

**THE CORRELATION BETWEEN READING INTEREST AND  
READING MOTIVATION OF THE ELEVENTH-GRADE  
STUDENTS OF SMA NEGERI 22 PALEMBANG**

**A Thesis by:**

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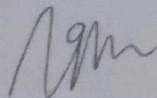
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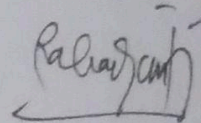
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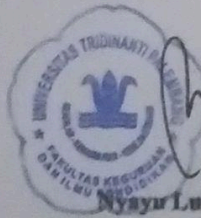
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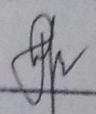
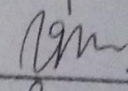
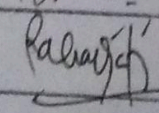
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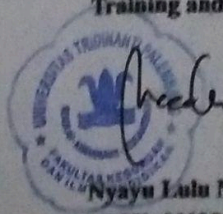
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## **DEDICATION**

This script is dedicated to:

1. Firstly, My biggest and Savior God of heaven.
2. My extraordinary parents.
3. My sisters; Kezia, Karen, and Deborah
4. My best friends; Linny and Tara
5. Myself
6. Thank you to all of my English Education lecturers as well as my alma  
maters

## **MOTTO**

“He is God. He has a lot of plans that He wants to do with our life.  
That's why we are being formed to become strong, patient, and skillful  
people.”

**(D)**

“Receive tomorrow’s victory today! When you know you are His Son you  
will know who you are in every situation! God has given us the mental posture  
to win every day.”

**(Ps. Cyrus Gomez)**

“It doesn't matter how bad your past is; God wants to take the worst  
things in your history into the best things of your destiny.”

**(Ps. Dr. Tunde Bakare)**

### STATEMENT OF RESEARCH INTEGRITY

Is truly the result of my work under guidance of supervisors. There is no other people's work in this script that I copied without mentioning the original sources. I made this statement in good faith. If it turns out that my statement is not true in the future then I will be willing to accept my sanctions in accordance with regulations, including cancellation of my degree and processed in accordance with applicable laws and regulations (UU) no. 20 of 2003, Article 25 paragraph 2 and article 70 .

Palembang, 2024



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## ABSTRACT

Reading is an essential element of education, which seeks to understand and draw inspiration from texts. Their interest in reading can have an influence on the pupils' motivation for reading. They'll be more motivated to read if they're interested in reading. Strong interest in reading, accompanied by a sense of enjoyment when doing exercises related to reading. A person who's very interested in reading is capable of instructing himself on the subject. In addition, the motivation to read is defined as the stimulation that individuals give to their reading activities and students are looking for reading material. The purpose of this study is to establish whether there is a relationship between students' reading interests and motivation in class XI. This research was carried out using a correlational method. Due to the fact that one of the normality test results for one of the variables was not normally distributed, data processing used the Spearman rank nonparametric correlation statistical test. The relationship between reading motivation and reading interest was tested on 56 students using the non-parametric Spearman rank correlation statistical test with a coefficient of 0.077. We're able to conclude that variables X and Y are not correlated,  $H_a$  is rejected or  $H_0$  has been accepted. Based on the normality test results, the Kolmogorov-Smirnov normality test shows a significance of 0.098 for the reading interest variable, meaning a significance of  $>0.05$ . This indicates that the reading interest variable data are normally distributed. In the meantime, a significance value of 0.001, less than 0.05, was obtained from reading motivation variables the data is not normally distributed.

**Keywords: Reading Interest, Reading Motivation**

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During this research, the writer realized that this thesis would not be complete without the support, suggestions, and assistance of all participants. Dr. Hj. Gaya Tridinanti, M.Ed., and Rahma Dianti, M.Pd., in particular, thank you very much for your guidance, valuable criticism, patience, and support in assisting in the conduct of my study.

My sincere appreciation to many parties who helped me to finish the script. therefore, the author would also like to express gratitude to the following:

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Hopefully this thesis will be useful for those who read it. Last but not least, the writer would like to have any remarks, comments, and criticism are very much welcome.

Palembang, 2024  
Mahasiswa

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# **CHAPTER I INTRODUCTION**

This chapter discusses (1) the background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significances of the study.

## **1.1 Background**

Reading is an essential aspect of education that aims at understanding texts and drawing on them for ideas (Pratama, 2015). Furthermore, Saniyah (2019) said that Reading is of great importance to students at the elementary, intermediate, and high school levels in terms of education. Reading skills can serve as a foundation to study in many areas, but students will run into difficulty learning the various fields of study if they do not have reading skills at school. A person's reading success depends on good reading skills through the use of appropriate strategies (Idrus, 2022). This is also supported by Putri (2016), who stated that Reading is an important activity, it's a very important thing to get information, knowledge, technology, and pleasure.

Aksan & Kisac (2009), Guthrie et al (2007), and Hidi & Renninger (2006) described Reading is a fundamental part of education that seeks to understand texts and draw inspiration from them. According to UNESCO data for 2012 in kominfo (2017), the index of readers' interest in Indonesia was found to be at a mere 0.001 percent (Nafisah, 2014, p. 71). This means that just one person wants to read for every 1,000 humans (Artana, 2016).

Interest greatly influences reading activities, because understanding and motivation in reading depend on students' interest in books and a lack of interest can cause low reading ability and reading motivation (Reski, 2018). Rahim (2018) It was found that the interest in reading is strong, accompanied by a feeling of pleasure in reading activity. Someone very interested in reading may, with the help of an outside person, instruct himself or herself to Read. Wahadaniah (2017) explained interest in reading is the same as someone's feeling of pleasure in reading because reading can provide benefits.

According to Alhamdu (2016), Interest in reading can influence the motivation of students to read. If they are more interested in reading, they will also be more motivated to read. On the other hand, Marinak & Gambrell (2008) and Guthrie, Wigfield, & Von Stecker (2000) indicate that motivation is an important factor in reading. Time can be taken up by students with strong motivation to read. Motivation to read is defined as encouragement that comes from individuals to carry out reading activities, the students will look for readings and then read with their awareness so that the meaning or information contained in the reading can be understood (Ahmad, 2022).

Some studies show that reading motivation and reading interest have a positive relationship to reading comprehension. First, Fauzi et al. (2022) The relationship between motivation to read and comprehension of literature was examined. It shows that research on the relationship between reading and motivation are two sides of a coin that encourage someone to read or not to read. Furthermore, there is a significant positive correlation between students' reading motivation and their comprehension of literature. They will be able to read more.

Meanwhile, Andaresta (2020), investigated the relation between reading interest and reading comprehension. The result is that there is a positive relationship between interest in reading comprehension and the ability to read. This indicates that students' reading comprehension skills are affected by an increase in interest in reading. Third, Putri (2021) investigated the Contribution of Reading Habits, Reading Interest, Reading Motivation, and Reading Self-Efficacy to Students' Reading Comprehension in Senior High School. The research results show that there are effective efforts for increasing reading habits, reading interest, reading motivation, students' reading self-efficacy, and reading comprehension.

To prove whether reading interest and reading motivation are related as explained above, the author was interested in conducting research entitled "The Relationship between Reading Interest, Reading Motivation, in Class XI Students of SMA Negeri 22 Palembang.

## **1.2 Problem of the Study**

### **1.2.1 Limitation of the Problem**

The study was limited to investigating the correlation between reading interest and reading motivation of the eleventh-grade students of SMA Negeri 22 Palembang.

### **1.2.2 Formulations of the Problem**

Based on the background above, the problems were formulated as follows:

“Was there any significant correlation between reading interest and reading motivation of the eleventh-grade students of SMA Negeri 22 Palembang?”

### **1.3 Objectives of the Study**

Based on the research questions above, the objective of the study could be stated as follows: To find out whether or not there was any significant correlation between reading interest and reading motivation of the eleventh-grade students of SMA Negeri 22 Palembang.

### **1.4 The Significances of The Study**

The writer expects that students, teachers, and other writers will be able to benefit from this study:

a. For the Students,

The eleventh-grade students of SMA Negeri 22 Palembang are expected to benefit significantly from this study in terms of reading interest and reading motivation.

b. For English Teachers

The writer hoped that this study could be used by teachers as a reference in increasing reading interest and reading motivation.

c. For Other Researchers

In examining the link between readers' interests and motivation in reading, this study could be as an assistance to further research in obtaining references for additional studies.



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