THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION OF THE THIRD YEAR STUDENTS OF SMPN 12 PEKANBARU

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Abstract: *This correlational study is aimed to find out the correlation between reading motivation and reading comprehension of the third year students of SMPN 12 Pekanbaru. The sample was chosen by using cluster random sampling as many as 39 students. The instrument used in this study was questionnaire and test; reading motivation questionnaire and reading comprehension test. Reading motivation questionnaire is used to know the students' reading motivation while reading comprehension test is used to find out the students' ability in understanding a text. The obtained data were assessed by using Product Moment's formula and analyzed by using SPSS 21.0 for windows. Based on the data analysis, it shows that there is moderate, significant and positive correlation between grammar mastery and reading comprehension of the third year students of SMPN 12 Pekanbaru. Therefore, it answered the research question that there is a correlation between reading motivation and reading comprehension.*

Key words: correlation, reading motivation, reading comprehension

HUBUNGAN ANTARA MOTIVASI READING DAN PEMAHAMAN READING SISWA TAHUN KETIGA DI SMPN 12 PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk menemukan hubungan antara motivasi reading dan pemahaman reading tahun ketiga di SMPN 12 Pekanbaru. Sample dipilih dengan menggunakan teknik cluster random sampling sebanyak 39 siswa. Instrumen dalam penelitian ini adalah kuesioner dan tes; kuesioner motivasi reading dan tes pemahaman reading. Kuesioner motivasi reading digunakan untuk mengetahui motivasi reading siswa sedangkan tes pemahaman reading digunakan untuk mengetahui kemampuan siswa dalam memahami teks. Data yang diperoleh dinilai dengan menggunakan rumus Product Moment dan dianalisa menggunakan SPSS 21.0 program statistik. Berdasarkan tes Product Moment menunjukkan bahwa ada hubungan yang signifikan dan positif antara motivasi reading dan pemahaman reading siswa tahun ketiga di SMPN 12 Pekanbaru yang menunjukkan adanya korelasi medium. Oleh karena itu, rumusan masalah penelitian ini terjawab bahwa terdapat hubungan antara motivasi reading dan pemahaman reading tahun ketiga di SMPN 12 Pekanbaru.

Kata Kunci: Korelasi, Motivasi Reading, Pemahaman Reading

INTRODUCTION

Reading is one of skills which should be mastered by students of Junior High School. Goodman (2008) reading means understanding the text or understanding what has been read. If readers can read the words but do not understand what they are reading, they are not really reading. Thus, reading will be useless without comprehension. According to Armbruster (2000) comprehension is the process of creating an understanding of the words and the sentence in the text that are interconnected.

According to Grabe and Stoller (2005), motivation is another key to successful in reading comprehension. It has an important impact on reading development. According to their motivation is an individual trait, related to a person's goals and beliefs that is observed through task persistence and positive feelings toward an activity. The low or high motivation to read English finally influenced the result of the reading. They also state that English language teaching is one of the important factors of international communication activities. So, students need to be trained to use language in different areas such as reading, writing, speaking, and listening to contribute their international communication. Moreover, in foreign language learning, one of the most important factors for the learners is the method which teachers use in their teaching to facilitate English language learning along with the improvement of international communication activities in the world, reading motivation is becoming more important and focuses on the four skills of listening, speaking, reading, and writing but reading comprehension is most important and facilitate English language learning. Reading motivation is regarded as the most vital and necessary for learners in both a classroom context and an extracurricular environment. Reading motivation is even important for learners since they have to be motivated in the English language learning and improve their reading comprehension. So, reading motivation is vital to the learners' ability to read and comprehend texts purposefully are crucial for EFL students. Accordingly, since the need for academic success in all areas of learning, all English foreign language learners need to enhance their English reading motivation for a better understanding of written texts.

English plays an important role in our educational system. English is the most common language used in the Internet. Mastering English will allow students to access to an incredible amount of information. In learning language, learners need to know four basic language skills in English. They are listening, speaking, reading and writing skill.

Brown (2001) states that students with high motivation to read English will better prepare themselves to engage the process of teaching and learning in the classroom. Teachers, parents or observer will be easy to differ them one with low motivation. Students with high motivation will prefer to read more books, ask many questions to teachers, do the exercises, expose themselves to English language using, trying to use their English skill to communicate with others, or happily engage in the process of teaching and learning English. Meanwhile, students with low motivation usually do not strong enough to engage in the process of teaching and learning English. They rarely ask questions even though they do not understand the subject. They will have to be forced by teacher or parents to read the book, do the exercises, and or do the tasks from teacher. Students with low motivation usually assume English subject as a difficult or even the most difficult subject to be learn.

Based on Curriculum (KTSP) that exists in the school, reading is one of English skills that has to be learned. The basic reading competence of reading of the third year is students are able to comprehend the meaning of functional text and short simple essay in the form of descriptive, recount and narrative text. From that competence, there are several indicators. They are:

1. Students understand about textual meaning from descriptive, recount and narrative text.
2. Students understand about rhetorical steps from descriptive, recount and narrative text.
3. Students understand about communicative purposes from descriptive, recount and narrative text.
4. Students understand about language features of descriptive, recount and narrative text.

Based on the observation, the writer found out that many students still confused in comprehending texts. As we know, reading without comprehension is not a reading. Some of them get difficulties in finding main idea of the texts, comprehending the meaning of the questions, answering the questions related to the text so that they lose their interest in reading texts even though they have been taught about things related to the texts. That's why writer is interested in conducting research in order to know whether there is any correlation between students' reading motivation and reading comprehension.

The writer chose the third year students of SMPN 12 Pekanbaru as the object of the research because most of texts are taught at the third year, namely descriptive text, recount text and narrative text for reading skill. In addition, the materials that the writer will research are already taught in the second year.

Therefore, it can be assumed that the higher student's reading motivation is, the higher reading comprehension student will be.

METHODOLOGY

This research belongs to correlational research which determines the relationship between students' reading motivation is as variable X and their reading comprehension is as variable Y. This research was conducted at SMPN 12 Pekanbaru. The population of this research was all of the third year students of SMN 12 Pekanbaru with the total number of students was 312 students. The sample of this research was class IX^4 which consisted of 39 students. The sample was chosen by using cluster random sampling. The writer selected the classes randomly as the sample and try out class by using lottery technique. The writer asked all the chairmen of the third year to take a piece of paper and class IX^3 was chosen as the try out class and class IX^4 as sample class. To conduct this research the writer used questionnaire and test, reading motivation questionnaire and reading comprehension test. Before conducting the research, the writer tested the instrument by validity and reliability test. After collecting the data, the writer used correlation Product Moment formula to find out the correlation between variable X (students' reading motivation) and variable Y (students' reading comprehension) and the symbol of the correlation product moment is 'r'. The data were analyzed by using

SPSS 21.0. After analyzing the data, it can be interpreted based on the table of r_{xy} Product Moment's interpretation.

RESEARCH FINDINGS

In this section, the writer presents the findings focusing on the correlation between reading motivation and reading comprehension.

The Students' Reading Motivation

The distribution of students' reading motivation score is presented below.

Table 4.2 The Result of Students' Reading Motivation

No.	Score	Frequency	Percentage	Description
1	163-216	7	17.95%	High
2	109-162	32	82.05%	Good
3	55-108	0	0%	Fair
4	1-54	0	0%	Low
Total		39	100%	

Table 4.2 above shows the level of students' reading motivation. The number of respondents is 39 students. There are 7 students (17.95%) in high level, 32 students (82.05%) in good l level no students are in fair and low poor level.

From all of the data presented in table 4.2, it can be concluded that the third year students at SMPN 12 Pekanbaru have high to good level in reading motivation. However, it is dominant to good level because it has the highest percentage, which is 82.05%.

The Students' Reading Comprehension

The distribution of the reading comprehension test score is presented below.

Table 4.3 The Result of Students' Reading Comprehension

No.	Score	Frequency	Percentage	Category
1	81-100	0	0%	Excellent
2	61-80	11	28.20%	Good
3	41-60	13	33.33%	Mediocre
4	21-40	12	30.77%	Poor
5	0-20	3	7.69%	Very Poor
	Total	39	100.00%	

Table 4.3 shows the ability level of students in reading comprehension. The number of respondents is 39 students. There are no student (0%) in excellent level, 11

students (28.20%) in good level, 13 students (33.33%) in mediocre level, 12 students (30.77%) in poor level and 3 students (7.67%) in very poor level.

From all of the data presented in table 4.3, it can be concluded that the third year students at SMP Negeri 12 Pekanbaru have good to very poor level in reading comprehension test. However, it is dominant to good level because it has the highest percentage, which is 33.33%.

To find out the mean score of the students' scores in reading comprehension, the writer calculated by using the formula below:

$$M = \frac{\sum FX}{N} \qquad = \frac{658}{39} = 16.87$$

The mean score of the students' scores in reading comprehension is 16.87. Therefore, it can be stated that the students' scores is in high category. It means that students' ability is high in reading comprehension.

The test of hypothesis

In this research, there is a hypothesis need to be answered. To test the hypothesis, the writer used Pearson Product Moment assisted by SPSS 21.0 program. Before the data of two variables were tabulated in SPSS 21.0 program, the normality and linearity test were carried out by the writer. The normality test of the data is a qualification for many statistical tests because normal data is an underlying assumption in parametric testing. Furthermore, the linearity test is to predict the value of a variable (dependent variable) based on the value of another variable (independent variable). The result of normality and linearity are presented as follows.

Table 4.4 Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		39
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	13.09050852
Most Extreme Differences	Absolute	.114
	Positive	.083
	Negative	-.114
Kolmogorov-Smirnov Z		.715
Asymp. Sig. (2-tailed)		.687

a. Test distribution is Normal.

b. Calculated from data.

Table 4.4 shows that Z value of the data is 0.715. The data is categorized as normal if Z value > 0.05. Therefore, the test distribution is normal because 0.715 > 0.05. It means it can be continued to linearity test and correlation.

The result of linearity test assisted by SPSS 21.0 is presented below.

Table 4.5 Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
X * Y	Between Groups	(Combined)	5353.433	14	382.388	2.361	.031
		Linearity	2728.164	1	2728.164	16.847	.000
		Deviation from Linearity	2625.269	13	201.944	1.247	.308
	Within Groups		3886.464	24	161.936		
	Total		9239.897	38			

Table 4.5 shows that the sig. of deviation from linearity is 0.308. The data is categorized as linear if the value of sig. deviation from linearity is > 0.05. Therefore, the data is linear because 0.308 > 0.05. It means there is linear correlation between reading motivation and reading comprehension.

After the distribution of the data is normal and both of the variables are linear, the writer tabulated the data to find out the correlation of the variable X and Y. To find out the correlation, the writer used Pearson Product Moment assisted by SPSS 21.0 program.

The result of the correlation is presented below.

Table 4.6 Correlations

		Reading Motivation	Reading Comprehension
Reading Motivation	Pearson Correlation	1	.543[**]
	Sig. (2-tailed)		.000
	N	39	39
Reading Comprehension	Pearson Correlation	.543[**]	1
	Sig. (2-tailed)	.000	
	N	39	39

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

The calculation of t_{value} is presented below.

$$t_{value} = \frac{0.543\sqrt{39-2}}{\sqrt{1-0.543^2}} = 3.9$$

Table 5 shows the Pearson correlation value is 0.543 and the correlation significant at the 1% (0.01) level. It means there is a correlation between reading

motivation and reading comprehension and the value is positive, it shows that the correlation is in the positive area.

From the calculation, the t_{value} is 3.9. It is implied that $t_{value}>t_{table}$(3.9>2.724). Therefore, if $t_{value}>t_{table}$ so the hypothesis; there is a correlation between students' reading motivation and reading comprehension of the third year students of SMPN 12 Pekanbaru is accepted. In conclusion, there is a significant correlation between students' reading motivation and reading comprehension of the third year students of SMPN 12 Pekanbaru. Moreover, the r_{xy} is 0,543 means that the correlation of reading motivation and reading comprehension is moderate correlation.

Interpretation of the research findings

Based on the presentation of the data and the findings, the writer found that the level of students' reading motivation is in high to good level which are 7 students (17.95%) who have high motivation, 32 students (82.05%) who have good motivation and there is no students who have fair and low motivation in reading. In short, the highest percentage is in good level which is 82.05% with 32 of 39 students.

Furthermore, the writer found out that the level of students' reading comprehension was in mediocre level 33.33%. There were 13 of 39 students categorized as mediocre in reading comprehension. There were 11 of 39 students categorized as good in reading comprehension. There were 12 of 39 students categorized as poor in reading comprehension and there were 3 of 39 students categorized as very poor in reading comprehension. There is no student categorized as excellent in reading comprehension test. However, the average score of students in reading comprehension is 62. It can be implied that the third year students of SMPN 12 Pekanbaru are considered as good in reading comprehension.

Based on the data analysis, it can be concluded that there is a correlation between reading motivation and reading comprehension. It can be seen from Product moment that Sig. value is 0.543 with the $t_{value} > t_{table}$ which is 3.9 > 2.72. It is indicated that the correlation is categorized as moderate and there is a significant correlation between the two variables. Therefore, it answered the research question in the formulation of the problem; "Is there any correlation between reading motivation and reading comprehension of the third year students of SMPN 12 Pekanbaru?".

The findings was in line with the findings of Knoll (2000) shows high correlation between motivation and reading comprehension. In addittition, Middleton (2011) shows moderate correlation between reading motivation and reading comprehension.

CONCLUSIONS

In brief, this study is proposed to answer whether there is a correlation between students' reading motivation and reading comprehension. The obtained value of correlation coefficient is 0.543 which means that there is a positive correlation between reading motivation and reading comprehension. In addition, because the value of r_{xy} is

0.543, it can be interpreted that the reading motivation and reading comprehension have moderate correlation.

Moreover, the obtained t-value is higher than t–table which is 3.9 > 2.724 it means that the correlation between reading motivatio and reading comprehension is significant. Therefore, it answered the research question that there is a significant correlation between reading motivation and reading comprehension.

RECOMMENDATIONS

The study reveals that the students' reading motivation affects or at least has correlation with their reading comprehension. Therefore, the writer recommends that teachers to build motivation in reading because reading motivation and reading comprehension has a positive relationship. It means the higher motivation in reading they have, the better comprehension in reading they get.

Moreover, it is recommended that the teachers to make the English lesson especially in reading to be more fun because it can influence students' motivation while reading English. Furthermore, the students also have to enrich their knowledge and ability in reading. Since there is correlation between reading motivation and reading comprehension, the writer also recommends that other researchers get more insight in conducting the correlational study.

The application of this recommendation is expected could help the researcher, the teachers or school and also the students to draw a holistic picture of correlation between students' reading motivation and reading comprehension.

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