THE CORRELATION BETWEEN STUDENTS' INTEREST ON FICTION AND NONFICTION LITERATURE AND THEIR READING COMPREHENSION ABILITY

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Abstrak

Sastra fiksi dan nonfiksi kadang-kadang bergantung pada pengetahuan sastra pembaca. Fokus utama dari penelitian ini adalah untuk mengetahui apakah ada atau tidak adanya hubungan yang signifikan antara minat siswa pada sastra fiksi dan nonfiksi dengan kemampuan pemahaman membaca mereka. Populasi penelitian ini adalah seluruh mahasiswa semester empat TBI IAIN Bengkulu pada tahun ajaran 2013/2014 dengan jumlah 147 siswa. Sample yang digunakan dipilih secara acak dan hanya 30 siswa. Mereka menjawab kuesioner dan reading tes secara independent. Data diperoleh dari hasil pengumpulan data yaitu skor kuesioner dan skor reading test. Kuesioner digunakan untuk mengetahui minat mahasiswa pada sastra fiksi dan nonfiksi para mahasiswa dan reading tes digunakan untuk mengetahui kemampuan pemahaman membaca mahasiswa. Dengan demikian, Pearson Product Moment Korelasi SPSS 16 digunakan untuk menganalisis data pada penelitian ini. Hasil dari penelitian ini menunjukkan bahwa minat mahasiswa pada sastra nonfiksi lebih besar dari sastra fiksi. Hasil akhir juga didukung oleh analisis statistik yang menunjukkan bahwa ada hubungan yang signifikan antara minat mahasiswa pada sastra fiksi dan kemampuan pemahaman membaca mereka (0.002 < 5% dari tingkat signifikan), dan sastra nonfiksi (0.003 < 5% dari tingkat signifikan). Dapat disimpulkan bahwa ada hubungan yang positif antara minat mahasiswa pada sastra fiksi dan nonfiksi dengan kemampuan pemahaman membaca siswa.

Kata kunci: Korelasi, minat baca, sastra fiksi, sastra nonfiksi, kemampuan pemahaman membaca
INTRODUCTION

As the human beings who live normally, we doing our activities. We never just idle without do anything because we live in this world filled with things we can do, see, hear, feel, and touch. For examples of reading newspaper, watching television, seeing a movie, and listening to the radio. Connoly (1951: 1) states that we read for information or entertainment or hunger solace, developing a taste for truth seems to grow with it feed on men reading to discover themselves and their world, to assess their specific rule in the universe, to learn the meaning of the personal struggles in which they engage in another world, we want to share experience.

To study reading is very important as the student of English department, because there are many advantages from study reading. By reading, we will be able to increase our knowledge on culture. Whether we read all rules in written English from our country, we will know what our country is like. For instance read novel from another country, we will get more knowledge about the other country with its culture. In English Department, we study English do not only master of grammar or vocabulary but also master the culture of the target language. If we do not know about the culture, we will get difficulties to understand to communicate with a native speaker. Although, we may learn about English words through the dictionary, we still need to learn the English culture, so the communication can be understood and avoid misunderstanding.

Currently, the ability to understand English is necessary for millions of people. By understanding the English language, people can communicate in English and also able to read different types of English texts. The ability to read is very important contemporary society. People find many texts written in English, from holiday brochures to academic books, newspaper, pamphlets magazines, traffic direction, advertising, etc. Therefore, the ability to read English subtitles of any kind will provide a lot of advantages in our lives.

On the other hand, literature is a life expression of human beings in the form of experience, ideas, and feeling based on description of the facts by using a language as the medium. People make literature to express emotions and their ideas about life. Most of the writing, literature is different from other written work, such as special treatise of history or economy.

Literature, according to Moleong (2000:13), is the information which is earned by human behaviors arise conduct and it is used to reflect and express experience. But others argue that literature is one of the great creative ways to communicate problems and large universal emotional, spiritual, or intellectual of the human (The Encyclopedia of Americana, vol. 22:559 in Sulaeman 2011). To
communicate with each other may be done by letter, speaking directly, by telephone etc. Even something they wrote or said, no matter what its content, could be called a literature. Well, in this life, in purpose or not in purpose, they have been implicated in a literature.

An arbitrary literature created by scribe to be enjoyed, comprehended and exploited by society. A scribe as clear literature creator expects his result creation can be enjoyed by reader. Therefore, literature places emphasis on the aesthetic or elegance of expressions. Roberts (1999:3), there are four categories of the literature: (1) prose fiction, (2) poetry, (3) drama, and (4) non-fiction prose. Prose fiction or narrative fiction includes myths, parables, romances, novels and short stories. The categories of imaginative literature have much in common, but they also have distinguishing characteristics. Thus non-fiction prose consist of newsreport, feature articles, essay, textbooks, historical and biographical work, and the like, all of which is describe facts and opinions.

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Literature and life does not be separated because literature is the main elements of human culture which is modifies, synthesizes image, and the feelings in this story. It was use the word literature, in other word, it is compositions that means tell a stories, dramatize situations, express emotions, and ideas.

Readers find themselves able to communicate easily with other people and greater minds that are not in immediate environment. This exposure happens to enrich students' imagination and develops their intellectual growth rapidly. According to Alderson (1984), reading comprehension is defined as the ability to know what is being communicated through texts and to use the idea found there. This has to do with using ideas or information provided by the author in the text, which is based on the reader's own knowledge and ideas are owned by the author. Therefore, the understanding of a given text depends on the reader and the ability to read standard text. Huddlestone (1984) stated that a good knowledge of the reader can be characterized by being able to reading easily and well, the basis from of the readers' ability to produce and comprehend the literary expressions used in the texts. It is means that learners should be read intensively and extensively; are made by the readers for reading.

According Osundare (1995) and Schmidt (1994), when a reader really know about the literary text, that is the writer use of languages that may help one
to understand language in its most strength form. This is because literature is apart, which shows the language of the rule. Indeed, as a reader for reading comprehension to show analytical reasoning from a given text. Here, the students pay more attention to what they read following the episode in the text. The readers should understand the literary expression, meaning the order of the occurrence, restate events, answer the questions directly, infer deeper meaning and even understands the difference between the main ideas and supportive ideas (Williams 1990:268-9). Floyd (1984) also stated that literary knowledge is important in many ways.

Patterns (2002) stated that the interpretation and understanding of literary and nonliterary texts sometimes depend on the literary knowledge of the reader. Problem reading is to understand, it is a process between the known and the unknown. If the reader understood a text very well could answer questions about it or can produce it in form of a written or spoken summary. In this case, the reader is understands message are limited to independent and to be able to answer comprehension questions based on the texts. It means that, there is a positive relationship between literature and reading comprehension. By reading literary text, the students can involve the expression of the meaning of communicative interaction between the reader and the text. The objective is to support of teaching the literacy community development of reading skills, interpret and use different texts.

Several factors influence a reader’s interaction: how easy the text one is to read, how accurately it follows the conventions of its genre or structure, which is written in language, and even the font type and size (Blair-Larsen & Vallance, 2004, p. 37; Pardo, 2004, p. 272–275). Reading is thinking cued by written language. A skilled reader find – when reading fiction or non-fiction – a few pieces of information in the text that make the understanding easier. Effective readers discover the basic of the text. Literal comprehension is needed when reading non-fiction but also when reading fiction. In fiction, a reader must identify the characters and follow the events of the story. In non-fiction, a reader needs to understanding the topic, learn new associated it, and be able to find and remember important information (Scharer, Pinnell, Lyons, & Fountas, 2005, p. 25).

LITERATURE REVIEW
The Definition of Literature

According to Roberts (1998), each language learners learn lessons with background knowledge known as secretly plan. This pattern (awareness literature) tend to facilitate the teaching and learning situation. Therefore, even the word "literature" is part of the word "literacy" which means 'capable of reading and
writing. In this sense the literature can be used to describe all of the text that provides instruction, information, and knowledge (Amaechi, 2005:1).

However, as a field of study, literature is a form of expression or action and thus concerns itself with not only what to expect, but also away of expression. If not, put the emphasis on literary or aesthetic elegance of expression. As one of the subjects studied in art college, study of literature, such as prose fiction, poetry, drama, and prose non-fiction, is recalled, have artistic meaning. This literary genre can be broken down: poetry, that is, elements such as character development, diction, device, theme, plot, and style. Prose also has characterization, diction, theme, plot, style, and drama. And also has theme, plot, character, and dramatic effect. And non-fiction prose consists of newspapers, feature articles, essays, all of which is to describe facts and opinions. Literary elements is the point from which the appreciation of literature are made.

Generally, these genres (prose, poetry, and drama) imaginative, they are creative works mimic the real life events for the dual purpose of imparting knowledge and dimension of literature for students to reinforce the view of life and to provide them with a reasonable stimulus for the purpose of thinking (NTI, 2007:98-9). But non-fiction prose that describes facts and opinions. Ishola (1995) states that literature is a body of writing which shows a very good expression. A classic example of a literature is a literary expression in both genres, which is the task of creating a short film of the sixth semester lecturer. The ultimate goal is to acquire enough vocabulary for elegant pronunciation. This could mean that the literature is the study of how the expression of speech found in the story can be said to sharpen the background knowledge of the learners.

Even though all the creative works set out to tell, they are not the same. They are not the same delivery mode and that is why different genres each other. This is logically means that the four literary genres (prose fiction, poetry, drama, and non-fiction prose) cannot be taught using the same method.

Comparatively, the genre of prose has long outstanding features as the above one can find in the other two genres (poetry and drama). All text reading comprehension is short, need to motivate students. Teacher stories can be told in episodes or chapters, after the plott has been narrated in the first place. Another level of prose is the narrative or folkloric that is good material in that they are the work of folklore that students are familiar with or they have heard about it.

This study stated that the literature (drama and prose, poetry) offers competence with knowledge of the target language and style of the increase of analytical knowledge. This is important because a person's fluency in the language determines one's perception and the ability to accept or reject the point. However, the students used to be afraid to read literature or literary material for text that
contains images, symbolism and figurative expressions, and these elements are knowledge itself which is a prerequisite for understanding the literary material.

In discussion of the relative communicative competence, Adeyanju (1989) says that one important indication of one's mastery of the language is the ability to communicate effectively in the language. And in order to do this, we must master the basic language skills, namely listening, speaking, reading and writing.

Another type of literature is to learn about the history of literature and also the product of a writing, both in terms of the short story, poem, essay, or dramatic text, Harbrace (1968). In making the classification literature, Connolly (1955:1) mentions the characteristics of literature and literary types. Based on the characteristics of the literature, they mention three points and is described as follows:

1) Literature has the power

The use of language in a specific part of a literary work can create a powerful emotional impact on the reader's mind.

2). Literature also different

One of the great words is the power of writing is what are you hear, you feel and you see.

3). English literature clearly

To clarify this, he used a passage describing the character, in this case literary character description, it is clear that the author describes the definition of a person to show what he does, why he did it, how he did it, or what he would never do, literature also knowledge and imagination.

Types of Literature

According to Robert (1999:3), there are four genres of literature:

(1). Prose fiction, there are includes: myths, parables, romances, novels, short stories.

(2). Poem, there are includes: open form and closed form, relying on imagery, figurative language, sound.

(3). Drama, there are includes: consist of dialogue and set direction, designed to be performed.

(4). Nonfiction prose, there are includes: news reports, feature articles, essays, editorials, textbooks, history and biographical works.
The Purpose of Reading

Someone might read for a variety of purposes, and goals that help to understand better what is read by the people. If the reader reads for pleasure or reads for pure recreation and enjoyment, it can be read either fast or slow based on the way the reader likes it or feels. But if the reader reads to learn or information such as news, science or a few lines, which are part of the study or task, it does very slowly and carefully. And the general purpose of reading is to find some information from the text.

As we know that the purpose of reading is to understand written language learners. In other words, how the learner got the message from the author symbol. One of the most important tasks of the reader is to dig out and find out what the writer would like to say.

According to Paul S Anderson (1992) there are seven goals of reading, reading for the details and facts, read for main idea, reading for sequence of organization, reading for inference, classify reading, reading for evaluate and compare the reading for the contest.

a. Reading for details and facts: reading to find out what the subject of the story.

b. Reading for main ideas: reading to get the problem statement.

c. Reading to the order of organization: reading to know every part of the story.

d. Reading to a conclusion: read to know what is meant by the author of the story.

e. Reading to classify: reading to find things that are not ordinary.

f. Reading to evaluate: reading to find out the value of the story.

g. Reading to compare or contest: reading to compare how the story of the reader life way.

Types of Reading

Several types of reading may take place in a language classroom, as suggested by Brown (1989) can be outlined as follows:

a. Intensive Reading:

Intensive reading is used to teach or practice particular reading strategies or skills. This activity may further to emphasize the accuracy activity involving reading for detail. It is used to gaining a deep understanding of a text, which is important for the reader. The process of scanning took a more prominent role here than skimming; the reader is trying to absorb all the information provided, the materials of intensive reading usually very short texts; for example: Read the treatment instructions for medications.

b. Extensive Reading:

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution in the overall meaning usually for his or our pleasure, this is a fluency activity, mainly involving global
understanding. Example: Reading a newspaper, article, short stories or novel may involve two specific types of reading, scanning for key details, for example: if someone wants to write an address, phone number, a date or other books. On the other, skimming, it is reading faster for the essential meaning.

**Reading Comprehension**

Comprehension means understanding. It is the ability to get the meaning of the something. Reading comprehension is the first goal in reading. On the other hand, Duke and Pearson (2001:423) stated that reading is comprehension. Comprehension is reading all about. Explain without comprehension is simple word barking being able to articulate the word correctly without understanding its meaning. Gillet and Temple (1998:2) says that, "Comprehension is the understanding new information in light of what we have already known". This thing will make students be more successful in applying and improving everything that had been learned and understood.

According to Nuttal (1996), reading comprehension understands what has been read better than expression the words. It means that reading comprehension more than spelling. In comprehension, we need knowledge to get new information, to what we have already known. Reading comprehension is the ability in understanding and need information from the passage. It is impossible to get the point when the people only understand a little bit from the text. Therefore, comprehension is much needed in understanding the text.

In addition, Grellet ((1981) defines reading comprehension as understanding a written text means extracting the required information from it as efficiently as possible. To increase their reading ability, students must do exercise of comprehension. Mackay also had the same opinion. He said that the other way to develop reading comprehension is through organized small group discussion of texts. Duke and Pearson (2001: 426) say that the more reading a reader does, the more reading comprehension should improve. It means that to improve comprehension, we must practice many times to read.

Reading comprehension is a skill that is very important for the successes of all individuals in education. Without sufficient reading comprehension skills, students can struggle in many fields of study. This is an important skill the necessary for all areas of the school. Instruction in comprehension strategy use often involves the gradual release of responsibility, while teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them independently. This technique is generally associated with the idea of self-regulation and reflects social cognitive theory.
According to Rubin (2004: 6), reading comprehension defined as the degree of understanding the text. If word recognition is not easy, students use long capacity of process to read each word in comprehending what they read. Pearson in Eanes (1997) stated that comprehension needs the readers to know explicitly information of the passage. It means that, in reading comprehension, we need to connect ideas from background knowledge from the text. Reading comprehension involves not only understanding the words in the sentences but also understanding through the writer's mind. Beatrice (2007: 74) states that true comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It means that, comprehension is about remembering all of what has been read and understood by the text that has been read.

From the explanation above, the researcher can conclude that reading comprehension is the process of getting meaning what the reader read. In comprehension, the reader replace information into different symbolic of language among facts and skill.

Reading Interest

According to Sudiana (2004) reading interest is tendency of psychology to urge someone to do something for reading, when we talking about reading interest, there are some reason a student's interest to read. The first, they read to gain intellectual, second they read for pleasure. Those mean the content of whatever they have chosen to read will be useful for them, or will help them to understand better.

Moreover, Nuttal (1996) gives some suggestion to students in creating interest in reading:

1. Read aloud, stopping the story at a tempting point. Help the students to speculate about what happen next and encourage them to read on by themselves.
2. Get a student who has enjoyed a book to talk about or write a brief note for put out (without giving away the end of the story).
3. Show the class new book and talk a little about each one-enough to what the desire but not give away the plot.
4. Buy cassette recording of some graded readers for borrow with the books. Play parts of them in class, or play a whole cassette in installments of about five minutes at the end of each lesson.
5. Encourage students to make or do things developing from their reading: they might prepare pictures for display or tape a dramatized version of the story. Students may enjoy preparing materials of kind to interest their friends in lower classes.
6. Promote discussion of the practical or ethical faced by people in the books.
Additionally, Burden and Bird (1999) suggested the categories to develop students’ interest in reading, as follows:

1. Questioning: this involved the use of questions and statements that invite the students to accept information, the process or compare that information with that they already know, to draw meaningful relationship and to apply or transfer those relationship or situation.

2. Structuring: the teacher can structure the classroom by (a) arranging for individual, small group, and whole group, and whole group interaction (b) managing the resource of time, energy space, and material to facilitate thinking (e) legitimizing thinking as a valid objective for students,

3. Responding: the teacher respond behaviors to students can create a climate for thinking. Those take after the students answer the teacher question or follow direction.

4. Modeling: research in modeling substantives the fact that students acquire much of their behavior, felling, attitudes, and values without direct instruction but through imitation the model. Modeling tends to reinforce the students perception of the value and goal stated by the teacher.

**The Correlation between Literature and Reading Comprehension**

In recent years, there has been interest in the study of literature in relation to language (Picken, 2007). There is new awareness that literature has a legitimate place in the general language learning. Many educators have recognized the academic, intellectual benefits, cultural, and language of literary (Paran, 2006). Using literature with English language learners provide a rich source of pedagogical activities (Lazar, 1990, 1999; Saedi et al, 2011). Literature used to improve both the literary and the linguistic competence of students. Widdowson (1975, p. 80) argues that “literature should be viewed as a discourse.” Students’ aim should be to learn how the language system the structures and vocabulary of the language system English used for communication. Literature and language teaching should be linked and made mutually supportive and reinforcing (Elliot, 1990, Widdowson, 1995).

Besides that using literature in the EFL classes, Goatly (2000) argues that literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of the use of an extensive vocabulary, and complex exact syntax. In fact, literature, with an extensive vocabulary, connotative and complex syntax, can expand all the language skills. Literature gives evidence of the discrimination richest variations of vocabulary. According to Elliot (1990), reading literature are the most pleasant to the command language because in the literature that the students are most likely to find words are used in the widest range of contexts. Literature provides students with a much source of authentic
materials in a variety of registers. Literature can be used as an aid to the
development of lexical richness (Elliot, 1990).

On the other hand, Reading is important to transform knowledge, by
reading, everyone knows the world. They will understand what they do not see by
themselves. Each line in the paragraph text contain pieces of knowledge. The
knowledge is needed to improve the quality of human's life. Reading
comprehension is the ability of the reader in understanding and necessary
information from the text. Comprehension is the understanding and interpretation
of what is read. To be able to accurately comprehend written material, readers
should be able (1) decode what they read; (2) make connections between what they
read and what they already know; and (3) think deeply about what they have read.
One big part of understanding is to have enough vocabulary, or know the meanings
of the words. Readers who have strong comprehension are able to draw
conclusions about what they read - what is important, what is a fact, what caused
an event to happen, where the characters are funny. Thus comprehension involves
combining reading with thinking and reasoning.

According Osundare (1995) and Schmitt (1994), when a reader really
know about the literary text, that is the writer use of languages that may help one
to understand language in its most strength form. This is because literature is a
part, which shows the language of the rule. Indeed, as a reader for reading
comprehension to show analytical reasoning from a given text. Here, the students
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restate events, answer the questions directly, infer deeper meaning and even
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many ways.

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understanding of literary and nonliterary texts sometimes depend on the literary
knowledge of the reader. Problem reading is to understand, it is a process between
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It means that, there is positive relationship between literature and reading
comprehension. By reading literary text, the students can involve the expression
of the meaning of communicative interaction between the reader and the text. The
objective is to support of teaching the literacy community development of reading
skills, interpret and use different texts.
As mention in previous studies section, there is positive relationship between literature and reading comprehension. By reading literary text, the students can expression of meaning involves communicative interaction between the reader and the text. In addition, the more one reads, the more vocabulary they acquires and the more vocabulary a student acquires the better they express themself, be it in speech or writing.

Study of a variety of non-fiction is also a good thing – whether it’s be quality journalism, travel writing, essays, history, letters, autobiographical / biographical works – will expose students to a variety of issues, inform them, challenging preconceptions, raise awareness, and making them think. Through biography, autobiography and travel writing, for instance, the reader is invited into other people’s lives and ways of life. By asking our students to study these texts, we hope that they will improve the knowledge and understanding of the human condition and the world they live. We hope that they will become more tolerant of cultural diversity, first consider others’ differences and, as a result, become better citizen.

In contrast, the current study investigated whether changeexperiences empathy fiction of the reader. Based on the theory, it was estimated that when people read fiction, and they are emotionally transported into the story, they become more empathic.

METHOD AND PROCEDURE

Design of The Research

The researcher used descriptive-correlation method for this study. According to Gay (1976) a correlation study describes research in quantitative terms the degree a relationship exists between two or more variables. In this study, the researcher wants to find out the correlation between students’ interest on fiction and non-fiction literature and their reading comprehension at fourth semester students of TBI IAIN Bengkulu in academic year 2013/2014. The variables are student’s interest on fiction and non-fiction literature (X) as the independent variable and reading comprehension (Y) dependent variable.

Population and Sample

The population in this study is fourth semester students of TBI IAIN Bengkulu in 2013/2014 academic year which consist of 147 students. This research used random sampling that present 30 subjects as a sample.
Technique for Collecting the Data

In collecting the data, this research used questionnaire and reading test. The questionnaire was a ready-made questionnaire which taken from Higginbotham’s research. There are 30 items that consists of two categories of general: number 1-15 is a fiction items and 16-30 is a nonfiction items. The samples were asked to rate certain statements on a 5-point Likert scale ranging from 1 (definitely not read) to 5 (definitely read). For students’ reading ability, this research used reading test that consists of 20 items, fiction and nonfiction.

Technique for Analyzing the Data

The data analysis by using SPSS. To find out what is the most frequent use of students’ interest on fiction and non-fiction literature by individual on fourth semester students of TBI IAIN Bengkulu in academic year 2013/2014. In these research statements, the researcher uses the descriptive statistics regarding the means and standard deviation of the two kind of interest on literature by questionnaire from Higginbotham’s Reports Research.

RESULT AND DISCUSSION

The Students’ Interest on Fiction and Nonfiction Literature

The data of students’ interest on fiction literature score of fourth semester students of TBI IAIN Bengkulu were taken from fiction questionnaire, the score of each student can be shown in the chart below:

The Result of Students’ Interest on Fiction Literature

Based on the chart above, the result showed that 9 students (30%) were interest on fiction literature. The highest score student is 56 and the lower score is 21. For the detail of total score calculation, see the table distribution of students’ interest fiction on literature score in appendix 6. The following table shows the descriptive statistic of the data:
Descriptive Statistics of Students’ Interest on Fiction Literature

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' interest on fiction literature</td>
<td>30</td>
<td>21</td>
<td>56</td>
<td>39.27</td>
<td>7.606</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The table above showed that the minimum score of students’ interest on fiction literature was 21 and the maximum was 56. The mean of students’ interest on fiction literature score was 39.27 with N=30, and SD=7.606.

The data of students’ interest on fiction literature score of fourth semester students of TBI IAIN Bengkulu were taken from fiction questionnaire, the score of each student can be shown in the chart below:

![The Result of Students' Interest on Nonfiction Literature](image)

The Result of Students’ Interest on Nonfiction Literature

Based on the chart above, the result showed that 21 students (70%) were interest on nonfiction literature. The highest score student is 57 and the lower
score is 27. For the detail of total score calculation, see the table distribution of students’ interest fiction on literature score in appendix 6.

The following table shows the descriptive statistic of the data:

<table>
<thead>
<tr>
<th>Descriptive Statistics of Students’ Interest on Fiction Literature</th>
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<tr>
<td>Descriptive Statistics</td>
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<td>N</td>
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<td>Students’ interest on nonfiction literature</td>
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<td>30</td>
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<tr>
<td>Valid (listwise) N</td>
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<tr>
<td>30</td>
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</tbody>
</table>

From the table above, the minimum score of students’ interest on nonfiction literature was 27 and the maximum was 57. The mean of students’ interest on fiction literature score was 43.20 with N=30, and SD=7.788.

Students’ Interest on Literature Frequency

<table>
<thead>
<tr>
<th>No</th>
<th>Literature Category</th>
<th>Frequency (Students)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fiction</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>2.</td>
<td>Nonfiction</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the chart above, we can see that students’ of TBI IAIN Bengkulu were interest on nonfiction literature than fiction. The table above explains that there were 9 students (30%) interest on fiction literature, and 21 students (70%) interest on nonfiction literature.

The Correlation between Student’s Interest on Fiction Literature and Their Reading Comprehension Ability
### Correlations

<table>
<thead>
<tr>
<th></th>
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<th>Reading Comprehension</th>
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<td>1</td>
<td>.204</td>
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<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>30</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Pearson Correlation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.204</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>30</td>
</tr>
</tbody>
</table>

Based on the calculation, \((r = .204, \alpha = 0.05, p = .002)\) the \(p\) value is less than \(\alpha\), with \(N=30\). Therefore, the correlation between students' interest on fiction literature and their reading comprehension ability was significant. \(H_{a,1}\) was accepted and \(H_{0,1}\) was rejected. It means that there is significant correlation between students' interest on fiction and their reading comprehension ability of the fourth semester students of TBI IAIN Bengkulu in academic year 2013/2014 and their reading comprehension ability.

### Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>39.27</td>
<td>7.606</td>
<td>30</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>85.33</td>
<td>11.958</td>
<td>30</td>
</tr>
</tbody>
</table>
From the descriptive statistics above, the mean of students’ interest on fiction literature score was 39.27 with N=30, and SD=7.606. And the mean of reading comprehension ability was 85.33 with N=30, and SD=11.958.

**The Correlation between Student’s Interest on Nonfiction Literature and Their Reading Comprehension Ability**

<table>
<thead>
<tr>
<th></th>
<th>Nonfiction Correlation</th>
<th>Reading Comprehension Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonfiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson</td>
<td>1</td>
<td>.307</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.003</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>.307</td>
<td>1</td>
</tr>
<tr>
<td>Pearson</td>
<td></td>
<td></td>
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<tr>
<td>Correlation</td>
<td>.003</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Based on the calculation, \( r = .307, \alpha = 0.05, p = .003 \) the \( p \) value is less than \( \alpha \), with N=30. Therefore, the correlation between students’ interest on nonfiction literature and their reading comprehension ability was significant. \( H_{a2} \) was accepted and \( H_{02} \) was rejected. It means that there is significant correlation between students’ interest on nonfiction of the fourth semester students of TBI IAIN Bengkulu in academic year 2013/2014 and their reading comprehension.

**Descriptive Statistics**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonfiction</td>
<td>43.20</td>
<td>7.788</td>
<td>30</td>
</tr>
<tr>
<td>Reading</td>
<td>85.33</td>
<td>11.958</td>
<td>30</td>
</tr>
</tbody>
</table>
From the descriptive statistics above, the mean of students’ interest on nonfiction literature score was 43.20 with N=30, and SD=7.788. And the mean of reading comprehension ability was 85.33 with N=30, and SD=11.958.

To find out whether or not there was a significant correlation between students’ interest on fiction and nonfiction literature and reading comprehension achievement, the researcher correlated the results of the questionnaire and the reading comprehension test by using Pearson Product-Moment Correlation Coefficient formula in SPSS 16.

First, the significant correlation between Students’ interest on fiction and reading comprehension test was 0.002 in two-tailed testing with N=30. It means that there is significance correlation in two-tailed was 0.002 at 5% of significant level. Since the p was less than α, Hₐ₁ was accepted and H₀₁ was rejected. It means that there is significant correlation between students’ interest on fiction of the fourth semester students of TBI IAIN Bengkulu in academic year 2013/2014 and their reading comprehension ability.

Second, the significant correlation between Students’ interest on nonfiction and reading comprehension test was 0.003 in two-tailed testing with N=30. It means that there is significant correlation in two-tailed was 0.003 at 5% of significant level. Since the p was less than α, Hₐ₂ was accepted and H₀₂ was rejected. It means that there is significant correlation between students’ interest on nonfiction of the fourth semester students of TBI IAIN Bengkulu in academic year 2013/2014 and their reading comprehension ability.

Based on analysis above, it was unmatched with Pattern’s theory (2002), he stated that the interpretation and comprehension of literary and nonliterary texts sometimes depend on the literary knowledge of the reader, because it was also found out the significant correlation between students’ interest on nonfiction and reading comprehension ability in this research. And from the students’ score showed that nonfiction literature score was higher than fiction literature score. Readingistounderstand theproblem, itis aprocessbetween theknownand theunknown. If thereaderunderstand thetext betterable to answerquestionsabout it, or canproduce it in the form of a writtenoral summary. In this case, the reader to understand the message of independentwriters and can answercomprehension questions based on the text.

CONCLUSION

There is significant correlation between students’ interest on fiction(X₁) and nonfiction literature(X₂) and their reading comprehension achievement(Y) of
the fourth semester students at TBI IAIN Bengkulu in academic year 2013/2014. First, the researcher concluded that the significant correlation between Students’ interest on fiction and reading comprehension test was significance correlation in two-tailed was 0.002 at 5% of significant level. It meant that there is correlation between students’ interest on fiction literature and their reading comprehension ability on fourth semester students of TBI IAIN Bengkulu in academic year 2013/2014.

Second, it was also found out the significant correlation between students’ interest on nonfiction and reading comprehension ability in this research, with the significant correlation between Students’ interest on nonfiction and reading comprehension test was significance correlation in two-tailed was 0.003 at 5% of significant level. But from the students’ score showed that nonfiction literature score was higher than fiction literature score.

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