

ABSTRACT

Adrianti, Meirlyn. (2024). **The Correlation Between Students' Interest in Reading Multimodal Texts and Their Reading Comprehension Achievement (Case Study Students of English Education Department in State Islamic University of Sunan Gunung Djati Bandung).**

This study aims to determine the relationship between students' interest in reading multimodal texts and their reading comprehension achievement. Therefore, the study aimed to accomplish three key objectives: 1) To determine students' interest in reading multimodal texts; 2) To assess students' reading comprehension achievement; and 3) To determine the correlation between students' interest in reading multimodal texts and reading comprehension achievement. This study employs a correlational design, utilizing a quantitative method.

Questionnaires and documentation were the research instruments. The data was calculated through statistical analysis, employing the Pearson correlation product moment and the SPSS 25 version program. This research was conducted at UIN Sunan Gunung Djati Bandung. The research population consisted of 170 students from all classes in the second semester, whereas the sample included 24 students using random sampling.

According to the findings, it shows that students' interest in reading multimodal texts and their achievement in reading comprehension are significantly correlated. The t_{count} indicates that it is higher than the t_{table} ($3,517 > 2,074$). It means the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). Therefore, there is a relationship between the variables X (the students' interest in reading multimodal texts) and the variable Y (the students' academic achievement in reading comprehension).

In conclusion, students' interest in multimodal texts affects their reading comprehension. Employing multimodal texts as teaching aids for reading might help students become more interested in reading. However, encouraging students to read multimodal content may increase their comprehension. Future scholars can employ printed and nonprinted multimodal texts, and the variables can be changed to another language skill with a wider population and sample.

Keyword: reading, reading interest, reading multimodal text, reading comprehension