables teachers to more accurately evaluate their reading skills. This is particularly important for learners of English as a second language (ESL), since it improves vocabulary, fluency, and subject learning. This sincere interest is a deep-seated commitment rather than just a desire. According to Dalman (2013) in Prawiyogi et al. (2021), Reading interest is a persistent, purposeful activity that fosters intellectual development and self-discovery. It is the cornerstone of reading skill development and goal attainment, essential for good teaching and enhancing classroom performance.

Along with a basic vocabulary, mastery of adjectives is a critical language competency, according to the materials that are presented. It's the capacity to employ descriptive language with accuracy and competence to improve communication in both productive (speaking, writing) and receptive (reading, listening) circumstances. According to Dewi (2021), learning adjectives greatly enhances language output, enabling more precise and efficient communication. The four main signs of this mastery descriptive, possessive, numerical, and demonstrative adjectives are broken down by Dongoran (2020) and collectively allow students to produce complex and accurate phrases. In Marselina (2022), Dykes defines adjective mastery as the "art of painting with words," a basic communication skill that helps the reader or listener conjure up strong mental images.

According to Hadley in Despita (2020), comprehension is an active process in which readers comprehend a text by drawing on linguistic elements and prior knowledge. According to Mustafa (2020), A reader's profound understanding is reflected in their ability to infer and make conclusions, which is significantly enhanced by their mastery of adjectives. This knowledge allows them to fully comprehend the descriptive aspects of a narrative, including characters and mood. Lumbantungkup et al. (2020) state that its main goal is to entertain viewers with gripping stories and characters while frequently imparting more profound moral teachings. In a similar vein, Derewianka (in Fatmawaty, 2022) observes that narrative writings complement a reader's imagination and offer the author's reflection in addition to entertaining and instructing.

According to Suryadi (2022), A narrative is a structured literary work that teaches a specific topic or lesson through a distinct storyline and character development, captivates readers intellectually, emotionally, and creatively. Reading comprehension involves understanding descriptive components like adjectives, and lack of vocabulary can hinder comprehension of narrative texts. This study aims to understand how reading interest and knowledge of adjectives influence comprehension, providing valuable insights for effective reading teaching programs.

RESEARCH METHOD

Research Design

This study uses quantitative methods, specifically a survey method, to investigate the impact of reading interest and adjective mastery on students' reading comprehension in narrative text. The research design is a correlational survey design, examining the relationships between variables without manipulation. The questionnaire and test are used to examine the effects of reading interest, adjective mastery, and students' reading comprehension in narrative text. This method provides valid, objective, and generalizable data for a comprehensive understanding.

Sample

Suryani and Hendryadi (2016:192) define a sample as a subset of a population chosen for study, with sampling techniques essential for research. In this study, 720 grade XI students from two public senior high schools in West Jakarta were selected using Slovin's formula (1960) with an acceptable margin of error of 10% (0,1).

Table 1. Count of Population

No	School	Population	Proportion Formula	Sample
1	SMA 96	297	$\frac{297}{720} \times 88 = 36$	36
2	SMA 95	423	$\frac{423}{720} \times 88 = 52$	52
Total		720		88

Procedures and Instrument

The study used two types of tests and questionnaires to collect data: the reading narrative test, the adjective mastery test, and the reading interest questionnaire. The independent variables were reading interest and adjective mastery, while the dependent variable was reading comprehension of narrative texts. The questionnaire, consisting of 44 items, was administered after the students completed the adjective mastery test. These instruments were used to address the research questions and objectives.

Data Analysis

Data analysis involves processing collected data and evaluating the results to draw conclusions. This process is crucial in the research process, as it helps to understand the meaning of the collected data. The study used descriptive statistical analysis to present data distribution, table, histogram, and central tendency scores of each variable, while inferential statistics were used to determine the correlation coefficient score and instrument reliability research for the conclusion. Data processing was carried out using SPSS software, version 27



for Mac OS. The analysis was conducted in two methods: regression and correlation techniques. The range (R) was determined using Sturges' Rule, and the class interval length (P) was calculated by dividing the range by the number of classes. The frequency distribution table was constructed, and a histogram was drawn to visualize the distribution's shape.

The mean, mode, median, and standard deviation were used to analyze the data. The multiple regressions formula was presented, and the Kolmogorov-Smirnov formula was used to perform the normality test. The Kolmogorov-Smirnov formula was used to observe the degree of conformance between specific theoretical distributions. The linearity test was used to test the relationship between independent and dependent variables, and the heteroscedasticity test was used to determine whether residual variances were consistent across levels of independent variables. The multicollinearity test was used to determine whether independent variables were strongly correlated. In conclusion, data analysis is a crucial step in the research process, and the study utilized descriptive statistical analysis, regression, and correlation techniques to investigate three hypotheses.

RESULTS AND DISCUSSION

Result

The data was analyzed using objective tests and questionnaires, using SPSS version 27 for calculations, tests, and interpretation of data descriptions.

Table 2 Description of Research Data

		Statistics		
		Reading Interest	Adjective Mastery	Reading Comprehension in Narrative Text
N	Valid	88	88	88
	Missing	0	0	0
	Mean	132.84	72.36	72.74
	Median	132.00	73.00	73.00
	Mode	129 ^a	80	74
	Std. Deviation	11.057	11.484	5.245
	Minimum	105	48	57
	Maximum	162	98	83

a. Multiple modes exist. The smallest value is shown

The study analyzed the reading ability, reading interest, and adjective mastery scores of 88 respondents. The average reading ability was 72.74, with a standard deviation of 5.245, indicating a high level of reading comprehension. The reading interest scores were 132.84, with a median of 132.00, with mode 129 being the most frequent score. The adjective mastery scores were 72.36, with a standard deviation of 11.484, mode 80, and a median of 98. The results suggest that the respondents' reading comprehension and interest in narrative text are above average, while their adjective mastery scores are varying. The study's results suggest that the reading comprehension and interest scores are representative of the respondents' reading abilities and interests.

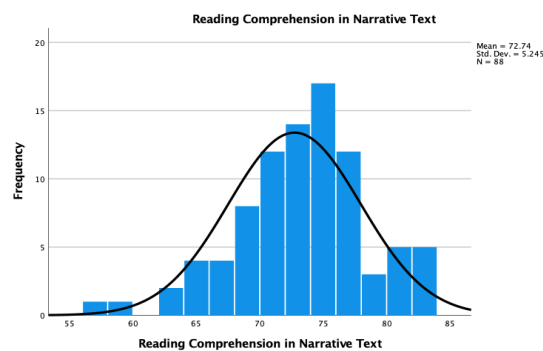


Figure 1 Histogram of Reading Comprehension in Narrative Text

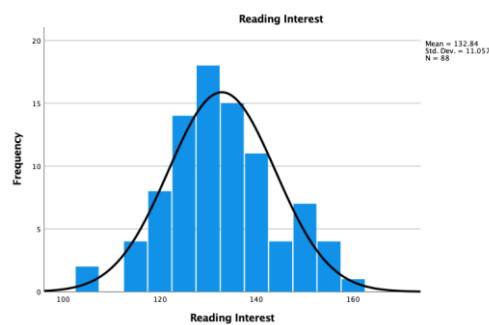


Figure 2 Histogram of Reading Interest

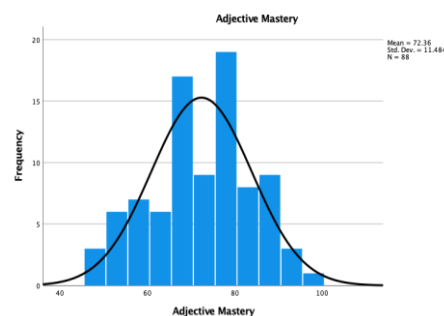


Figure 3. Histogram of Adjective Mastery

Table 1.3 Multicollinearity Test Results

		Coefficients ^a				Collinearity Statistics	
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
(Constant)	35.973	5.661		6.354	.000		
1 Reading Interest	.201	.044	.424	4.621	.000	.905	1.105
Adjective Mastery	.139	.042	.303	3.305	.001	.905	1.105

a. Dependent Variable: Reading Comprehension in Narrative Text

Table 3 reveals that the independent variables used have a tolerance value greater than 0.10 and a VIF value smaller than 10, indicating no issues.

Table 4 Linearity Test Result of Regression Line Variable (X1) towards Variable (Y)

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
	(Combined)	1.440.539	37	38.933	2.044	.009
Reading Comprehension in Narrative Text * Reading Interest	Between Groups					
	Linearity	642.130	1	642.130	33.709	.000
	Deviation from Linearity	798.408	36	22.178	1.164	.306
	Within Groups	952.450	50	19.049		
	Total	2.392.989	87			

The table indicates that the sig column line deviation from linearity is greater than 0.05, indicating that the regression line between variable X1 and variable Y is linear.

Table 5 Linearity Test Result of Regression Line Variable (X2) towards Variable (Y)

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.

		(Combined)	1.371.739	40	34.293	1.578	.067
Reading Comprehension in Narrative Text * Adjective Mastery	Between Groups	Linearity	451.601	1	451.601	20.784	.000
		Deviation from Linearity	920.138	39	23.593	1.086	.391
	Within Groups		1.021.250	47	21.729		
	Total		2.392.989	87			

The table shows a sig column line deviation from linearity of 0.391 for all samples, indicating a linear relationship between variables X2 and Y, indicating that reading interest and adjective mastery affect students' reading comprehension in narrative text.

Table 6 The Recapitulation Result of Correlation Coefficient on Variable X1 and X2 on Variable Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593 ^a	.352	.336	4.272

a. Predictors: (Constant), Adjective Mastery, Reading Interest

Table 7 The Recapitulation Result of Coefficient Test of Variable X1 and Variable X2 on Variable Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	841.453	2	420.727	23.049	.000 ^b
	Residual	1.551.535	85	18.253		
	Total	2.392.989	87			

a. Dependent Variable: Reading Comprehension in Narrative Text

b. Predictors: (Constant), Adjective Mastery, Reading Interest

Table 7 The Recapitulation Result of Coefficient Test of Variable X1 and Variable X2 on Variable Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	841.453	2	420.727	23.049	.000 ^b
	Residual	1.551.535	85	18.253		
	Total	2.392.989	87			

a. Dependent Variable: Reading Comprehension in Narrative Text



b. Predictors: (Constant), Adjective Mastery, Reading Interest

Table 8 Recapitulation Result of Linear Regression Equality of Variable X1 and Variable X2 on Variable Y

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	35.973	5.661		6.354	.000
	Reading Interest	.201	.044	.424	4.621	.000
	Adjective Mastery	.139	.042	.303	3.305	.001

a. Dependent Variable: Reading Comprehension in Narrative Text

DISCUSSION

The study investigated at how students' reading comprehension of narrative texts is impacted by their reading interest and proficiency with adjectives. The results verify that there is a strong and positive correlation between both parameters and reading comprehension. This gives educators clear instructions: instructors should concentrate on raising students' reading enthusiasm and adjective competency in order to enhance their comprehension of stories. To increase interest, recommended teaching techniques include offering a variety of captivating narrative texts, introducing student-choice reading, and creating a welcoming reading atmosphere. Teachers can employ focused vocabulary exercises and encourage students to actively use descriptive terms in both writing and speaking to help them learn adjectives.

According to the study, a student's reading interest significantly influences their understanding of narrative texts, accounting for 16.3% of the total. This suggests that a student's comprehension of a narrative book is likely to improve with increased reading interest. Although the given language mentions that the link may be inverted, it is commonly assumed to be a direct and positive association. The capacity of a learner to understand what they are reading ultimately depends on their inherent willingness to read. Additionally, reading comprehension was shown to be significantly impacted by adjective mastery, which accounted for 18.9% of the total. This research emphasizes how important vocabulary—more especially, descriptive words—is to comprehending narrative texts. Pupils who are more adept at using adjectives are better able to understand the subtleties, feelings, and specifics that are conveyed in a tale, which results in a more complete reading comprehension. This clear and important connection emphasizes how crucial it is to teach adjectives explicitly.

In conclusion, the study demonstrates that excellent reading comprehension requires both reading interest and knowledge of adjectives. Teachers are recommended to use a two-pronged approach: first, by teaching adjectives with attention, and second, by putting mechanisms into place that ignite and maintain a real enthusiasm in reading. Together, they produce a nurturing and stimulating learning environment. Teachers may equip children with the skills they need to become more proficient and interested readers by concentrating on these two important areas. Students will get a deeper and more accurate grasp of the tales they encounter if they can develop a love of reading and improve their ability to decipher the descriptive language of narratives through a greater understanding of adjectives.

CONCLUSION

1. The Effects of Reading Interest and Adjective Mastery Towards Students' Reading Comprehension in Narrative Text.

Together, reading interest and adjective mastery have a major impact on eleventh-grade students' reading comprehension of narrative texts at West Jakarta's State Senior High School. It was supplied by the results of $F_{count} = 23,049$ and $Sig = 0,000 < 0.05$. As a result, reading interest (X1) and adjective mastery (X2) together account for 35.2% of the reading comprehension of narrative texts (Y).

2. The Effect of Reading Interest Towards Students' Reading Comprehension in Narrative Text.

Students' reading comprehension of narrative texts in the eleventh grade at West Jakarta's senior high school is significantly impacted by their reading interests. $Sig = 0,000 < 0.05$ and $t_{count} = 4,621$ deliver it. The contribution of reading interest (X1) to reading comprehension in narrative texts (Y) is therefore 18.9%.

3. The Effect of Adjective Mastery Towards Student's Reading Comprehension in Narrative Text.

Adjective mastery has a major impact on eleventh-grade senior high school pupils in West Jakarta's reading comprehension of narrative texts. $Sig. 0,010 < 0.05$ and $t_{count} = 3,305$ verify it. As a result, reading interest (X2) contributes 16.3% to reading comprehension in narrative texts (Y).

The research emphasizes the significance of reading interest and mastery of adjectives in enhancing students' comprehension of narrative texts. It suggests that a comprehensive strategy for enhancing reading comprehension is necessary, focusing on fostering intrinsic motivation to read and improving linguistic precision, particularly in mastering adjectives.



Languages arts programs should emphasize developing a love of reading and specific vocabulary training, especially for descriptive language, in addition to emphasizing reading strategies.

Reading interest is a significant predictor of student success, and teachers should experiment with various reading resources, promote student-selected reading, and establish encouraging classroom conditions. Refining targeted treatments requires understanding the inverse connection, which may suggest interventions are more effective for students with lower baseline interest. Encouraging reading engagement is still a fundamental aspect of teaching. To improve students' reading comprehension in narrative text, teachers should incorporate strategies to foster reading interest, such as diverse narrative texts, students' choice reading initiatives, and a positive classroom environment. Emphasizing adjective mastery and using a holistic approach, combining narratives with vocabulary work, is essential. Students should cultivate reading habits and interests by actively exploring narrative texts, learning new adjectives, paying attention to their usage, and engaging with texts by thinking about descriptions, emotions, and characters to deepen understanding. Future researchers should explore the inverse relationship between reading interest and reading comprehension, intervention effectiveness, and broaden the scope of the study.

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