

THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION OF ELEVENTH GRADE STUDENTS OF SMAN 1 SIMPANG KANAN ROKAN HILIR

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Abstract: *This present study was aimed to find out whether there was a correlation between reading motivation and reading comprehension of the eleventh grade students of SMAN 1 Simpang Kanan Rokan Hilir. The population was the eleventh grade students of SMAN 1 Simpang Kanan Rokan Hilir. The sample, consisting of 38 students was chosen by using cluster random sampling. The instruments were reading questionnaire and reading comprehension test. Reading motivation questionnaire was used to know the students' reading motivation while reading comprehension test was used to know the students' ability in understanding a text. The obtained data were analyzed by using Pearson Product Moment's Formula. Based on the data analysis, it showed that there was moderate correlation between reading motivation and reading comprehension of the eleventh grade students of SMAN 1 Simpang Kanan Rokan Hilir. The result revealed that the coefficient correlation was higher than the critical value of r-table ($0.601 > 0.320$). Therefore, it answered the research question that there was a correlation between reading motivation and reading comprehension.*

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

HUBUNGAN ANTARA MOTIVASI MEMBACA DAN PEMAHAMAN MEMBACA SISWA KELAS XI SMAN 1 SIMPANG KANAN ROKAN HILIR

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara motivasi membaca dan pemahaman membaca siswa kelas sebelas SMAN 1 Simpang Kanan Rokan Hilir. Populasi adalah siswa kelas sebelas SMAN 1 Simpang Kanan Rokan Hilir. Sampel terdiri dari 38 siswa dipilih dengan menggunakan cluster random samling. Instrumen yang digunakan adalah kuisisioner motivasi membaca dan tes kemampuan membaca. Kuisisioner motivasi membaca digunakan untuk mengetahui motivasi membaca siswa sedangkan tes pemahaman membaca digunakan untuk mengetahui kemampuan siswa dalam memahami teks. Data yang diperoleh dianalisis dengan menggunakan Formula Pearson Product Moment. Berdasarkan tes Product Moment menunjukkan bahwa ada hubungan yang signifikan dan positif antara motivasi membaca dan pemahaman membaca siswa kelas sebelas SMAN 1 Simpang Kanan Rokan Hilir yang menunjukkan adanya korelasi medium. Hasilnya terungkap bahwa koefisien korelasi lebih tinggi dari nilai r-tabel ($0,601 > 0,320$). Oleh karena itu, rumusan masalah penelitian ini terjawab bahwa terdapat hubungan antara motivasi membaca dan pemahaman membaca kelas sebelas SMAN 1 Simpang Kanan Rokan Hilir.

Kata Kunci: Korelasi, Motivasi Membaca, Pemahaman Membaca

INTRODUCTION

In learning English, reading is one of the skills which has an important role to give information to the reader. Reading becomes an activity that cannot be separated from our daily live because it is a key to find the information either in social life or education areas. According to Grabe and Stoller (2002:291) reading is the ability to draw meaning and interpret the information from the printed page appropriately. In order to gain new information from reading text, a student or reader must be able to comprehend reading text. Comprehension is necessary to get the main information from the text. Without comprehension, reading would be meaningless.

Dweck and Elliot (2000) in Elliot, Kractocwill (2000:332) state that motivation can affect the learning strategies and cognitive processes of an individual task. Students who have high motivation will try to get new knowledge and skill. In addition, motivation also plays an important role in learning process. Students may face problems in reading comprehension of the text. They need a high motivation in order to keep trying to solve the problem in reading.

Brown (2001:53) states that students with high motivation to read English will be better prepare themselves to engage the process of teaching and learning in the classroom. Students with high motivation will prefer to read more books, ask many questions to teachers, do the exercises, expose themselves to English language using. The students try to use their English skills to communicate with others, and they feel happily engaging in the process of teaching and learning English. Meanwhile, students with the low motivation usually do not enough good to engage in the process of teaching and learning English. They are rarely asked forced by the teacher or parents to read books, do exercises, and do the tasks from teacher.

Reading is a complex skill that involves all of higher mental process in order to understand what is read. Grabe (1991) says that reading is a comprehending process where strategies become the important element to be taught in order to read more efficiently (guesses from the context, define expectations, make inference about the text, skim ahead to fill the context). It can be concluded that in reading process, someone needs some strategies to understand a text and to increase their comprehension. As reading is an important skill that must be achieved by the students, reading has already been taught from elementary level up to university level. Although, reading is very important competence for students, they still have difficulties in learning reading.

Reading motivation and reading comprehension are two different things but relate one and another. Hence, the researcher is interested in finding out how strong is the correlation between these two variables (reading motivation and reading comprehension) by doing two tests whether or not the students have a good achievement in questionnaire and reading comprehension tests.

RESEARCH METHODOLOGY

The design of this research is a correlational study that aimed to find out whether there is any significant correlation between reading motivation and reading comprehension of the eleventh grade students of SMAN 1 Simpang Kanan Rokan Hilir. This research was conducted at SMAN 1 Simpang Kanan Rokan Hilir in academic year

2018/2019. The population of this research was all the eleventh grade students of SMAN 1 Simpang Kanan Rokan Hilir. It consisted of 4 classes, with average 30 students for each class. So, the total of population is 120 students. Since the number of the students relatively big, the researcher chose class XI IPA1 as the sample by using cluster random sampling technique. To conduct this research, two set of questionnaire were used, that is about Reading Motivation and Reading Comrehension. Before distributed the questionnaire to the sample, it was tried out. After analysing the result of try out, in the part of Reading Motivation questionnaire, there were 24 items that had to be revised because the items were invalid. However, for reading comprehension questionnaire, there were 3 items that had to be revised. After revising the items, the questionnaire was administrated to the sample in order to get the answer of the research question. After collecting the data, the questionnaire was analysed by following some steps below:

In reading comprehension test, according to Heaton (1975) the test items for reading comprehension test is rejected if the index of difficulty (FV) is bellow 0.30 (which means difficult) or over 0.70 (which means easy) and the test is accepted if the degree of difficulty (FV) was between 0.30-0.70.

To know the difficulty level

$$F = \frac{R}{N}$$

Where : F = The index of difficulty

R = The number of the correct answer

N = The total of the students

(Heaton, 1975:172)

After knowing the difficulty level of the try out of reading comprehension test items, the researcher measured the central tendency by calculating the mean score using Heaton's formula (1975:176).

The mean score describes an individual student's ability but it does not tell about the highest and the lowest scores and the spread of the scores. To know about them, the researcher use Heaton's Standard Deviation (s.d) formula (Heaton, 1975:170).

According to Heaton (1975), reliability is a necessary characteristic of any good test. A test is said valid when it is reliable as a measuring instrument. The reliability of whole test was calculated by using the Heaton's formula (Heaton, 1975:157).

Second, the writer counted the data from the reading comprehension test, to know each of students' score individually, the data were calculated by using Harris's formula (1969:79).

The level of the students' score can be classified into five levels of mastery Harris (1969:79). The classification can be seen in this following table :

Table 1. Score Interpretation of Reading Comprehension

No	Score	Description
1	81-100	Excellent
2	61-80	Good
3	41-60	Mediocre
4	21-40	Poor
5	0-20	Very Poor

The researcher find out the number of correlation by using SPSS Statistics 21.0 program. It is important to prove the hypothesis which is indicated whether there is correlation between two variables or not.

According to Syofian (2014) to obtain the t_{value} of the correlation and to know the significance between variable X and variable Y, the researcher used the formula of the significance test :

$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

where :

t_{value} = t_{count}

r = Correlation coefficient value

n = Number of respondent

Table 2. The Interpretation of Correlation 'r' Product Moment

r_{xy}	Interpretation
0.00 – 0.20	There is very low correlation between two variables
0.21 – 0.40	There is low correlation between two variables
0.41 – 0.70	There is moderate correlation between two variables
0.71 – 0.90	There is high correlation between two variables
0.91 – 1.00	There is very high correlation between two variables

(Sudjiono, 2009:206)

RESEARCH FINDINGS

1. Reading Motivation

From the instrument of reading motivation questionnaire, it is found that the highest score of students in reading motivation was 173 and the lowest score was 75. The distribution of reading motivation questionnaire is presented below :

Table 3. The Result of Students' Reading Motivation

No	Score	Frequency	Percentage	Description
1	163-212	8	21%	High
2	109-162	27	71%	Good
3	55-108	3	8%	Fair
4	54	0	0%	Low
Total		38	100%	

Table 3 shows the level of reading motivation of students' reading motivation. There were 8 students (21%) in high level, 27 students (71%) in good level, 3 students (8%) in fair level, and there were no student (0%) in low level.

2. Reading Comprehension

Based on the calculation of reading comprehension test, it is found that the highest score of students in reading comprehension was 92 and the lowest score was 37. The distribution of the reading comprehension test score is presented below :

Table 4. The Result of Students' Reading Comprehension

No	Score	Frequency	Percentage	Category
1	81-100	14	37%	Excellent
2	61-80	10	26%	Good
3	41-60	12	32%	Mediocre
4	21-40	2	5%	Poor
5	0-20	0	0%	Very Poor
S	Total	38	100%	

Table 4 shows the ability level of the students in reading comprehension. There were 14 students (37%) in excellent level, 10 students (26%) in good level, 12 students (32%) in mediocre level, 2 students (5%) in poor level, and there were no student (0%) in very poor level.

From all the data presented in Table 4.3, it can be concluded that the eleventh grade students of SMAN 1 Simpang Kanan Rokan Hilir had excellent to poor level in reading comprehension. However, excellent level has the highest percentage, which is 37%.

3. Hypothesis

To test the hypothesis, Product Moment formula assisted by SPSS 21.0 program was used. Before the data of the two variables are tabulated in SPSS 21.0 program, the normality and linearity test were carried out by the researcher. The normality test of the data is a quatification for many statistical tests because normal data is an underlying assumption in parametric testing. Furthermore, the linetary test is to predict the value of variable (dependent variable) based on the value of another variable (independent variable). The result of normality and linearity are percented below.

Table 5. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		38
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	17,67077221
Most Extreme Differences	Absolute	,130
	Positive	,107
	Negative	-,130
Kolmogorov-Smirnov Z		,804
Asymp. Sig. (2-tailed)		,538
a. Test distribution is Normal.		
b. Calculated from data.		

Table 5 shows that Z value of the data is 0.804. The data is categorized as normal if the Z value > 0.05 (syofian, 2014). Therefore, the test distribution were normal because $0.804 > 0.05$. It means that it could be continued to linearity test and correlation. The result of linearity test assisted by SPSS 21.0 is presented below :

Table 6. linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Reading Motivation	Between Groups	(Combined)	2773,463	27	102,721	3,814	,015
		Linearity	1100,269	1	1100,269	40,857	,000
		Deviation from Linearity	1673,195	26	64,354	2,390	,075
	Within Groups		269,300	10	26,930		
	Total		3042,763	37			

Table 6 shows that the sig. of deviation from linearity is 0.075. The data are categorized as linear if the value of sig.deviation from linearity is > 0.05 . Therefore, the data is linear because $0.075 > 0.05$. It means there is linear correlation between reading motivation and reading comprehension.

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

Table 7. Correlation

Correlations			
		Reading Motivation	Reading Comprehension
Reading Motivation	Pearson Correlation	1	,601**
	Sig. (2-tailed)		,000
	N	38	38
Reading Comprehension	Pearson Correlation	,601**	1
	Sig. (2-tailed)	,000	
	N	38	38
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 7 shows the pearson correlation value is 0.601 and the correlation significant at the 1% (0.01) level. It means there were a correlation between reading motivation and reading comprehension and the value were positive, it shows that the correlation were in the positive area.

To obtain the t_{value} of the correlation and to know the significance between variable X and variable Y, the researcher used the formula of the significance test which is presented below:

$$T_{\text{value}} = \frac{0.601\sqrt{38-2}}{\sqrt{1-(0.601)^2}} = 4.5$$

From the calculation, the t_{value} is 4.5. it is implied that $t_{\text{value}} > t_{\text{table}}$ ($4.5 > 2.028$). Therefore, if $t_{\text{value}} > t_{\text{table}}$ there is a correlation between reading motivation and reading comprehension of the eleventh grade students of SMAN 1 Simpang Kanan Rokan Hilir is accepted. In conclusion, there is a correlation between reading motivation and reading comprehension of the eleventh grade students of SMAN 1 Simpang Kanan Rokan Hilir. Moreover, the r_{xy} is 0.601 means that the correlation of reading motivation and reading comprehension is moderate correlation.

The correlation of the two variables in this study showed that they were positive. This means the reading motivation is in high level, the reading comprehension will also be in high level or vice versa.

CONCLUSIONS AND RECOMMENDATIONS

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 0.601 which means that there is positive correlation between

reading motivation and reading comprehension. In addition, because the value of r_{xy} is 0.601, it can be interpreted that the reading motivation and reading comprehension have moderate correlation.

Moreover, the obtained t-value was higher than t-table which is $4.5 > 2.028$, it means that the correlation between reading motivation and reading comprehension was significant. Therefore, it answered the research question that there was a significant correlation between reading motivation and reading comprehension.

Recommendation

The recommendations that can be given are : (1) teachers build motivation in reading because reading motivation and reading comprehension has a positive relationship. It means the higher the motivation in reading, the better the comprehension in reading they get, (2) the teachers make the English lesson especially in reading to be more fun because it can influence students' motivation while reading English and gives the reward for active students to make them more interest when learning, and (3) the students learn more about English at school or at home, read much English books and to comprehend.

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