

**CORRELATION AMONG READING INTEREST, READING
SELF-EFFICACY AND READING COMPETENCY
IN THE JUNIOR HIGH SCHOOL**

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ABSTRAK

Tujuan umum yang dilakukan dalam penelitian ini adalah untuk mendeskripsikan dan menghubungkan minat membaca siswa, keyakinan membaca dengan kompetensi membaca mereka di SMP di SMPN 8 Singaraja. Rancangan yang digunakan adalah penelitian kuantitatif. Ada 101 siswa yang direkrut menggunakan cluster quota sampling. Data dikumpulkan dengan kuisioner minat membaca, kuisioner keyakinan membaca, dan tes kompetensi membaca objektif. Data yang diperoleh dianalisis dalam dua fase: secara deskriptif dan inferensial. Deskripsi terdiri dari ukuran kecenderungan sentral dan disperse. Sedangkan secara inferensial, data analisis dengan menggunakan Teknik korelasi berpasangan dan korelasi berganda. Temuan menunjukkan bahwa: 1) minat baca siswa, keyakinan membaca, dan kemampuan membaca pada item tingkat tinggi berada pada tingkat sedang, 2) hubungan antara minat membaca siswa dan keyakinan membaca, minat membaca siswa dan kompetensi membaca, keyakinan membaca siswa dan kompetensi membaca pada item tingkat tinggi berkorelasi positif dan signifikan; dan 3) hubungan simultan atau ganda dari minat baca dan keyakinan membaca dengan kompetensi membaca siswa terbukti signifikan. Untuk mengembangkan minat siswa yang tinggi dalam membaca, keyakinan membaca, dan kompetensi membaca, sekolah dan guru EFL harus memiliki program literasi. Penelitian sebelumnya telah menunjukkan bahwa lingkungan yang kaya literasi adalah cara paling efektif untuk mendukung pengembangan literasi dalam membaca dengan berbagai bacaan buku. Siswa EFL harus dilatih untuk menggunakan strategi membagi milenial, menekankan empat dimensi keterampilan, yaitu, keterampilan kritis dalam membaca, upaya kreatif dalam proses membaca, upaya kolaboratif dalam mengerjakan item tingkat tinggi, dan keterampilan komunikatif dalam mencapai membaca.

Kata kunci: Korelasi, kompetensi membaca, minat membaca, keyakinan membaca

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ABSTRACT

The general objective pursued in this research is to describe and to relate the students' reading interest, reading self-efficacy to their reading competency in the Junior High School in Singaraja. The design applied is a quantitative research. There were 101 students recruited using cluster quota sampling. The data were gathered using a reading interest scale, a reading self-efficacy scale, 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 pair-wise correlation and multiple correlation technique. The findings show that: 1) the students' reading interest, reading self-efficacy, and reading competency on high-order-items are at the moderate levels; 2) the relations pair-wisely between the students' reading interest and reading self-efficacy, students reading interest and reading competency, the students' reading self-efficacy and reading competency on high-order-items are positively and significantly correlated; and 3) the simultaneous or multiple relationships of the reading interest and reading self-efficacy to the students' reading competency is proven to be significant. In order to develop high students' reading interest, reading self-efficacy, and reading competency, the school and EFL teachers should have a literacy program in reading. Previous researches show that literacy rich environments are the most effective ways to support the development of literacy in reading by sharing book readings. The EFL students should be trained using millennial reading strategy, emphasizing the four skill dimensions, namely, critical thinking skill in reading, creative effort in reading processes, collaborative endeavors in working on high-order-items, and communicative skill in working out the reading indicators.

Keywords: Correlation, Reading Competency, Reading Interest, Reading Self-Efficacy