THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION ABILITY OF THE SECOND YEAR STUDENTS' OF SMA PGRI PEKANBARU

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Abstract: *This main objectives of study are to find out; 1) the students' reading motivation, 2) the students' reading comprehension scores and 3) the correlation between reading motivation and reading comprehension ability. The population of the study is 101 students of the second year students, while the sample is 34 students are by using the cluster random samplin techniqu was used in this study. The data were collected through 48 questions about (reading ability) student comprehension (Reading Comprehension) and 20 statements (questionnaires) about reading motivation The result of the test was analyzed by using Pearson product moment though SPSS version 23.0. From the analysis, it was found that the second year students' of SMA PGRI Pekanbaru were in the very bad level in their reading motivation, meanwhile the students' reading comprehension mean score 33.38 was in the poor level 38.32. mean score. The correlation between both variables was in low correlation with the level was 0.16. However, building motivation and mindset about having a good reading motivation is essential to be recommended because it is very useful to develop students' English skill and help them to face some tests which correlate with students' reading comprehension ability.*

Keywords: *Correlation, Reading Motivation, Reading Comprehension Ability*

KORELASI ANTARA MOTIVASI MEMBACA DAN PEMAHAMAN MEMBACA SISWA DI TAHUN KEDUA DI SMA PGRI PEKANBARU

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Abstrak: *Tujuan utama penelitian ini adalah untuk mengetahui; 1) motivasi membaca siswa, 2) skor pemahaman membaca siswa dan 3) korelasi antara motivasi membaca dan kemampuan membaca pemahaman. Populasi dari penelitian ini adalah 101 siswa dari siswa tahun kedua, sedangkan sampel adalah 34 siswa dengan menggunakan Cluster random sampling. Data dikumpulkan melalui 48 pertanyaan tentang (kemampuan membaca) pemahaman siswa (reading comprehension) dan 20 peryataan (questionnaire) tentang motivation membaca (reading motivation). Hasil tes dianalisis dengan menggunakan Pearson product moment melalui SPSS versi 23. Dari hasil analisis ditemukan bahwa siswa tahun kedua SMA PGRI Pekanbaru berada pada tingkat yang sangat jelek dalam motivasi membaca mereka, sementara itu skor pemahaman membaca siswa rata-rata skor 33,38 berada pada tingkat jelek nilai rata-rata 38,32. Korelasi antara kedua variabel berkorelasi rendah dengan tingkat 0,16. Namun, membangun motivasi dan pola pikir tentang memiliki motivasi membaca yang baik sangat penting untuk direkomendasikan karena sangat berguna untuk mengembangkan keterampilan bahasa Inggris siswa dan membantu mereka menghadapi beberapa tes yang berhubungan dengan kemampuan pemahaman membaca siswa.*

Kata Kunci: Korelasi, Motivasi Membaca, Motivasi Pemahaman Membaca

INTRODUCTION

Reading is one of English skills that should be mastered by students. Reading can improve students' knowledge. Reading is also one of the ways to get information and this is a very aspect the students' cannot ignore. The importance of reading comprehension is make it students understand what the text tells about. If readers can read the words but do not understand what they are reading, they are not really reading. Someone's comprehension can be seen if he knows what he does understand and what he do not (Armbruster, 2000).

When someone is motivated to read, they are more likely to be engaged in reading and therefore comprehend better. Someone who comprehends the text will increase their reading speed achievement. "Motivation influences reading comprehension, highly motivated readers have feeling of involvement, stimulation or enjoyment during reading, and tend to possess knowledge in the dominant of their interest." In addition, someone who is highly motivated in reading will have a better reading comprehension, while someone who has a low motivation will decrease their reading and will also decrease its comprehension.

Moreover, motivation is the process through which individuals are driven to increase their action or performance either by internal (intrinsic) or external (extrinsic) factors (Forman, 2005). Motivation is a very important factor which determines the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, will power of learning, goal setting and the achievement in learning (Li & Pan, 2009).

Besides, teacher's technique to approach the students' interest in EEnglish lesson is very essential, motivation is also very important to make the students interest and learning English so that the teacher way in motivating the student can raise the student motivation. There are many ways of the teachers' way in motivating the students such as, using stimulation, discussion, question and answer activities, role plays, etc. Based on the factors above, The writer is interested a research entitled "The Correlation Between Reading Motivation and Reading Comprehension Ability of the Second Year Students of SMA PGRI Pekanbaru".

The type of reading motivation there are some type in reading motivation according to Wigfield & Guthrie (1997) in the purpose aspects of the reader has for reading, those are: Instrumental, integrative motivation, intrinsic motivation and extrinsic motivation.

1. **Instrumental and integrative motivation,** Gardner and Lambert (1992) states that in foreign language instruction, generally there are kinds of motivation that are Instrumental and integrative motivation. Instrumental motivation is the wish to learn language for reaching instrumental goals, such as career promotion or furthering a career, reading technical material, translation, good job, position and status. Integrative motivation refers to the desire to integrate into the target language. Culture is to identify with and to make learners become a part of that society.

In the integrative motivation, students need to be attracted by the culture of the target language community, and in the strong of integrative motivation, they wish to integrate themselves into that culture.

2. **Intiristic Motivation,** Motivation that comes from the individual called as intrinsic motivation. It means that motivation is a desire which comes from inside to do something. Berliner (2000) defines intrinsic motivation can be found in four components; interest, needs, hobby and goal.

Emily R.Lai (2011) indicates that interest is the factor which attitude in working or studying actively. In teaching learning process the teachers should not only transfer the knowledge to the students, but they should also increase their interest in learning in order that they want to learn harder.

Motivation can be based on human need. Maslow Elliot (2000) indicates that here are five basic needs as follows: Psychological needs for human survival such as drink, food, clothing. Safety needs These needs represent the importance protection from elements, security, order, law, stability, freedom from fear. Love and belonging needs, the human needs are social and involve feelings of belongingness. Esteem needs Esteem needs classified into two categories: (i) esteem for oneself (ii) the desire for reputation or respect from others. Needs for self-actualization is a need which consists of self-fulfilment and achievement of personal goal, ambition and talent.

The others intrinsic motivation in reading are hobby and goal. Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, hobby is an activity which is done for pleasure and it is usually something that really enjoy to do it. The learner is very aware of the goals of learning activities, and directs his or her efforts towards achieving. All people have a goal in their life. Goal can lead someone to do or avoid something related to the goal it self (Harmer, 2007).

3. **Extrinsic Motivation,** Extrinsic motivation is kind of motivation from outside which also pushes someone to achieve the goal. "Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.

According to Biggs (2001) the extrinsic motivation comes from three basic elements as follows: Teachers have an important role in learning activity because they will be the students' parents as long as they stay at school.

Next, Parents' attitude to language learning will be greatly affected by the influence of people who are close to them (Atkinson, 2000). The environment a student who has higher motivation in learning and though by a teacher is not always guaranteed to study or get success well, but there is still factor that can motivate in order to study hard that is environment.

The other aspects of extrinsic reading motivation is curiosity (how much the student likes the text). One aspect of intrinsic motivation is becoming totally involved in the activity one is doing.

The Aspect of Reading Comprehension

Nuttal (1992) add that there are five aspects of reading which the students should understand to comprehend a text well such as:

a. Determining main idea, a sentence or generalization that tells the paragraph is about. Main ideas are generally found at the beginning of the paragraph, however they can be any where in the paragraph.

b. Finding the specific information or part of text, means looking for the information that relevant to the goal in mind and ignores the irrelevant.

c. Finding reference, the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. Reference words are usually short and very frequently pronoun such as: it, she, he, they, this, etc.

d. Finding inference, good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

e. Understanding vocabulary, the stock of word which is used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

METHODOLOGY

This research is a correlational reseach which determines the correlation between reading motivation is as variable X and their reading comprehension is as variable Y. This research was conducted at SMA PGRI Pekanbaru. The population of this research was second year students' of SMA PGRI Pekanbaru with the total number of students was 101 students. The sample of the research was class IX IPS[1] which consist of 34 students. The sample was chosen by using cluster ramdon 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 second year students' to take a piece of paper and class IX[2] was chosen try out class and class IX[1] as sample class.

The total number of test items was 48 questions provided with four choices for each question. The reading motivation questionnaire consisted of 20 items. The reading comprehension test consisted of 6 texts, 2 narrative text, 2 report report text, 2 analytical exposition text. The time allocated for doing the test was 90 minutes. The test was tried out to students from try-out 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: very good, good, fair, bad,very bad. Besides, the students' score classified into five level mastery of Reading Comprehension: excellent, good, mediocre, poor,very poor. The data was presented by using graphic.

FINDINGS AND DISCUSSION

Findings

The objective of this research is to find out the students' ability in reading comprehension at second year of SMK PGRI Pekanbaru. The data was collected by using multiple choice tests. Before the writer distributed the test to the sample class (XI^1) the test tried out to some population that had been chosen as the try out class (XI^2). The validity and reliability was known by doing this test.

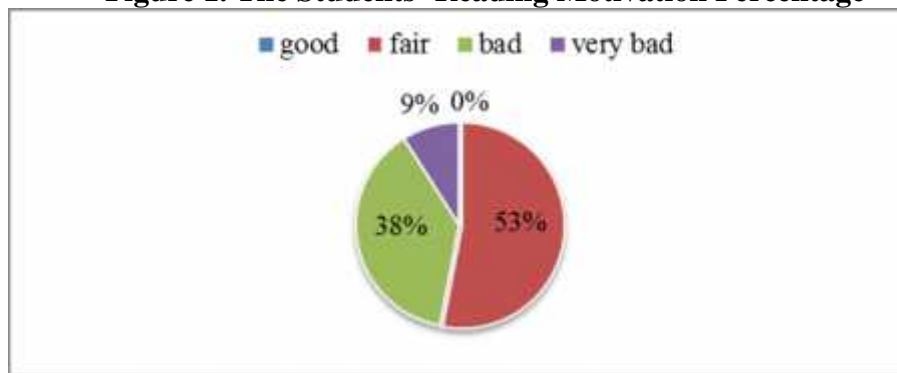**Figure 1. The Students' Reading Motivation Percentage**

Figure 1 above shows the level of students' motivation on reading. The number all of respondent is 34 students'. The students who have fair motivation about their reading are 18 (53%), the students who have bad motivation about their reading are 13 (38%), the students who have very bad motivation are 3 (9%) and there is no student who has good motivation in reading motivation. Based on the mean scores of reading motivation above, it can be concluded that the classification of English reading motivation of second year's students' of SMA PGRI Pekanbaru is in *Very Bad* category (33.32).

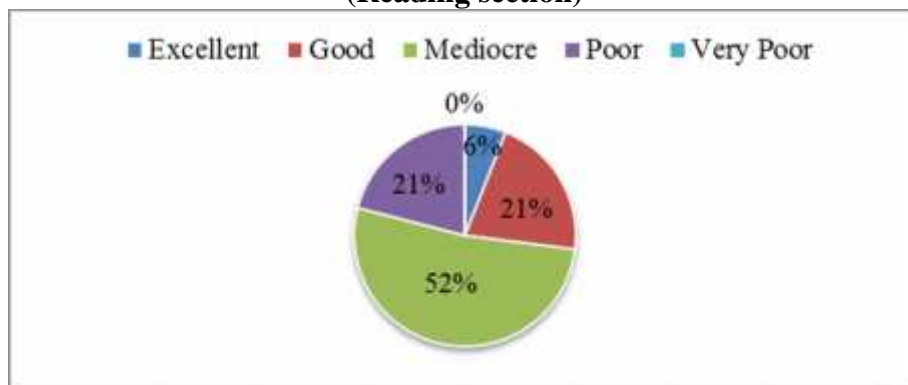**Figure 2. Reading Comprehension Scores Percentage (Reading section)**

Figure 2 shows the level of the students' reading comprehension. The number of respondents is 34 students. There are students 2 (6%) in the excellent, 7 students (21%) in good level, 18 students (52%) in mediocare level, and 7 students (21%) in poor level. Based on the mean scores, it can be concluded that the second year students' reading comprehension score on reading section is in *poor* category (38.32).

Table 1. The Result of Product Moment Correlation

Correlations		Students' English Achievement	Students' Motivation Learning English
Pearson Correlation	Students' English Achievement	1,000	-,162
	Students' Motivation Learning English	-,162	1,000
Sig. (1-tailed)	Students' English Achievement	.	,180
	Students' Motivation Learning English	,180	.
N	Students' English Achievement	34	34
	Students' Motivation Learning English	34	34

Figure 3 shows Reading Comprehension and Reading Comprehension of the students. It indicates the correlation between the two variables. After analyzing the students' reading motivation and their reading comprehension scores, the writer conducts product moment correlation calculation, the aim of this test is to discover the relationship between the students' reading motivation (variable X) and reading comprehension score (variable Y). In this research, statically package for social science (SPSS) version 23.0 was used to calculate the data. The result can be see in the table 4.3. The demonstrates the result of Rxy is 0.16 it can be concluded that the relationship between the students' reading motivation and reading comprehension scores is on very low correlation.

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 second year students SMK PGRI

Pekanbaru. After analyzing the data, the writer found out that ability the is a correlation between reading motivation and reading comprehension of the students is in the moderate level. It can be seen from the coefficient correlation obtained (**0.16**).

The research's result can be interpreted that students' motivation has moderate effect in reading comprehension. It means that there are other factors which influence students' reading comprehension besides motivation such as intelligence, attitude, interest, language learning strategies and etc. The students who have motivation toward English affect their reading willingness to read as well as their participation and commitment to study well because motivation is one of factors which determines the success of failure in second language learning which can influences frequency of using learning strategies, will power of learning, and the persistence in learning. Motivation has positive relationship with students' English learning achievement.

Therefore, it answer the research question in the formulation of the problem; is there any significant correlation between reading motivation and reading comprehension ability of the second year students' of SMA PGRI Pekanbaru?".

CONCLUSION AND RECOMMENDATION

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 0.16 which means that there iṣa postive correlation between reading motivation and reading comprehension ability. In addition, because the value of rxy is 0.16 it can be interpreted that the reading motivation and reading comprehension have moderate correlation. Therefore, it answered the research question that there is a significant correlation between reading motivation and reading comprehension.

Recommendations

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 students should increase their motivation to read that may influence their reading comprehension by informing the benefits of reading and by having willingness and awareness to achieve the goal in learning process because motivation is one of contributing factors to achieve the goal included in comprehending the text. 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.

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