

RELATIONSHIP INTERESTING IN READING TO ACHIEVEMENT SCHOOL STUDENT ACHIEVEMENT

(Correlational Research on Class V Students in Pangauban Village Elementary School, Katapang District, Bandung Regency)

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ABSTRACT

This study aims to determine students' interest in reading, learning achievement, and the relationship of interest in reading with student achievement in fifth grade of SD Negeri in Pangauban Village, Katapang District, Bandung Regency, namely SDN Cilampeni 1, SDN Cilampeni 2, SDN Cilampeni 3, SDN Katapang, Babakan Sondari 1 Public Elementary School, and Babakan Sondari Elementary School 2. Less than maximal learning achievement is the problem of this research. One of the factors that influence the learning precision is interest. Interest in reading is one factor less than the maximum student achievement. This research uses quantitative methods with correlational research. The population was 355 students, the sampling technique used was purposive sampling and 235 were obtained with respondents being sampled. Data collection techniques used were questionnaire, interview and documentation. Data analysis techniques used were normality test, linearity test, descriptive statistical test and product moment correlation test to find out the relationship between reading interest variables with learning achievement variables. The results showed the percentage of students' interest in reading by 85.68% included in the excellent category. Student achievement is obtained by the distribution of the highest range of values at a value of 78-80.5 as many as 58 with a percentage of 24.7%. In the correlation test, obtained a baseline significance value of $0,000 < 0.05$ means that there is a positive relationship between interest in reading with student achievement. Obtained correlation value of 0.447 included in the category enough. Obtained a coefficient of determination of 20%, meaning interest in reading contributed 20% to learning achievement. Hypothesis test results in this study amounted to $0,000 < 0.05$, which means $\rho = 0$ is rejected then $\rho \neq 0$ is accepted. It can be concluded that 1) reading interest variables are included in the excellent category, 2) student achievement is obtained by the distribution of the highest scores in the range of grades 78,80,5, 3) there is a positive enough relationship between reading interest and learning achievement and variable interest in reading contributed 20% to learning achievement.

Keywords: Relationship, Interest in Reading, Learning Achievement, Elementary School.