

ABSTRAK

RISMA NURLAELI. 2024. “*THE CORRELATION BETWEEN STUDENTS’ READING MOTIVATION AND READING COMPREHENSION*”. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Di era globalisasi ini, teknologi memiliki dampak ganda. Namun, karena pesatnya perkembangan teknologi, banyak hal negatif juga terjadi, seperti berkurangnya minat baca siswa di Indonesia. Penelitian ini bertujuan untuk mengetahui apakah ada korelasi antara motivasi siswa dan pemahaman membaca di kelas *extensive reading*. Metodologi penelitian ini adalah penelitian kuantitatif model korelasi. Populasi penelitian ini adalah mahasiswa yang telah mengambil mata kuliah *extensive reading*. Sampel penelitian ini sebanyak 34 orang mahasiswa angkatan 2022 menggunakan *stratified random sampling*. Instrumen penelitian ini menggunakan kuesioner motivasi siswa dan tes pemahaman membaca berupa pilihan ganda. Setelah menganalisis data menggunakan perhitungan statistik dengan rumus *Pearson product-moment*, hasil penelitian ini menunjukkan bahwa adanya korelasi positif yang signifikan antara motivasi membaca siswa dan pemahaman membaca di kelas *extensive reading*. Nilai $r_{xy} = 0.771 > r\text{-tabel } 5\% = 0.339$, dengan hasil tersebut dapat diklasifikasikan korelasi yang kuat.

Kata kunci: korelasi, motivasi membaca siswa, pemahaman membaca.

ABSTRACT

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In this era of globalization, technology has a double impact. However, due to the rapid development of technology, many negative things also happen, such as reduced interest in reading students in Indonesia. This study aimed to determine whether there is a correlation between students' reading motivation and reading comprehension in extensive reading classes. The methodology of this study is the quantitative research correlation model. The population of this study is students who have taken extensive reading courses. The sample of this study was 34 students from the class of 2022 using stratified random sampling. This research instrument used students' reading motivation questionnaires and reading comprehension tests in the term of multiple choice. After analyzing the data using statistical calculations with the Pearson product-moment formula, this study showed a significant positive correlation between student reading motivation and reading comprehension in extensive reading classes. The value of $r_{xy} = 0.771 > r$ -table 5% = 0.339, with these results can be classified as a strong correlation.

Keywords: correlation, students' reading motivation, reading comprehension.