THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR READING COMPREHENSION AT SMAN 1 KOTA BENGKULU

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Abstract

The objective of this study was to find out whether or not there was a significant correlation between students' motivation and their reading comprehension. This research approach that used quantitative with research design was correlation. The population of this research was tenth grade science students at SMAN 1 Bengkulu in academic year 2021/2022, and the sample was the students of X IPA 3. In collecting data, researcher uses some instrument such as motivation questionnaires and reading comprehension test. After getting the data, they were analyzed by using Pearson Product Moment Formula. The analysis was found out that there was a significant correlation between students' motivation in reading and their reading comprehension. The correlation coefficient was the r_{value} 0,966 that was higher than r_{table} 0,329. The result indicated that the H_o is rejected and the H_a is accepted.

Keywords: *Correlation, Motivation, Reading Comprehension*

INTRODUCTION

Motivation is an important supporting factor in language learning because learning will be more effective and efficient if it is pushed by motivation. This is supported by Santrock in (Imran, 2022) who states that Motivation refers to the process of energizing, directing, and sustaining behavior. This means that students who have high motivation will try to gain new knowledge and skills. Moreover, motivation also plays an important role in the teaching and learning process.

There are many studies that have proven that motivation has a major influence on student learning outcomes, including the research conducted by Dian Rosmawati and Hilva in 2018 entitled the relationship between Students' Motivation and their learning achievements. From this study, the researcher found that this study showed that there was a positive relationship between students' learning motivation and their learning achievement. Based on the Pearson correlation data, the achievement is 0.580 which means the Medium Correlation. This shows that student achievement is influenced by student motivation. . Further research was carried out by Elyin tria, Achmad and Alvina in 2021, entitled The Students' Motivation and Academic Achievement at Tertiary Level: A Correlational Study. From the research described above, it can be concluded that motivation can affect student learning outcomes. Thus, the better their learning motivation, the better their English learning achievement.

Motivation of course also has an important role in students' reading comprehension achievements because to read, students need motivation. As stated by Takaloo and Ahmadi in (Hardiyanto et al., 2019), motivation is the most important quality that students must possess because when students are motivated to read, they will feel more at ease and interested in continuing to seek out new readings that will enrich their knowledge. Based on the researcher's experience, when the researcher did an internship in September 2021 in class X IPA SMAN 1 Kota Bengkulu with an English teacher, Ma'am. Sri. The Teacher said that students were less motivation to read in class and get bored quickly. Many students ignored the teacher, most of them played with handphones and chat while the teacher was teaching. So, many students to be passive when faced with reading texts and students did not understand what they were reading when the teacher tells them to read a text because their vocabulary was still lacking.

LITERATURE REVIEW

Motivation

1. The concept of Motivation

   Motivation is essential for studying and achieving success in any field of human endeavor. According to Sadirman in (Sari, 2020), motivation may also be seen of as encouragement for all students that leads to learning. As stated by Hasibuan in (Risqi et al., 2016) motivation is important because motivation is things that cause, channel, and support behavior people to want to work hard and enthusiasrically to achieve optimal results.

2. Types of Motivation

Deci (in Brown, 2012) states that there are two types of motivation, namely:

a. Intrinsic Motivation

Intrinsically motivated activities are those that have no evident benefit other than the activity itself. Internally satisfying outcomes, such as emotions of competence and self-determination, are the goal of intrinsically driven acts.

b. Extrinsic motivation

Extrinsic motivation is pushed by the hope of a gifts from somewhere other than oneself.

3. Indicators of Motivation in Reading

Adopted from Watkins and Covey (2004:113) there are eight factors that become indicators in Measurement of Motivation, there are:

a. Grades-Compliance

This component is made up of elements from the Compliance, Value, Recognition, and Interest factors. This component is also a source of extrinsic motivation and a source of concern for performance.

b. Involvement

This component is linked to general participation, but it focuses on specific reasons why people appreciate mystery novels.

c. Social

The social dimension in reading motivation is defined as the link between academic accomplishment and social goals, social competence, and social responsibility. Reading's social dimension can sometimes be used to discover how individuals around the reader might accept themselves based on the knowledge gained from reading activities.

d. Competition

Competitive reading aspects motivate people to improve their reading skills in order to outperform their peers.

e. Reading work avoidance

This is the most visible and persistent component when it comes to reading motivation. This component explains why readers avoid reading and do not make it a habit.

f. Curiosity

As stated by Watkins and Coffey "curiosity refers to the desire to learn about a particular idea, and is linked to reading interest".

g. Recognition

Reading Recognition is relevant to tangible forms of recognition such as teacher in reading.

h. Efficacy

Efficacy refers to the beliefs of readers about their skill and determination in reading ruts.

4. Function of Motivation

As stated by Syaiful Djamarah in (Sari, 2020), function motivation is as follows:

a. Motivation as a chauffeur of action.

b. Motivation, as a motivator, will influence how students should approach their studies. Students who are disinterested in learning because something is going to be studied, which has not been studied, can be encouraged to study in order to find out.

c. Encouragement as an activator of actions is motivated.

d. The mind's intellectual processes with body, action, and mind are poerful, alowing it to understand what it has learned.

e. As a director of repairs, you need to be motivated.

f. The function of motivation is to direct precisely what content student actions in learning, students who are motivated are aware of what to do and what not to do.

5. Ways of Creating Reading Motivation

Teachers can also take actions that can encourage students' reading desire, namely as follows:

a. Create a fun environment.

b. Introducing new books.

c. Arranging the learning environment so that it feels comfortable to read

d. Providing reading books that are appropriate to the needs of students and the level of expansion of students.

e. Give awards to students who are diligent in reading.

f. Give assignments to students to summarize quality books, and not less quality books.

g. The summary should cover various types of books. By reading books with different varieties and styles of language, this will make students more interested in books, or at least eliminate the boredom of reading (Halidjah, 2019).

Reading Comprehension

1. The Concept of Reading Comprehension

    Reading is the process of acquiring, comprehending, and retaining the information contained in a book (Nunan in Hardiyanto et al., 2019). According to Nuttal (1996:40) quoted in (Rizal, 2017) comprehension is understanding what has been read rather than spelling words. Reading is defined as the interpretation of verbal symbols both orally and in writing.

2. Purposes of Reading

    a. To obtain information for a specific reason or because we are fascinated about certain topics.

    b. To obtain instructions on how to execute certain activities for our work or daily lives (e.g., knowing how an appliance works).

    c. To perform in a play, play a game, or solve a puzzle

    d. To communicate with pals by letter or to comprehend business correspondence.

    e. To be aware of when or where something will occur, as well as what is available.

    f. To be aware of current or previous events (as reported in newspapers, magazines, reports).

    g. To have fun or excitement.

3. Techniques of Reading Comprehension

    As stated by Tampubolon in Dalman 2014 there are four techniques of reading, namely

    a. Skimming

        Skimming is reading quickly to find out the general content of a passage.

    b. Scanning

        Scanning is reading quickly by focusing attention to find the reading section that contains the specified focus information and continuing to read the section carefully so that the focused information is found correctly and can be understood correctly.

    c. Selecting

        Selecting is the reader choosing the reading material and/or parts of the reading that are considered relevant, or contain the focus specified focus information.

    d. Skipping

        Skipping is when the reader wants to find out the relevant sections, the reader goes beyond or skips other sections (Dalman in fatmasari & fitriyah, 2018)

4. The Level of Reading Comprehension

 a. Literal comprehension

  Reading for literal comprehension is when you are looking for information that is directly stated in a selection.

 b. Interpretation

  Interpretive reading refers to the process of reading between the lines in order to make assumptions.

 c. Critical reading

  Critical comprehension is the process of analyzing written content, comparing the ideas found in it to known standards, and generating opinions about their accuracy, appropriateness, and timeliness.

 d. Creative reading

  Creative reading is the raeder going beyond what the author has written, applying the ideas of the text to new conditions, and recombining the author's ideas with other ideas to form new concepts or extand old ones.

5. Indicators of Reading Comprehension

 According to (Harmer, 2018), the goal of reading influences numerous reading skills, they are as follows:

a. Identifying the topic: The content of a written piece is easily grasped by great readers.

b. Predicting and guessing: Readers will often try to assume and grasp the subject of a piece of writing, particularly if the topic is the first thing they notice.

c. Reading for general understanding: That is, it does not pause for each word, nor does it examine what the author has written.

d. Reading for specific information: Scanning is a term used to describe this skill when it comes to reading.

e. Reading for detailed information: We read sometimes in order to fully comprehend what we're reading.

f. Interpreting text: Readers can see beyond the literal sense of words in a paragraph and deduce what the authors are expressing or suggesting using a number of clues.

Theoretical Framework

Motivation is a willingness that encourages students to do something and has an important role in the teaching and learning process, especially in understanding reading comprehension. If students have high motivation in reading, they can read many books, come to

the library, borrow books, and buy books for some short articles, notes or summaries of knowledge and understanding of those who have read several books. "It seems plausible that the single greatest element that determines the effectiveness of their reading comprehension is the motivation that students experience in the classroom," writes Harmer in (Marbun & Sipahuta, 2016). According to Guthrie et al., in (Hardiyanto et al., 2019), motivation is a significant factor in determining the level of student reading achievement. Motivation is very interesting in the learning process, especially in reading. When reading without motivation, students find it difficult to understand what emerges from the text.

RESEARCH METHDOLOGY

Research Design

The researcher conducted a Correlation Research with using quantitative data approach. The quantitative approach is a method of gaining knowledge thru the use of numerical data as a tool to describe a subject (Sari, 2020). Correlation study, according to Ary et al. in (Marbun & Sipahuta, 2016), evaluates the correlations between two or more variables in a single group.

Technique of Data Collecting

1. Survey

    As stated by Robert Groves in (Adiyanta, 2019), a leading survey expert, "surveys produce information by a statistical nature. Surveys are a basic form of quantitative". Researchers conducted a survey by distributing questionnaires as a research instrument.

2. Test

    According to Zainul & Nasution in (Sari, 2020), a test is a question or task or a series of tasks that are planned to obtain educational information about an attribute.In this study, the researcher gave a reading test paper to find out and get data about their learning achievement in reading comprehension.

Instrument of Research

1. Questionnaire

    A questionnaire, according to Sugiyono in (Prawiyogi et al., 2021), is a data collection method in which respondents are given a set of questions or written statements

to answer. The researcher instrument used in this research was a motivation reading questionnaire (MRQ) Adopted from Watkins and Covey (2004:113).

2. Reading Comprehension Test

The test, as stated by Zainul and Nasution in (Sari,2020), A test is a question or series of tasks designed to get an explanation of knowledge in education. To measure the students' reading comprehension, an objective test in the form of multiple choice questions was used in this study. There were 25 questions in all that will test students' reading comprehension.

RESEARCH RESULTS AND DISSCUSION

Research Results

In this section, the researcher explained the results from the research. The detail explanation of the result of the test above, it can be explained as the following details.

1. Normality Test

Table 4.1

Result of normality

One-Sample Kolmogorov-Smirnov Test		Motivation	Reading Comprehension
N		36	36
Normal Parameters[a]	Mean	132.53	66.56
	Std. Deviation	14.912	13.595
Most Extreme Differences	Absolute	.077	.120
	Positive	.077	.090
	Negative	-.067	-.120
Kolmogorov-Smirnov Z		.464	.719
Asymp. Sig. (2-tailed)		.982	.679
a. Test distribution is Normal.			

The normality of the instrument was demonstrated using a one-sample Kolmogorov-Smirnov test. The data were categorized normal if it has a significance value more than 0.05. If a significance value less than 0.05, it means that data were not normal. The result of normality test indicated that the data from each variable were all normal since the significance 0,982 for students' motivation in reading and 0,679 for reading comprehension were higher than 0,05.

2. Linierity Test

Table 4.2

Result of linierity

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension * Motivation	Between Groups	(Combined)	6343.556	24	264.315	23.198	.000
		Linearity	6031.409	1	6031.409	529.352	.000
		Deviation from Linearity	312.146	23	13.572	1.191	.395
	Within Groups		125.333	11	11.394		
	Total		6468.889	35			

To show the linearity of instrument, the researcher used One-way Anova test. If significance or pvalue > 0,05, the data was classified as linear. If pvalue < 0,05 it was means that data were not linear. The result of normality test show that linearity was 0.395 or more than 0.05. So it can be concluded that there was a significant linear relationship between the variables of motivation in reading and reading comprehension.

3. Hypothesis Testing

1. Correlation Analysis

To find out whether there is a relationship between students' motivation and reading comprehension in SMAN 1 Kota Bengkulu will be tested using a product moment formula as follows:

$$rxy = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$rxy = \frac{36 \; x \; 324388 - (4771)(2396)}{\sqrt{(36 \; x \; 640073 - (4771)^2)(36 \; x \; 165936 - (2396)^2)}}$$

$$rxy = \frac{11677968 - 11431316}{\sqrt{(23042628 - 22762441)(5973696 - 5740816)}}$$

$$rxy = \frac{246652}{\sqrt{(280187)(232880)}}$$

$$rxy = \frac{246652}{\sqrt{65249948560}}$$

$$rxy = \frac{246652}{255440}$$

$$rxy = 0,966$$

Based on the result of coefficient of correlation, the researcher find r_{xy} was 0,966. If it was consulted to critical value product moment N=36 was 0,329, the researcher can concluded the coefficient was higher than the rtable because $r_{xy} > r_{table,}$ (0,966 > 0,329). Consequently, Ho was rejected and Ha was accepted. So, the researcher concludes that there was signicant correlation between students' motivation in reading and students' reading comprehension.

Table 4.3

Interpretation of Product Moment Score

Coefficient of Correlation "r"	Interpretation
0.00—0.20	The Correlation is Neglected
0.20—0.40	The Correlation is Weak
0.40—0.70	The Correlation is Strong Enough
0.70—0.90	The Correlation is Strong
0.90—1.00	The Correlation is Very Strong

Based on the correlation above, the researcher concluded that the correlation between between students' motivation and reading comprehension in SMAN 1 Kota Bengkulu had a

significant correlation with the score correlation 0,966 and it was categorized as very strong correlation.

DISCUSSION

The participants in this study were 36 students (N = 36). From the results of the study, it was known that the value of students' reading motivation Based on likert scale there are 6 students (16,7%) who were indicated as highly motivated, then, there were 23 students (63,9%) who were indicated as medium motivated. And last, 7 students (19,4%) who were indicated as low motivation. In conclusion, it was revealed that from the questionnaire, medium motivation was the most perceived type of reading motivation. Next, The results of the reading comprehension test there were 2 students (5,6%) who were indicated as very high in reading comprehension. 10 students (27,8%) who were indicated as high in reading comprehension. 16 students (44,4%) who were indicated as medium in reading comprehension. 3 students (8,3%)) who were indicated as low in reading comprehension and 5 students (13,9%) who were indicated as very low in reading comprehension. In conclusion, it was classified medium which was the most frequent level of students' reading comprehension. According to the hypothesis above, it showed the hypothesis was accepted . From the coefficient test above could be known that because rxy = 0,966 > rtable 5 % = 0,329. So rxy > rtable (5 %). As a result, it can be concluded, there was a correlation between students' motivation and their reading comprehension achievement in SMAN 1 Kota Bengkulu.

CONCLUSION AND SUGGESTION

A. Conclusion

After the research was conducted at the class X Science students of SMAN 1 Kota Bengkulu, the major resultss are summarized as follows.

The writer concludes that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted based on the hypothesis testing described above. It can be seen from the result of r xy was 0.966 with the N was 36.

The result of rxy the table of the degree of significance 5% = 0.329 .So rxy>rt (0.966>0.329).

B. Suggestion

Based on previous conclusions about the findings of this study, the researcher makes some recommendations to the students, teachers, principal, and researcher. The researcher would like to advise students to continue building their reading motivation in

order to improve their reading comprehension. The researcher would like to make some recommendations to English teachers in order to increase students' motivation or habit of reading. The teacher should educate their students about the importance of reading in order to contribute to their role as a motivator for the students. The principal can also motivate their students to succeed by encouraging them to achieve the expected academic results. Furthermore, other researchers can conduct the research by applying student motivation to other variables or applying the same variables to different samples to obtain a better result.

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