

THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1 KERITANG IN COMPREHENDING NARRATIVE TEXTS

Sri Devi, Eliwarti, Dahnilsyah

Email: sri.devis@student.unri.ac.id, elieliwarti@gmail.com, danil_71@yahoo.com

Phone Number: 082288856859

*Student of English Study Program
Language and Arts Department
Teachers Training and Education Faculty
Universitas Riau*

Abstract: *This main objective of study is to find out if there is a significant correlation between students' motivation and their reading comprehension ability. The population of the study is 268 students of the second year students, while the sample is 35 students are by using the cluster random sampling technique. The data were collected through 25 questions reading comprehension ability test and 30 statements (questionnaires) about reading motivation. The result of the test was analysed by using Pearson Product Moment though SPSS version 23.0. From the analysis, it was found that the second year students' of SMAN 1 Keritang were in the medium level in their reading motivation, meanwhile the students' reading comprehension score was in the mediocre level. The correlation between both variables was in high correlation level which the coefficient of the correlation was 0.704. However, building motivation and mind-set 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.*

Key Words: *Correlation, Reading Motivation, Reading Comprehension*

KORELASI ANTARA MOTIVASI SISWA DAN KEMAMPUAN SISWA TAHUN KEDUA SMAN 1 KERITANG DALAM MEMAHAMI TEKS NARASI

Sri Devi, Eliwarti, Dahnilsyah

Email: sri.devis@student.unri.ac.id, elieliwarti@gmail.com, danil_71@yahoo.com

No. HP: 082288856859

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Tujuan utama penelitian ini adalah untuk mengetahui apakah ada korelasi yang signifikan antara motivasi siswa dan kemampuan pemahaman membaca mereka. Populasi penelitian adalah 268 siswa tahun kedua di SMAN 1 Keritang, sedangkan sampelnya adalah 35 siswa dengan menggunakan teknik *cluster random sampling*. Data dikumpulkan melalui 25 pertanyaan tes kemampuan pemahaman membaca dan 30 pernyataan (kuesioner) tentang motivasi membaca. Hasil tes dianalisis dengan menggunakan Pearson Product Moment melalui SPSS versi 23.0. Dari analisis, ditemukan bahwa motivasi siswa tahun kedua SMAN 1 Keritang berada di tingkat sedang, sementara skor dari tes kemampuan pemahaman membaca siswa menyatakan bahwa level kemampuan pemahaman bacaan siswa berada di tingkat biasa-biasa saja. Korelasi antara kedua variabel berada pada tingkat korelasi tinggi dimana koefisien korelasinya adalah 0,704. Bagaimanapun, 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 mereka.

Kata Kunci: Korelasi, Motivasi Membaca, Pemahaman Membaca

INTRODUCTION

Reading comprehension is a complex skill which involves a whole series of lesser skill. It requires a number of basic abilities that reading ability focuses on the level not only recognizing the words but also comprehending the meanings and the message on the text. Reading considered as the medium of accessing all knowledge and information from all over the world. By reading, students can extract a lot of information and knowledge from various textbooks and other references. Students who have good capability in reading will be able to develop their knowledge easier. Basically, reading is needed for everything, obviously in education, just like reading the newspaper, or reading a book or in everyday life will need it. In Indonesia, motivation of students are lacking in reading.

Since reading is an important language skill in the language learning process, it is necessary to improve the students' reading activity. The students' reading comprehension is influenced by internal and external factors. Motivation is one of the internal factors that can influence the students' way of learning, especially in reading. It is a theoretical construct used to explain the initiation, direction, and intensity and persistence behavior, especially goal-direction behavior (Brophy, 1998: 3). In the classroom context, the concept of students' motivation is used to explain the degree to which students invest attention and effort in various pursuits, especially in order to achieve their willingness in lesson and learning activities.

The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. **Harmer (1991)**, states that motivation is an energy of students which come from the inside encouraging themselves to do activities. It assumed that motivation is an essential of learning to achieve something. It is a process which directs students to activity to get to their goals. Motivation seems to be a vital role in teaching and learning process. It gives great influence for students to encourage themselves to learn eagerly. **Hamalik (1995)** says that it is also as a director for students to conduct activities to reach their goals. **Bo Wang (2009)** also considers that motivation is one of the important factors that influence English learning achievement. According to him, in order to help the students to maintain a proper strength in English learning, motivation is very necessary for the teachers in the daily teaching procedure by encouraging students to be more attractive in teaching and learning process.

Narrative text is a text which tells a story or an account of a sequence of events, usually in chronological events. The purpose of this text is to entertain the reader about the story. Although the purpose is to entertain the reader, but it is still the readers who get nothing after reading the text since they get difficulties to understand the text. Using serial pictures can make the learners are easier to understand the text because picture will stimulate students' mind to think and it can help them to imagine the event of a story and it will make the students easier to grasp the main of story. As stated by Harmer (2001) it is because picture is an appealing media that have the power to engage students. Picture will help the student to imagine what happen in the text by connecting the words which they know with the picture.

This research was conducted in SMAN 1 Keritang, Kotabaru Seberida, Indragiri Hilir. The school has fewer facilities to facilitate the students to learn English, especially reading. They have less English books in their school library. The English teacher of SMAN 1 Keritang, ma'am Desi, said that the students' motivation is not in a

really-high level, especially when they learn read English texts. It is because they are not really familiar to English texts. They are constantly bored when it comes to the reading activities in the classroom. In the teaching learning process, the teacher also prepared the text to give them basic skill training to get them familiar to the text before they started to learn. The students usually get started in group learning method. In the group, a student that is good in reading sometime has no idea of how to deliver their idea to the other students in that group. Some other students who have a low skill reading have no idea what to ask to the teacher because they are not familiar with the text and the contextual meaning of the text given to them. It becomes to their desire that is not increasing by the time in the learning process, particularly toward reading.

Therefore, motivation was chosen by the researcher to be observed because teachers should know that motivation is one of the most supporting factors to improve students' educational achievement. Therefore, this research was conducted to know students' motivation in learning English especially in reading and to confirm whether there is a significant correlation between students' motivation and their reading comprehension ability based on Ryan and Deci (2000) theory about motivation. This research entitled with "The Correlation between Students' Motivation and Their Reading Comprehension Ability".

1. Intrinsic Motivation

According to Ahmadi (2016) intrinsic motivation makes the students to learn and interest with learning activity without any reward because it come from their own desire. When intrinsic motivated a personas moved to act something they want to do even just for fun or challenge, which mean intrinsic motivation come from within itself, usually drive by personal desire. As stated by Deci and Ryan (2000), intrinsic motivation can make someone do some activity because the activity is interesting. The statement above shown that intrinsic motivation does not need the factor or stimulate from outside because every person have their own desire which drive to do something.

According to Berliner (1984), there are four components in intrinsic motivation, first is interest. If the students have an interest on something or subject in learning process they tend to pay more attention on it and it is the reason which is make the students actively in studying and the learning process will run well. The second is needs, which is used to showing some general characteristic of the motivation for the behavior of an individual. It means that someone will do the activity regularly because they need. The third is hobby, it is good if the students decide reading in learning process as a hobby because they will enjoy in reading and it can give the good impact in their reading ability. The last is goal, almost all people have goals in every activity that they want to do and achieve that and goal can lead someone to do something.

Wang and Guthrie (2004) said that intrinsic factor consist of three constructs: curiosity, involvement and preference for challenge. Curiosity is the desire to read about a personal interest of topic, involvement refers to an individual's pleasure and preference for challenge involves the desire to approach compound ideas in a text.

2. Extrinsic Motivation

Extrinsic Motivation is kind of motivation that come from outside which involves external incentives such as rewards or punishments. Arnold (2000) as cited in Ahmadi (2016) stated that extrinsic motivation is desire that come from outside to gain a reward or avoid of punishment. Such as, people who work harder in their job because they want to be appreciated by others or obtain a reward. This motivation will work if there is simulation from outside.

Still from Wang and Guthrie (2004) divide extrinsic factor comprises five constructs: recognition, grades, social reading, competition and compliance. Reading for recognition refers to reading to be recognized as a competent reader among teachers, peers or others, besides grades is a desire of students in reaching good grades in reading then social reading is focused on students" sharing of their experiences with friends, teacher or other adults, the next is competition, refers to reading to outperform other since reading and the last is compliance includes the reason of students to read in foreign language just as the form of their responsibilities inreading class.

As what explained before, both of intrinsic and extrinsic motivation has an important role to increase the motivation of students in foreign learning activity.

The Aspect of Reading Comprehension

King and Stanley (1989) states 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 anywhere 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 research which determines the correlation between reading motivations as variable X and their reading comprehension ability as

variable Y. This research was conducted at SMAN 1 Keritang. The population of this research was the second year students' of SMAN 1 Keritang with the total number of students was 268 students. The sample of the research was class XI MIA 1 which consist of 35 students. The sample was chosen by using cluster random sampling technique. The writer selected the classes randomly as the sample which the try out was conducted by using lottery technique. The writer asked all the chairmen of second year students' to take a piece of paper and class XI MIA 2 was chosen the try out class and class XI MIA 2 as the sample class.

The total number of the test items was 25 questions of multiple choices reading comprehension ability test. The reading motivation questionnaire was consisting of 30 items. The data was analysed by calculating the students' score individually and found out the mean score. The students' score classified into five level of students' reading motivation; they are: very good, good, fair, bad, very bad. Besides, the students' score was classified into five level mastery of Reading Comprehension: excellent, good, mediocre, poor, and very poor.

FINDINGS AND DISCUSSION

Findings

This research tried to find out the level of students motivation in reading comprehension. To collect the data, the researcher used questionnaire given to the students.

After the data was calculated, the researcher find out the highest score of motivation questionnaire answered by the students is 117 and the lowest one is 84. This score is based on Likert scale, which ranges from one to five. The mean score of students' motivation was 99.94. After finding out the mean score of students' motivation, the next steps were to find the classes the interval of the score by using students' motivation score. The interval class was 6, and the range of the class was 33.

To determine the category of students' motivation in reading, the researcher categorized the students' motivation into five levels as the figure below;

Figure 1. Value of Distribution Frequency of Students' Motivation in Reading

Interval	Category
106-above	Very High
100-106	High
94-99	Medium
88-93	Low
87-below	Very low

(Cohen and Manion: 1994)

Figure 1 showed that level of students' motivation in reading is medium since the mean score is 99 which are in range of 94-99. It be concluded that most of the second year students of SMAN 1 Keritang has medium to high level of motivation, and only few of them who have low level of motivation.

To determine the students' reading comprehension ability, the researcher used reading comprehension test which consists of 25 items. After the data was calculated, the researcher find out the highest score of students' reading comprehension ability test was 80 and the lowest on was 32. The mean score of students' reading comprehension ability test was 53.25. After that, the researcher determines the classes and the interval by using those data. The interval was 8 and the range of the class was 48.

The researcher classified the score of reading comprehension ability test into five levels as follow:

Figure 2. The Classification of the Level Ability

Score	Level of Ability
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21– 40	Poor
0 -20	Very poor

(Adopted Harris, 1986)

Figure 2 showed that level of students' motivation in reading is mediocre level since the mean score is 53 which are in range of 41-60. It means that the second year students of SMAN 1 Keritang good enough in comprehending the text.

After getting the scores of the students' motivation and their ability in reading comprehension as presented in Table 4.2 and 4.3, the data was statistically computed to find out the correlation between the two variables. As stated in the previous chapter, the r-value was computed using Pearson Product moment formula. Table 4.9 below presents the result of the computation of correlation coefficient;

Figure 3. Correlation Analysis

		READING	MOTIVATION
READING	Pearson Correlation	1	.704**
	Sig. (2-tailed)		.000
	N	35	35
MOTIVATION	Pearson Correlation	.704**	1
	Sig. (2-tailed)	.000	
	N	35	35

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

From the data presented in Figure 3, it is found out that the obtained correlation coefficient is 0.704. To know whether this correlation coefficient (0.704) is significant or not, it is necessary to find out its significance. For $\alpha = 5\%$ and $df = 40 - 2 = 38$, the critical value of r product moment is 2.021. Since r-value is higher than the critical

value of r product moment, the correlation coefficient is significant. This means that the null hypothesis (H_0) is rejected and it can be stated that there is a significant correlation between students' motivation and their reading comprehension ability.

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 ability of the second year students SMAN 1 Keritang. After analysing the data, the writer found out that there is a correlation between reading motivation and reading comprehension ability of the second year students of SMAN 1 Keritang is in the high level. It can be seen from the coefficient correlation obtained (0.704). The research's result can be interpreted that students' motivation has significant effect to their reading comprehension ability. However, 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 SMAN 1 Keritang".

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the result of students' motivation and reading comprehension ability score, the researcher concludes that there is a significant correlation between students' motivation and their reading comprehension ability. The coefficient correlation is 0.704, it is classified into fair correlation. So, it can be interpreted that students' motivation has moderate effect in their reading comprehension ability.

Recommendation

Referring the conclusion above, the writer would like to give some suggestions as follows:

1. The English teacher should be able to encourage students to become self-motivated independent learners because it is one thing that helps them to achieve goals that they have set for themselves. For example, increase the learners' goal-oriented, choose effective teaching and learning strategies for English language to develop

students' motivation to the subjects such as empower students to take control of their learning through the creation of their own personalized learning materials, the content of the learning must make sense to the student and be understood in the context of the student's life.

2. The teacher should make the language classes interesting by using creative techniques that make students are more interested and enthusiastic since when the teacher makes the students interested in reading, usually they are more likely to read. If students less motivation, it seems that they are unlikely to achieve success no matter whom the teacher is, whereas the highly motivated students can be successful in whatever conditions. For example the teacher can use game, audio visual media and picture in teaching material to reduce boredom in class.
3. 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. For instance, students should understand goals of learning and try to reach it, they should take responsibility for their own training by following as much as possible their own interests and setting goals, students can discuss with their friends about the lesson material and they can choose interesting and benefit topic to read.

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