

**THE CORRELATION AMONG READING ATTITUDE, READING
INTEREST, AND READING ACHIEVEMENT OF THE ELEVENTH
GRADERS AT SMA N 21 PALEMBANG**

A Thesis by

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FACULTY OF TEACHING TRAINING AND EDUCATION

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DEDICATED AND MOTTOS

This thesis is presented to:

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MOTTO

“Learning Today, Leading Tomorrow”

PERNYATAAN

Saya menyatakan dengan sebenar-benar nya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

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Mahasiswa.



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ABSTRACT

This study investigated the correlation among reading attitude, reading interest, and reading achievement of the eleventh-grade students at SMA N 21

Palembang. The primary objective was to determine whether students' psychological factors, specifically their attitudes and interests, significantly relate to their academic performance in reading English texts. A quantitative method with a correlational design was employed to achieve this goal. The population consisted of all eleventh graders at SMA N 21 Palembang, from which a sample of 105 students was selected through cluster random sampling. Data were collected using two standardized questionnaires: the Adult Survey of Reading Attitude (ASRA) to measure reading attitude and a specialized reading interest questionnaire, alongside a validated multiple-choice reading test to assess reading achievement. Pearson Product Moment correlation analysis revealed no significant correlation between reading attitude and reading achievement ($r = .028$; $p = .780$), suggesting that a student's attitude alone does not dictate their reading success. However, a significant positive correlation with low to moderate strength was found between reading interest and reading achievement ($r = .377$; $p = .000$). Furthermore, multiple regression analysis indicated a significant simultaneous correlation between reading attitude and reading interest toward reading achievement ($R = .378$; $p = .000$), with a combined contribution of 14.3% to the variance in reading achievement. The findings suggest that reading interest plays a more substantial role than reading attitude in influencing students' academic performance. Therefore, educators are encouraged to focus on building student interest to improve literacy outcomes.

Keywords: *reading attitude, reading interest, reading achievement, eleventh-grade students*

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