

MULTIPLE RELATIONSHIPS AMONG READING HABITS, READING MOTIVATION AND READING COMPETENCY IN THE JUNIOR SECONDARY SCHOOL

I Gusti Ayu Sri Diah Sani, NIM 1612021228
English Language Education

ABSTRACT

Tujuan umum yang dilakukan dalam penelitian ini adalah untuk mendeskripsikan dan menghubungkan kebiasaan membaca siswa, motivasi membaca dengan kompetensi membaca mereka di SMP di SMPN 1 Sidemen. Rancangan yang digunakan adalah penelitian kuantitatif. Ada 55 siswa yang direkrut menggunakan cluster quota sampling. Data dikumpulkan dengan kuesioner kebiasaan membaca, kuesioner motivasi membaca, dan tes kompetensi membaca objektif. Data yang diperoleh dianalisis dalam dua fase: secara deskriptif dan inferensial. Deskripsi terdiri dari ukuran kecenderungan sentral dan dispersi. Sedangkan secara inferensial, data dianalisis dengan menggunakan teknik Korelasi Berganda. Temuan penelitian mengungkapkan dua temuan utama. Pertama, kebiasaan membaca siswa dikategorikan sedang di SMPN 1 Sidemen. Mereka kurang dalam menjadikan membaca sebagai identitas diri atau sebagai bagian dari budaya mereka sehari-hari. Kedua, motivasi membaca siswa juga dianggap sedang. Mereka tidak memiliki rasa ingin tahu dalam kegiatan membaca, karena mereka pikir membaca tidak memberi mereka kesenangan yang dialami. Selain itu, membaca tidak memberi mereka tantangan nyata untuk mendapatkan kepuasan dalam menguraikan teks bahasa Inggris. Ketiga, kebiasaan membaca dan motivasi membaca ditemukan berhubungan signifikan dengan korelasi kuat dengan kompetensi membaca siswa di SMP di Kecamatan Sidemen, Karangasem. Temuan penelitian ini menyiratkan kepada siswa, guru, serta sekolah untuk memelihara otomatisitas membaca, frekuensi membaca, dan identitas diri melalui kegiatan literasi.

Kata kunci: Kebiasaan membaca, Motivasi membaca, Kompetensi membaca, Kolerasi berganda

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The general objective pursued in this research is to describe and to relate the students' reading habits, reading motivation to their reading competency in the Junior High School in SMPN 1 Sidemen. The design applied is a quantitative research. There are 55 students recruited using cluster quota sampling. The data were gathered by a reading habit questionnaire, a reading motivation questionnaire, and an objective reading competency test. The obtained data were analyzed in two phases: descriptively and inferentially. The descriptions consisted of central tendency measures and dispersion. Whereas inferentially, the data were analyzed using the Multiple Correlation technique. The research findings disclose two major findings. *Firstly*, the students' reading habits is categorized as moderate in SMPN 1 Sidemen. They are lacking in making reading as a self-identity or as a part of their day-to-day culture. *Secondly*, the students' reading motivation is also concluded as moderate. They are not curious in reading activity, because they think reading is not giving them an experiencing pleasure. Moreover, reading did not give them a real challenge for gaining satisfaction in deciphering English texts. *Thirdly*, reading habits and reading motivation are found to relate significantly with strong correlation to the students' reading competency in the Junior High School in *Sidemen sub-district of Karangasem*. These research findings imply to the students, teachers, as well as the school to nurture the reading automaticity, reading frequency, and self-identity through literacy activities

Key Word: Reading Habits, Reading Motivation, Reading Competency,
Multiple Correlation