THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION OF THE FIRST YEAR STUDENTS OF SMK TARUNA SATRIAPEKANBARU

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Abstract: This research was designed to describe the significant of the correlation between reading motivation and reading comprehension. The aim was to find out the correlation between students' reading motivation and students' reading comprehension. This Correlation research took place in SMK Taruna Satria Pekanbaru in July 2015. The sample was 36 students from First Year students that took by using cluster random sampling. In collecting the data, there were 30 questions that included in this test. The duration time for doing the test was 90 minutes. The data was analyzed by calculating the students' score in reading motivation, finding out the reading comprehension score and correlating the two variables. The students' score classified into three level of students' reading motivation; they are: Low, Moderate, and High. Besides, the students' score classified into five level mastery of Reading Comprehension; they are: very poor, poor, mediocre, good, and excellent. The data was presented by using graphic. Based on the result finding of this research, the coefficient correlation (r_{xy}) obtained was 0,424. Therefore, it answered the research that there was a relationship between reading motivation and reading comprehension in moderate level. For more details, the correlation of intrinsic motivation and reading comprehension is significant in 0,016 by the coefficient correlation 0,399 that considered as low correlation. In another side, the correlation of extrinsic motivation and reading comprehension is significant in 0,000 by the coefficient correlation 0,599 that considered as moderate correlation. It can be concluded that based on the data that was analyzed, the students reading extrinsic motivation influence the students' comprehension more than the intrinsic motivation. In other words, the contribution of reading motivation towards reading comprehension significant enough for the first year students of SMK Taruna Satria Pekanbaru. Another result from the students perception about the teacher's teaching method as extrinsic motivation factor found out that they are more motivated if the teacher teaches them by speech as one of the stages of inquiry based learning than teacher teaching by group discussion and questioning.

Keywords: Correlation, Reading Motivation, Reading Comprehension

KORELASI ANTARA MOTIVASI MEMBACA DAN PEMAHAMAN MEMBACA SISWA DI TAHUN PERTAMA DI SMK TRAUNA SATRIA

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Abstrak: Penelitian ini diadakan untuk menunjukkan adanya korelasi yang signifikan antara motivasi siswa dengan pemahaman membaca. Tujuannya adalah untuk mengetahui hubungan antara motivasi siswa dalam membaca dengan kemampuan siswa memahami teks tersebut. Penelitian korelasi ini bertempat di SMK Taruna Satria Pekanbaru pada siswa tahun pertama di SMK Taruna Satria Pekanbaru di bulan juli tahun 2015. Peserta terdiri dari 36 siswa dari siswa kelas pertama yang diambil secara acak. Dalam mengumpulkan data, terdapat 30 soal yang digunakan dalam tes tersebut. Waktu yang disediakan 90 menit. Data dianalisa dengan menganalisa skor motivasi membaca siswa, mengkalkulasi kemampuan memahami teks siswa, dan mengkorelasikan kedua variable. Nilai motivasi membaca siswa dikelompokkan menjadi tiga level; yaitu lemah, sedang, dan tinggi. Selain itu, nilai pemahaman membaca siswa dikelompokkan menjadi lima level, yaitu: sangat lemah, lemah, sedang, baik, dan unggul. Data disampaikan melalui grafik. Berdasarkan hasil penelitian, koefisien korelasi yang didapatkan adalah 0,424. Oleh karena itu, rumusan masalah dalam penelitian ini sudah terjawab yaitu ada korelasi antara motivasi membaca siswa dengan pemahaman membaca di level sedang. Untuk lebih terperinci, korelasi motivasi membaca intrinsik dan pemahaman membaca adalah signifikan pada 0,016 dengan koefisien korelasinya 0,399 yang dapat dipertimbangkan sebagai korelasi rendah. Di sisi lain, korelasi motivasi membaca ekstrinsik dengan pemahaman membaca adalah signifikan pada 0,000 dengan koefisien korelasinya 0,599 yang dapat dipertimbangkan adanya korelasi tingkat sedang antara kedua variable. Berdasarkan data yang telah dianalisis, dapat disimpulkan bahwa, motivasi ekstrinsik membaca siswa lebih berpengaruh terhadap pemahaman membaca siswa dibandingkan dengan motivasi intrinsik siswa. Dengan kata lain, kontribusi motivasi cukup berpengaruh pada pemahaman membaca siswa kelas pertama di SMK Taruna Satria Pekanbaru. Hasil lainnya, dilihat dari persepsi siswa mengenai metode mengajar guru yang merupakan slah satu faktor motivasi ekstrinsik ditemukan bahwa siswa lebih termotivasi untuk membaca jika guru mereka mengajar dengan metode ceramah dibandingkan diskusi dan metode tanya jawab.

Kata Kunci: korelasi, Motivasi Membaca, Pemahaman Membaca

INTRODUCTION

This research was designed to describe the correlation between students' reading motivation and their reading comprehension of the first year students of SMK Taruna Satria Pekanbaru. Based on the observation that writer did toward English teacher and the students at SMK Taruna Satria Pekanbaru the students, the researcher found out some different reading motivation with different achievement in reading. The purpose of this research was to find out the correlation between their motivation to read and their reading comprehension result. Besides that the researcher also wants to find out what factor more influence the students' reading motivation, either intrinsic or extrinsic and what is the students' perception about the teacher teaching method.

Education is an intentionally planned to achieve the goals of learning. The goal is to increase the quality of human resource by teaching learning process. English as an international language has an important role in communication activity, spoken and written. Based on the 2013 Curriculum, the first year students of SMK Taruna Satria Pekanbaru need to be trained to use language in different areas such as reading, writing, speaking, and listening to contribute their international communication. It is one of the compulsory lessons for students of senior high school and vocational school in Indonesia. SMK Taruna Satria Pekanbaru is one of the vocational schools that apply English teaching process in the curriculum as international language learning. English language teaching is one of the important factors of international communication activities.

Reading is a way a person gets information from written texts. People read for variety reasons. One may read for pleasure as when reading a story book, or for knowledge as when reading a history book. In other words, the purposes of reading guide the reader's selection of texts. The purpose of reading is to decode information from text into one's mind (Nuttal, 1982). The main goal of reading is to gain comprehension or ability to find the meaning of what they read and answer the questions based on the reading text. Students should understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly (Alfassi (2004) in Najmatul Fahli (2015).

Motivation is one of the important point of someone's life, especially in learning process. David Myers (1996: 297) stated that "motivation as a need or desire that serves to energize behavior and to direct it towards a goal." According to this definition motivation is a source to move the person to the task. Harmer write in his book "English Language Teaching" that motivation is some kind of internal drive which pushes someone to do some things in order to achieve something (Harmer, 1998). It has role in some areas, one of them is education. Impact of motivation on learning of students in the education is important. Without motivation learning is not possible. So in education the role of motivation is effective on students learning. Due to motivation students do any task and achieve the goal. Motivation increases speed of work and a person is doing everything to achieve goal, performance of learning. It provides energy and learner achieve the task because she has a direction and performance of learner is increase. In education level of motivation (high or low motivation), effect on students success. Motivation is a factor of high or low of the goal.

Reading motivation is someone's reason for reading that comes from their motivation. Guthrie, Wigfield, Metsala, & Cox (1999) found that reading motivation predicts reading volume and reading motivation directly predicted reading

comprehension performance. It means that the more motivation students have, the more books they read and the more they understand what has been read. As Spangler (2000) recommended that if students are to become mature and effective readers, they must have the skill and the will to read. The willingness to read becomes one of the points that motivate student to be an effective reader. Seymour and Walsh (2006), motivation for learners is always a main element that affects their reading comprehension, however, it has not been yet recognized that motivation is a main factor in reading comprehension.

The Dimensions of Reading Motivation

There are some dimensions in reading motivation according to Wigfield & Guthrie (1997) in the purpose aspects of the reader has for reading, those are: Intrinsic motivation and extrinsic motivation.

1. Intrinsic motivation, the desire for change or do something comes from within individual, it includes: the readers' self-efficacy that is the belief that someone can be successful in reading. Based on Bandura, Schunk & Zimmerman in their research in 1997, when individuals believe they are successful at an activity they are more likely to engage in it. Besides that, it includes reading for challenge, the willingness to take on difficult reading material. The only way to do this is to design interventions such that struggling readers engage in lots of text reading (Allington, 2009).

Next, reading curiosity (how much the student likes the text). One aspect of intrinsic motivation is becoming totally involved in the activity one is doing. Csikszentmihalyi (1978) described as the flow experience, losing track of time and self-awareness when becoming completely involved in an activity such as reading book. It is the desire to learn about a particular topic of interest to the child.

The others intrinsic motivation in reading includes reading involvement, an enjoyment of experiencing different kinds of literary or informational texts. The notion of involvement in reading refers to the pleasure gained from reading a well-written book or article on a topic one finds interesting, reading importance as reading as an aspect work on subjective task values.

2. Extrinsic motivation, achievement goals that come from outside the person, according to Dweck and Leggett (1988) in Wigfield & guthrie (1997), it includes: reading for recognition, the performance goals. Students with this orientation seek to maximize favorable evaluations of their ability and minimize negative evaluations of ability. Question like "Will I look as a good reader?" reflects performance goal. In this paper, the students that have performance goal orientation will like to improve their ability in reading. Reading for grades, the learning goals, is one of extrinsic motivation for reading. The individual that has this orientation focuses on mastering tasks and increasing competence at different tasks. Questions like "How can I read well?" and "What will I learn from this reading text?" reflect learning goals.

The other aspects of extrinsic reading motivation are reading for competition, the desire to outperform others in reading. These different dimensions of motivation reflect the fact that children do much of their reading in school, where their reading performance is evaluated and compared to others' performance, reading for social reasons or the process of constructing and sharing the meanings gained from reading with friends and family and reading for compliance, or reading to meet the expectations of others.

Beside the factor above, there is an important factor that has a role in motivationg students to learn, it is: The Teacher's Teaching Method. The teacher way to

teach has an important role to motivate the students to learn (Syaiful B. Jamarh) especially in English. It influences the extrinsic motivation of the students. It is the facility to deliver the material by different ways. It make the students easy to understand the material learned suitable with their age and characteritics (Abuddin Nata 1997).

There are many methods to teach reading comprehension, such as: Based on the English teacher at SMK TARUNA SATRIA Pekanbaru, she uses only three methods to teach reading, those are: speech, group discussion and questioning-answering method. She uses the method based on the material she teaches and uses the suitable one to reach the goals of learning.

The reader constructs the meaning of a text through reading the text. Zhi-Hong (2007) says that reading comprehension is construction of meaning from printed or written message. Understanding the meaning of the text or having good comprehension in reading is factor to be successful. He adds that there are many factors influencing reading comprehension such as reader's characteristics, nature of reading materials, and reading tasks, etc.

The Components of Reading Comprehension

There are some components of reading comprehension which should be focused in comprehending reading text. King and Stanley (1989) state that there are five components that may help the students to read carefully:

a. Finding main idea, the central thought; the topic sentence of a paragraph. One paragraph just has one main idea. Main idea is always in the beginning or the end of paragraph. Main idea helps the reader to understand not only the ideas but also their relative significance, as expressed by author.

b. Finding factual information that describe from the text. It is the part of the reader must know. We can find the factual information in every paragraph. It requires reader to scan specific details. The type of question can be about the reason, purposes, result, comparison, means, identities, times, and amount in with most of the answer can be found in the text.

c. Finding meaning of difficult word or unknown vocabulary is the word that difficult to be understood. Because the writer does not always use commonly word. We can find the difficult word in every paragraph or sentence. The important thing is needed in reading is understanding.

d. Finding reference, the word that represents another word. It is used to avoid repeated word. It also makes the reader interest to read. We can find in the beginning, the middle, or the end of sentence. Reference words are usually short and very frequently pronoun such as: it, she, he, they, this, etc.

e. Finding restatement, the way to say something again or to say something in different way but still has the same meaning. The kind of question test, which use to measure the reader's ability in analyzing the relationship of idea within single sentence.

METHODOLOGY

This research is correlation research. This type of research is used to describe and interpret the data of variables being studied and correlated based on fact that is supported by accurate theories. Therefore, the aim of this research is to describe the correlation between reading motivation and reading comprehension of the first year students of the first year students of SMK Taruna Satria Pekanbaru.

The population was all of the first year students of SMK Taruna Satria Pekanbaru. The writer used class TKJ1, TKJ2 and MO1 as the sample class. In choosing the sample class, the writer used cluster random sampling technique. To collect the data the writer used multiple-choice test. The total number of test items was 30 questions provided with four choices for each question. The reading motivation questionnaire consisted of 40 items. The reading comprehension test consisted of 4 texts, 2 descriptive text, a text of recount and a text of narrative. Each aspect of reading comprehension had 10 questions. The time allocated for doing the test was 90 minutes. The test was tried out to students from try-out class. The researcher calculated the difficulty level, discrimination index, mean score, standard deviation, and reliability of the result of the try out test. From the calculation, it can be seen that the reliability of the test is 0,74 which means the test is reliable. Then, the real test gave to sample class. The data was analyzed by calculating the students' score individually and found out the mean score. The students' score classified into three level of students' reading motivation; they are: Low, Moderate, and High. Besides, the students' score classified into five level mastery of Reading Comprehension; they are: very poor, poor, mediocre, good, and excellent. The data was presented by using graphic.

FINDINGS AND DISCUSSION

Findings

The objective of this research is to find out the students' ability in comprehending recount text at second grade of SMK Taruna Satria Pekanbaru. The data was collected by using multiple choice tests. Before the writer distributed the test to the sample class (TKJ1, TKJ2 and MO1.), the test tried out to some population that had been chosen as the try out class (MO2, MC1 and MM/EL). The validity and reliability was known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). From the try out test, there were there were 18 of 40 try-out items that rejected. The writer revised and substituted them. The test is reliable to give to sample class. The data from sample class analyzed and categorized into eight categories. It also classified into three levels of motivation and five levels of mastery.
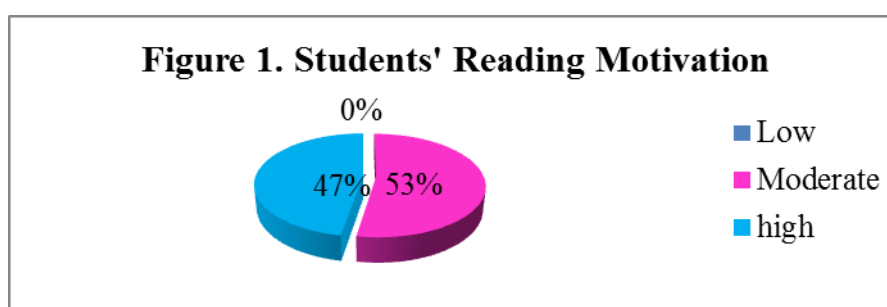

Figure 1. Students' Reading Motivation

Figure 1 above shows the level of students' motivation on reading. The number of all respondent is 36 students. The students who have high motivation about their reading are 17 (47 %), the students who have average motivation about their reading are 19 (53 %) and there is no student who has low motivation in reading. According to the data presented on the table, it can be concluded that the first year students of SMK Taruna Satria Pekanbaru have average to high level motivation about reading. However, it is dominant to average level because it is the highest percentage.

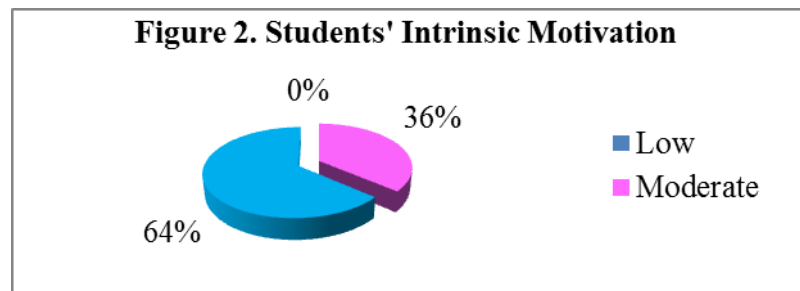**Figure 2. Students' Intrinsic Motivation**

Figure 2 shows that there is no student who has low intrinsic motivation. There are 13 students in moderate level of motivation (36%) and 23 students in high level (64%). It can be said that the students' reading intrinsic motivation is determined as moderate to high intrinsic motivation.

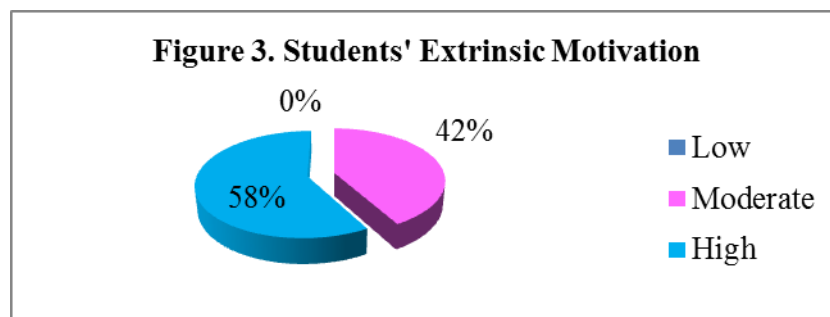**Figure 3. Students' Extrinsic Motivation**

Figure 3 shows that there is no student has low extrinsic motivation in reading. Furthermore, there are 15 students who have moderate level of extrinsic motivation (42%) and there are 21 students have high motivation (58%). It can be said that the most of students has high level of extrinsic motivation.

Figure 4. Students' Reading Comprehension

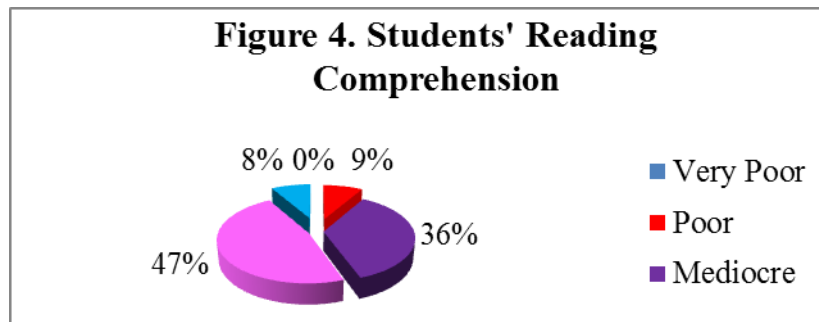8% 0% 9%

36%

47%

- Very Poor
- Poor
- Mediocre

Figure 4 shows the level of the students' reading comprehension. The number of respondents is 36 students. There are 3 students (9 %) in the poor level, 13 students (36 %) in mediocre level, 17 students (47 %) in good level, and 3 students in excellent level (8%).

From 36 students, 30 students (mediocre- excellent) can be grouped as 'be able'. More than a half of respondents have very good comprehension in reading, as presented in the table, 20 students (good- excellent) in reading comprehension level. They had good score in range 61-100 in scores. However, there are 2 students remain in poor level. The average score of the total students on reading comprehension was 64,4. It is implied that the students' comprehension in reading is in the good level.

Figure 5 Percentage of the cross-tabulation of the correlation between reading motivation and reading comprehension

6% 5% 3%

22%

25%

11%

3%

25%

- Low motivation Poor Comprehension
- Moderate Motivation Poor Comprehension
- Moderate Motivation Mediocre Comprehension
- Moderate Motivation Good Comprehension
- Moderate Motivation Excellent Comprehension
- High Motivation Mediocre Comprehension
- High Motivation Good Comprehension
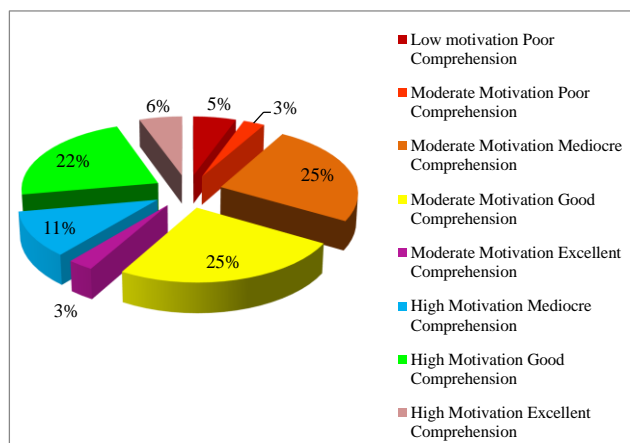- High Motivation Excellent Comprehension

Figure 5 shows the cross-tabulation between Reading Comprehension and Reading Comprehension of the students. It indicates the correlation between the two variables. From the table, it is obtained that there is no student who has low level in reading motivation and very poor in reading comprehension (0%). The students who have low level in reading motivation and poor in reading comprehension are 2 students (5,55%). However, there is no student who has low level perception and mediocre to excellent in reading comprehension for each.

Furthermore, there is no student who has average level in reading motivation and very poor in reading comprehension (0%). The students who have average level in reading motivation and poor in reading comprehension are 1 student (2,78 %). There are 9 students who have average level in reading motivation and mediocre in reading comprehension (25%). There are 9 students who have average level in reading motivation and excellent in reading comprehension (25%). The students who have average level in reading motivation and excellent in reading comprehension are 1 student (2,78 %).

Moreover, there is no student who has high level reading motivation and very poor to poor in reading comprehension. Nevertheless, there are 4 (11,11 %) students who have high level in reading motivation and mediocre in reading comprehension. The students who have high level reading motivation and good in reading comprehension are 8 students (22,22%). Additionally, there are 2 students (5,56%) who have high level reading motivation and excellent in reading comprehension.

Figure 6 The Percentage of Correlation between Intrinsic Reading Motivation and Reading Comprehension
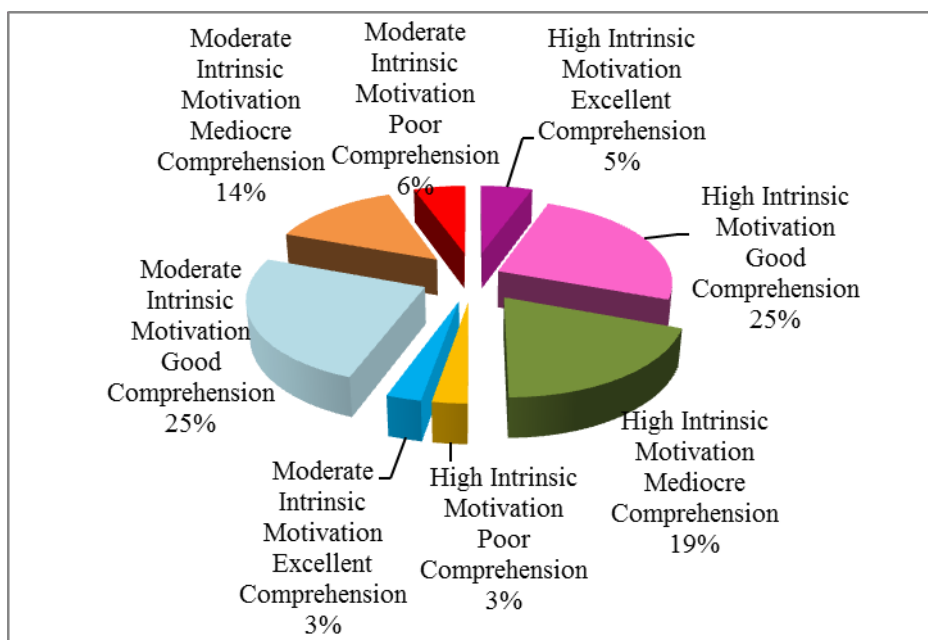

Figure 6 shows that the students who have high intrinsic motivation have some different level of comprehension, those are: 2 students (5%) excellent in reading comprehension, 9 students (25%) good comprehension, 7 students mediocre

comprehension, and There is only 1 student (3%) who has high level of intrinsic motivation in poor comprehension.

In addition, there are some results from the students who have moderate level of intrinsic motivation, those are: 1 student (3%) who has moderate level of intrinsic motivation in excellent comprehension, 9 students (25%) good comprehension, 5 students (14%) mediocre comprehension. For the last, there are 2 students who have moderate level intrinsic motivation and have poor comprehension.

Figure 7 The Correlation Between Students' Extrinsic Reading Motivation And Reading Comprehension
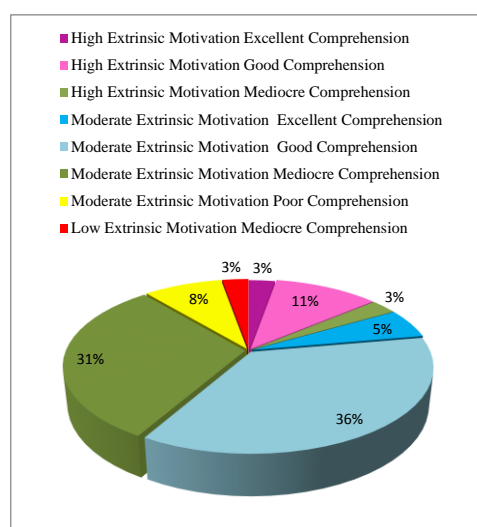

Figure 7 shows that there are some different comprehension of the students who have high level of extrinsic motivation in reading, those are: 1 Student (3%) excellent comprehension, 4 students (11%) good comprehension, 1 students (3%) mediocre comprehension.

Furthermore, there are also some differences in reading comprehension of the students who have moderate level of extrinsic motivation, those are: 2 students (5%) in excellent, 13 students (36%) in good comprehension, 11 students (31 %) in mediocre, and 3 students (8 %) in poor comprehension. In addition, there is only 1 student (3%) who has low reading extrinsic motivation get mediocre reading comprehension.

Table 1 The cross-tabulation of the correlation between intrinsic, extrinsic reading motivation and reading comprehension

		Reading Comprehension	Intrinsic Motivation	Extrinsic Motivation
Reading Comprehension	Pearson Correlation	1	.399[*]	.559[**]
	Sig. (2-tailed)		.016	.000
	N	36	36	36
Intrinsic Motivation	Pearson Correlation	.399[*]	1	.804[**]
	Sig. (2-tailed)	.016		.000
	N	36	36	36
Extrinsic Motivation	Pearson Correlation	.559[**]	.804[**]	1
	Sig. (2-tailed)	.000	.000	
	N	36	36	36

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

In the table 1 shows that the correlation between intrinsic, extrinsic motivation of reading and reading comprehension is significant in 0,016, by the coeficient correlation for the intrinsic motivation is 0,399 that can be considered as low level correlation and for the extrinsic motivation is 0,599. The coeficient correlation is in the moderate level. It shows that, the extrinsic motivation in reading has more role in students motivation in the correlation with reading comprehension.

Figure 8. Students perception about teacher's teaching method
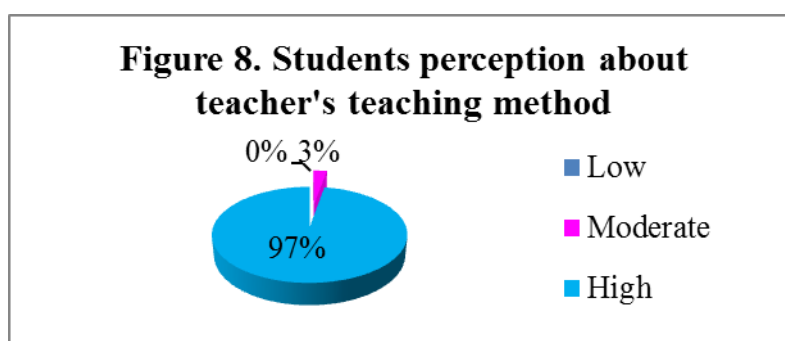
0% 3%

97%

■ Low
■ Moderate
■ High

Figure 4.8 shows that 35 students strongly like the methods teacher uses to teach reading and they like it in the high level of perception. Besides that, in moderate level of perception, there is only 1 student who like the methods teacher uses to teach reading. Another description we see that there is no students who does not like the teacher teaching method, it can be seen that there is no students has low perception about the teacher teaching method.

For the detail information, about what method is more dominant liked by the students, it will be shown in the following figure:

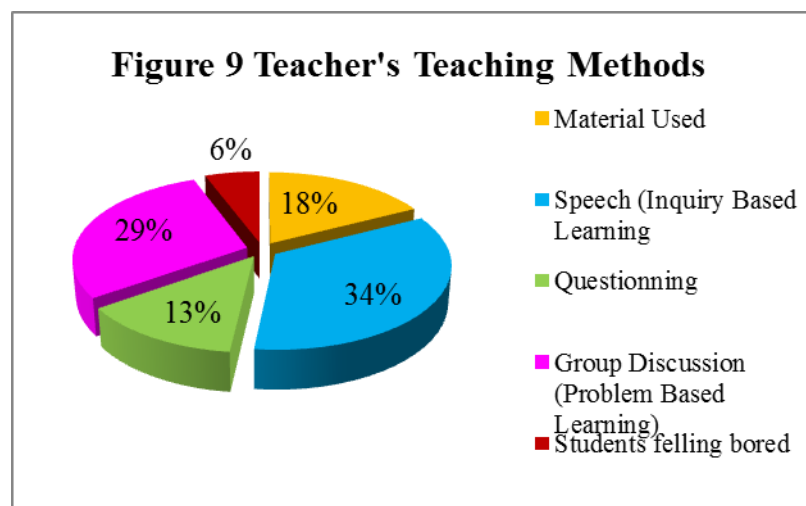**Figure 9 Teacher's Teaching Methods**

Figure 9 shows that all of the students 18% of students like the material used by the teacher that was taken from the students' handbook. Furthermore, 34% of the students like the way the teacher teach by speech in front of the class as one of the stages of inquiry based learning. The next result shows that 13% like the teacher way to teach them by questioning-answering about the material taught. Moreover, 29 % of the students agree that the teacher can make the class enjoyable when the students doing group discussion as one of the stages in problem based learning. The last results shows that 6% of the students feel bored when study English.

From the description above, it can be said that the teacher uses the students' handbook in taking reading material. It can also be said that the students more like their teacher to teach them by speech to explain the reading material than doing group discussion or classroom questioning.

Discussion

As it has been discussed in the previous chapter, the writer tried to find out the answer of the question related to the correlation between reading motivation and reading comprehension of the first year students SMK Taruna Satria Pekanbaru. After analyzing the data, the writer found out that the correlation between reading motivation and reading comprehension of the students is in the moderate level. It can be seen from the

coefficient correlation (r_{xy}) obtained was 0,424. Among 36 students, there is no student who has low level in reading motivation and very poor in reading comprehension (0%). The students who have low level in reading motivation and poor in reading comprehension are 2 students (5,55%). However, there is no student who has low level perception and mediocre to excellent in reading comprehension for each.

Furthermore, there is no student who has average level in reading motivation and very poor in reading comprehension (0%). The students who have average level in reading motivation and poor in reading comprehension are 1 student (2,78 %). There are 9 students average reading motivation and mediocre reading comprehension (25%). There are 9 students average in reading motivation and excellent in reading comprehension (25%). The students average in reading motivation and excellent in reading comprehension is 1 student (2,78 %).

Moreover, there is no student who has high level reading motivation and very poor to poor in reading comprehension. Nevertheless, there are 4 (11,11 %) students who have high level in reading motivation and mediocre in reading comprehension. The students who have high level reading motivation and good in reading comprehension are 8 students (22,22%). Additionally, there are 2 students (5,56%) who have high level reading motivation and excellent in reading comprehension. So, most of the students are in moderate level.

CONCLUSION

After conducting the research entitled "The Correlation between Reading Motivation and Reading Comprehension of the First Year Students of SMK Taruna Satria Pekanbaru", some conclusions based on the Pearson Product Moment test, it showed that there is a correlation between reading motivation and reading comprehension of the first year students of SMK Taruna Satria Pekanbaru. The coefficient correlation (r_{xy}) obtained was 0,424. Therefore, it answered the research that there was a relationship between reading motivation and reading comprehension in moderate level. For the details, the correlation of intrinsic motivation and reading comprehension is significant in 0,016 by the coefficient correlation 0,399 that considered as low correlation. In another side, the correlation of extrinsic motivation and reading comprehension is significant in 0,000 by the coefficient correlation 0,599 that considered as moderate correlation. It can be concluded that based on the data that was analyzed, the students reading extrinsic motivation influence the students' comprehension more than the intrinsic motivation. In other words, the contribution of reading motivation towards reading comprehension was not strongly significant for the first year students of SMK Taruna Satria Pekanbaru. Another results from the students perception about the teacher's teaching method found out that they are more motivated if the teacher teaches them by speech as one of the stages of inquiry based learning than teacher teaching by group discussion and questioning.

RECOMMENDATION

Since the result of the reading motivation test was categorized as moderate level, the researcher would like to suggest the students to keep building their motivation about reading so it will give positive contribution on their reading comprehension. Not only for the students, but also the teacher to motivate their students more about the importance of reading to contribute their role as motivator for the students. The researcher would like to propose some recommendations to the English teacher, the students and the other researcher. The teacher should motivate their students more about the importance of reading to contribute their role as motivator for the students. The teacher should be taken some efforts to develop students' motivation and encourage them to practice in reading comprehension. The teacher also needs to apply some reading strategies that which are suitable for the students.

Based on the research finding, it is clear that it only refers to one skill of English learning which is Reading ability. The researcher would like to recommend other researcher to conduct such research upon other language skills, in language learning (speaking, listening and writing). It purposed to help researcher and reader to draw a holistic picture about reading motivation and reading comprehension.

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