RELATIONSHIPS AMONG READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY IN THE JUNIOR SECONDARY SCHOOL

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan dan menghubungkan minat baca siswa, keyakinan membaca dengan kompetensi membaca siswa di SMP di Singaraja. Penelitian ini menggunakan penelitian kuantitatif. Terdapat 94 siswa sebagai sampel dengan menggunakan cluster quota sampling. Data dikumpulkan melalui skala minat baca, skala keyakinan membaca, dan tes kompetensi membaca berbentuk objektif. Data yang diperoleh dianalisis secara deskriptif dan inferensial. Analisis deskriptif terdiri dari ukuran kecenderungan sentral dan dispersi. Sedangkan analisis inferensial, data dianalisis menggunakan Teknik korelasi pair-wise dan teknik korelasi ganda. Temuan menunjukkan bahwa: 1) minat baca siswa, keyakinan membaca, dan kemampuan membaca pada item tingkat tinggi terbukti berada pada level sedang; 2) hubungan antara minat baca 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 dari minat baca dan keyakinan membaca dengan kompetensi membaca siswa terbukti signifikan. Untuk mengembangkan minat baca siswa yang tinggi, keyakinan membaca, dan kompetensi membaca, sekolah dan guru EFL harus menyediakan program literasi membaca. Penelitian sebelumnya menunjukkan bahwa lingkungan yang kaya melek huruf cenderung menjadi cara yang efektif untuk mendukung pengembangan literasi dalam membaca dengan berbagi bacaan buku. Para siswa EFL harus dilatih strategi membaca milenial, menekankan empat dimensi keterampilan, yaitu keterampilan berpikir kritis dalam membaca, upaya kreatif dalam proses membaca, upaya kolaboratif dalam mengerjakan item-item tingkat tinggi, keterampilan komunikatif dalam mengerjakan indikator membaca.

Kata-kata kunci: Kolerasi berganda, Minat membaca, Keyakinan Membaca, Kompetensi membaca

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ABSTRACT

The objective of this study is to describe and relate the students' reading interest, reading self-efficacy to the students reading competency in the Junior High School in Singaraja. This study applied a quantitative research design. There were 94 students as samples by using cluster quota sampling. The data were collected through a reading interest scale, a reading self-efficacy scale, and an objective reading competency test. The collected data were analyzed descriptively and inferentially. The findings show that: 1) the students' reading interest, reading self-efficacy, and reading competency on high-order-items proven to be 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 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 provide a literacy programs in reading. Previous studies have shown that literacy rich environments tend to be effective ways to support the development of literacy in reading by sharing book readings. The EFL students should be trained 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, communicative skills in working out the reading indicators.

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