

**THE EFFECT OF READING PURPOSE ON READING
COMPREHENSION OF GRADE XII STUDENTS OF MADRASAH
ALYAH DINIAH PUTRI RIAU**

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ABSTRACT

The effect of reading purpose on the reading comprehension was studied at Madrasah Alyah Diniyah Riau. The aim was to know and identify the effect of reading purpose on the reading comprehension of 12th-grade students 2021 – 2022 Academic Year at Madrasah Alyah Diniyah Riau. A mixed-method approach and quantitative and qualitative of an ex-post-facto study was applied. The 42 of 12th-grade IPA and IPS students of Madrasah Alyah Diniyah Riau 2021–2022 academic year were taken as sample by using the purposive sampling technique. The instrument of questionnaire and a test of reading comprehension were used to collect the data. Hypothesis testing (t-test) were used to analyse the collected data. From the analysis result it was found that the t-value = 277,543 > t-table 1,689 with a sig. value of 0,000 < 0.05, it can be interpreted that reading purpose affected the reading comprehension of Grade XII students 2021 – 2022 Academic Year of Madrasah Alyah Diniyah Riau.

Keywords: *reading purpose, reading comprehension.*

INTRODUCTION

The development of grammar through drills and translations technique were focused by most English teachers when teaching English in the past. Due to new educational requirements, some students are no longer passive learners; they are more autonomous in learning, active thinkers, and analysts of everyday encounters. Thus, the Indonesian Ministry of Education has established very useful standards to assist learners in constructing their own knowledge, developing discourse skills, improving students' communicative and linguistic abilities, and developing their competences and character in order to encourage them to be autonomous and critical thinkers (Suprayetno, 2020).

Comprehending texts needs both both memory-based and strategic processes (van den Broek, P., Tzeng, Y.,

Risden, K., Trabasso, T., & Basche, P., 2001). The passive activation and retrieval of information from semantic memory (word and world knowledge) and the reader's changing representation of the text are referred to as memory-based processes. Effortful strategic processes, also known as metacognitive features of comprehension, are utilized to alter how a text is read based on the purpose or objective of reading and, as a result, to monitor and repair comprehension. Individuals who struggle with text comprehension frequently struggle with both memory-based and strategic processing (English et al., 2010).

Reading habits are required to master science and technology that always change that is why it should be started from an early age at elementary school up to college (Dewi et al., 2020). Many students struggle with reading comprehension because they lack basic vocabulary knowledge or

effective learning tools. Thus, most Indonesian students still struggle with reading. (Afriadeni, 2021)

Fluency and comprehension in reading are related one and each other. For students to learn to construct meaning from text, teachers must apply instructional strategies that will help readers transition from simple decoding of words to fluent word identification (Saraswati & Wicaksono, 2021)

Reading purpose gives readers a reason to read. It would have pedagogical ramifications in English teaching because most students use reading for study purposes and are already aware of this. (Hyeok Jin Cheon & Jee Hyun Ma, 2014). A number of studies have used this distinction to define reading intentions (van den Broek, P., Tzeng, Y., Risdan, K., Trabasso, T., & Basche, P., 2001).

Reading has four general purposes: entertainment, understanding life, understanding oneself, and understanding others (Matthew M. Thomas; Anthony V Manzo, 2001).

When people are aware of their reading purpose, they employ distinct abilities and draw on diverse resources to attain their goals. (Linderholm, T., Cong, X., & Zhao, Q, 2008). He pointed out that reading for an important work-related task is a distinct process that requires different skills than reading for pleasure. Because different abilities and capacities are necessary for different reading purposes.

Based on the preceding logic, it can be deduced that reading success is a function of reading aim, as mediated by the many abilities and capacities they may or may not have.

Reading's objective is to establish each lesson, and each extension modifies the goal, shifting the reader's concentration. Giving readers a purpose has practical ramifications in English teaching because

most students discover their reading purpose while studying and are already aware of this. (Hyeok Jin Cheon & Jee Hyun Ma, 2014). It means the purpose of reading can be reachable if the readers get the best way to understand the reading material.

Reading has three functions (Anderson, N. J, 2014): reading for pleasure, reading for information, and reading to learn something new. Such distinctions, however, easily separate and limit reading goals. With this fundamental distinction, it looks likely that readers already know their intents when reading in many situations. For example, students in EFL class settings clearly read to enhance their grades in the topic, while people routinely read appealing novels or newspapers for leisure. Giving readers a purpose has practical ramifications in English teaching because most students discover their reading purpose while studying and are already aware of this.

While assigning college-aged individuals to either a read for amusement or a read for study condition, researchers discovered that the sort of inferences made during reading was highly influenced by the readers' aims. (Eghtesadi & Momeni, 2013).

The writer discovered through preliminary study that some students in grade XII at Madrasah Alyah Diniyah Riau for the academic year 2020/2021 have inadequate reading comprehension scores.

The aim of this study was to determine the effect of reading purpose on reading comprehension of Madrasah Alyah Diniyah Riau Grade XII high school students. The broad research questions guided the study “ Is there any Effect of Reading Interest on Reading Comprehension of Grade XII High School Students of Madrasah Alyah Diniyah Riau ?”

METHOD

A mixed-method approach with quantitative and qualitative data analysis was conducted in this study.

Participants

The participants were 42 students of Grade XII of 20 students of Social Science Major (XII-IPS) and 22 students of Natural Science Major (XII-IPA)

Research Instruments

Questionnaire

Questionnaires of reading survey was used as the instrument to measure the independent variables reading purpose (Shaleh, Abdul Rahman & Muhib Abdul Wahab, 2004). The survey included six measurements were as: reading attitudes, reading purpose, reading ability, reaction and use of ideas apprehended, kinds of material read, and personal adjustment to

reading-transformational reading. Each question was answered on a five-point Likert-type scale (1 - 5).

Test

The researcher applied an instruction to choose the best answer in a reading comprehension test consisting of (30) multiple choice. The students must notice the sentence or the story before they answer the question.

The test has been conducted try out in another class as the test for the final examination and it was designed from the book of K 13 as the standard curriculum used at school. It could be assumed that the instruction was good and clear, so it was not necessary to revise. The essential requirement of the test is valid.

The following table presented the indicators of variables (reading purpose and reading comprehension)

Table 1. The Variables of the Research

Variables	Indicators/ Sub - Indicators	Instrument	Scale	Correlation
Reading Purpose (X)	1. Reading for pleasure 2. Reading for information 3. Reading to learn something new	Questionnaire	Likert	$X_1 \rightarrow Y$
Reading Comprehension (Y)	Explicit Information 1. Identifying Fact and detail 2. Identifying the Main Idea 3. Making Inferring Reference 4. Formulating Conclusion Implicit Information 1. Finding The Title 2. Finding the purpose 3. Prediction Making 4. Unfamiliar words Identifying Judgment 1. Judgment Masking	Test	0 - 100	$X \rightarrow Y$

In this study the researcher used a multiple-choice test of reading comprehension as the instrument to assess

the students' ability on reading comprehension mastery.

RESULTS AND DISCUSSIONS

Descriptive Analysis

The research question of reading purpose effect on students' reading comprehension was answered by analyzing

the data of questionnaire delivered to the 12th-grade IPA and IPS students at Madrasah Alyah Diniyah Riau for the 2021 – 2022 academic year. The following is the data analysis of questionnaire survey.

Table 2. Students' Reading Purpose Survey

Interval Score	Frequency	Percentage	Description
48 – 50	2	4.76	Very High
41 – 47	13	30.95	High
33 – 40	20	47.62	Medium
25 - 32	7	16.67	Low
Total	42	100	

From the table it was indicated that 20 students of 42 students or 47,62% have good reading purpose. In other words can be said that they know what they are reading

for and why they are reading. With the interval of 33 – 40 can be said that the students reading purpose level is in the level of medium.

The Result of Students' Reading Comprehension Test.

Table 3. The Result of Students' Reading Comprehension Test

Gained Score	Number of Student	Percentage	Description
84 - Above	4	9.52	Very High
71 - 83	18	42.86	High
58 – 70	17	40.48	Medium
45 - 57	2	4.76	Low
44 - below	1	2.38	Very Low
Total	42	100	

Students' reading comprehension achievement was high, as 18 students from 42 or 42,86% got the score of 71 - 83.

comprehension of Grade XII Students of Madrasah Alyah Diniyah Riau.

$H_0 : P > 0.05$: there is no effect between reading purpose on students' reading comprehension of Grade XII Students of Madrasah Alyah Diniyah Riau.

The Result of Hypothesis Testing.

To answer the question of whether reading purpose effect students' achievement in reading comprehension. the researcher analyzed the data by using Product moment correlation analysis and regression analysis.

This study's statistical hypothesis is as follows:

$H_a : P < 0,05$: There is an effect between reading purpose on students' reading

Correlation Analysis Result

The population and sample must be drawn from two normally distributed versions in order to calculate the product-moment correlation. In this study, the Pearson correlation Product-moment was utilized to analyze and assess the relationship between variable reading goal and reading comprehension.

Table 4. Pearson Correlation Product moment

		Reading Purpose	Reading Comprehension
Reading Purpose	Pearson Correlation	1	.801**
	Sig. (2-tailed)		.000
	N	42	42
Reading Comprehension	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	42	42

The value of $r_{x_2y} = 0,801 > r$ table 5% = 0,246, showed that there was significant and high correlation between reading purpose and reading comprehension.

Regression Analysis Result

In this study, simple partial regression analysis with t-test was used to assess whether there was an effect between reading purpose and reading comprehension. The analysis used the error rate (α) 10% and degrees of freedom (df) = n-k-1.

Table 5 Hypothesis Test

No.	Variables	t- value	Sig	t- table
1	Reading Purpose	277.543	.000	1.683

a. Dependent Variable: Reading Comprehension

The data showed that $t\text{-value} = 227,543 > t\text{-table } 1,683$ with a significance value of $0.000 < 0.05$, then it can be interpreted that H_a was accepted and H_o was rejected which means there was an effect of reading purpose on reading comprehension is accepted.

DISCUSSION

From the result of the data analysis it was found that there was strong correlation between reading purpose and reading comprehension. The value of $r_{x_1y} = 0,801$ r table 5% = 0,246 showed a high correlation.

The $t\text{-value} = 277,543 > t\text{-table } 1,683$ with a significance value of $0.000 < 0.05$, showed that there was an effect of reading

purpose on reading comprehension of Grade XII High School Students of Madrasah Alyah Diniyah Riau then it can be said that H_a was accepted and H_o was rejected.

This study was supported by (Linderholm & van den Broek, 2002) emphasized the importance of reading purpose to comprehension, and reading success is when individuals are cognizant of their reading purpose, they use different skills and tap into different resources to achieve their goals.

He stated that reading for an important work-related task is a different process requiring different skills compared to reading casually to gather information for entertainment. Because of the different skills and capacities necessary for different purposes of reading.

Reading comprehension and the success of reading are functions of reading purpose that may be mediated by individual differences in specific reading abilities and capacities. The researchers contended that if readers lacked the skills required to succeed at a specific reading purpose, they would be unable to attain their reading goals or comprehend the materials in the context of their aims. (Linderholm, T., Cong, X., & Zhao, Q, 2008).

This finding also was supported by other studies that reading purpose and engagement are the most essential factors in affecting reading comprehension. To put it another way, when people are more interested in reading, their reading speed,

comprehension, and vocabulary quality improve. (Miranda et al., 2011).

CONCLUSION

The study sought to investigate the impact of reading intention on students' reading comprehension. The finding of this study was the reading purpose has significant effect students' ability in reading comprehension. This statement was supported by the result of t-test that the value of t_{count} was 277,543 > t-table 1,689 with a significance value of 0.000 0.05. It can be concluded that H_a was accepted and H_o was rejected. The research question can be answered that there was significant effect of reading purpose on reading comprehension of Grade XII students of Madrasah Alyah Diniyah Riau. The average score of students' responds on reading purpose survey was 36.94% in between the range of 33 and 40, indicating that students' reading purpose was moderate.

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