

ABSTRAK

KONTRIBUSI STATUS SOSIAL EKONOMI ORANG TUA, AKSES *GAME ONLINE*, DAN AKSES MEDIA SOSIAL SISWA TERHADAP MINAT BACA SISWA SMA NEGERI 10 YOGYAKARTA

Gratianus Daeli
Universitas Sanata Dharma
2018

Penelitian ini bertujuan untuk menguji dan menganalisis kontribusi status sosial ekonomi orang tua, akses *game online* siswa, dan akses media sosial siswa terhadap minat baca siswa. Penelitian ini merupakan penelitian eksplanatif yang dilaksanakan pada bulan Mei 2018. Populasi penelitian ini adalah seluruh siswa Kelas X dan XI Peminatan Ilmu-Ilmu Sosial SMA Negeri 10 Yogyakarta yang berjumlah 84 siswa. Teknik pengambilan sampel yang digunakan adalah sampel jenuh. Teknik pengumpulan data menggunakan kuesioner. Teknik analisis data yang digunakan adalah regresi linier.

Hasil analisis data menunjukkan bahwa: (1) status sosial ekonomi orang tua tidak berkontribusi terhadap minat baca siswa; (2) akses *game online* tidak berkontribusi terhadap minat baca siswa; (3) akses media sosial tidak berkontribusi terhadap minat baca siswa; dan (4) status sosial ekonomi orang tua, akses *game online*, dan akses media sosial tidak berkontribusi terhadap minat baca siswa

Kata kunci: minat baca, status sosial ekonomi, akses *game online*, akses media sosial.

ABSTRACT

***THE CONTRIBUTION OF PARENTS' SOCIO-ECONOMIC STATUS,
STUDENTS' ACCESS OF ONLINE GAMES, AND STUDENTS'
ACCESS OF SOCIAL MEDIA TO STUDENTS' READING
INTEREST IN SMA NEGERI 10 YOGYAKARTA***

Gratianus Daeli
Sanata Dharma University
2018

This research aims to test and analyze the contribution of parents' socio-economic status, students' access of online games, and students' access of social media to students' reading interest. This research is an explanative research conducted in May 2018. The population of this research were 84 students of class X and XI majoring Social Science (IIS) in SMA Negeri 10 Yogyakarta. The sampling technique is saturation sampling. The data collection method are questionnaires. The data analysis technique is linear regression.

The results of data analysis showed that: (1) parents' socio-economic status did not contribute to students' reading interest; (2) students' access of online games did not contribute to students' reading interest; (3) students' access of social media did not contribute to students' learning interest; and (4) parents' social-economic status, students' access of online games, and students' access of social media did not contribute to students' reading interest.

Keywords: *reading interest, parents' socio-economic status, access of online games, access of social media*