

THE CORRELATION BETWEEN MOTIVATION AND READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMA NEGERI 4 TAPUNG

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Abstract: *This research aims to identify the level of motivation in reading comprehension of the second year students' of SMA Negeri 4 Tapung, to recognize the level of reading comprehension ability the second year students' of SMA Negeri 4 Tapung, and to find out if there is a significant correlation between motivation and reading comprehension of the second year students of SMA Negeri 4 Tapung. The sample of this research consisted of 38 students which were taken by using Total Sampling Technique. The data were collected through a set of questionnaire to measure students' motivation and test to measure students' reading comprehension. The research findings revealed that the motivation of the second year students of SMA Negeri 4 Tapung is categorized into **high** level (36.9%). The reading comprehension ability of the second year students of SMA Negeri 4 Tapung is categorized into **good** level (55.3%). Pearson' s Product Moment Formula was used to correlate both motivation (variable X) and reading comprehension (variable Y). The result showed that there was a statistically significant correlation (0.650) between the students' motivation and their reading comprehension. In short, there is a significant correlation between motivation and reading comprehension of the second year students of SMA Negeri 4 Tapung.*

Key Words: *Correlation, Motivation, Reading Comprehension*

KORELASI ANTARA MOTIVASI DAN PENGETAHUAN MEMBACA OLEH SISWA TAHUN KEDUA DI SMA NEGERI 4 TAPUNG

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Abstrak: Penelitian ini bertujuan untuk mengetahui tingkat motivasi dalam kemampuan membaca oh siswa tahun kedua di SMA Negeri 4 Tapung, mengetahui tingkat kemampuan membaca oleh siswa tahun kedua di SMA Negeri 4 Tapung, dan untuk menemukan korelasi yang signifikan antara motivasi dengan kemampuan membaca oleh siswa tahun kedua di SMA Negeri 4 Tapung. Sampel dalam penelitian ini terdiri dari 38 siswa yang diambil melalui teknik pengambilan total sampling. Data dalam penelitian ini dikumpulkan melalui kuesioner yang digunakan untuk mengukur motivasi siswa dan tes untuk mengukur kemahiran kemampuan membaca siswa. Motivasi siswa dalam tahun kedua di SMA Negeri 4 Tapung dikategorikan pada tingkat tinggi pada persentasi 36.9%. kemampun membaca siswa dalam tahun kedua di SMA Negeri 4 Tapung dikategorikan pada tingkat baik pada persentasi 55.3%. Produk Momen digunakan untuk menghubungkan antara motivasi (variable X) dan kemampuan membaca (variabel Y). Hasil menunjukkan bahwa ada hubungan yang kuat dengan nilai 0.650 antara motivasi siswa dan kemampuan membaca siswa.

Kata Kunci: Korelasi, Motivasi, Kemampuan Membaca,

INTRODUCTION

Motivation is defined as the reasons why you are doing something or the level of desire you have to do something. According to Seymour and Wallsh (2006), motivation is the main element that affects student's reading comprehension. Therefore, motivation is one of the main factors that helps learners to read more effectively. Reading comprehension is one of language skills that the most important skill for foreign language learners. Reading is needed for everything, obviously in education, just like reading the book or newspaper and magazines. According to Howel (1993) reading comprehension is the act of reader to combine information in passage in prior knowledge in order to meaning. Reading comprehension is a thinking process to understand ideas and terms for particular needs and purposes. (Kennedy 1981). They were many factors the influence the students' quality of reading comprehension such as vocabulary, grammar, and motivation to read.

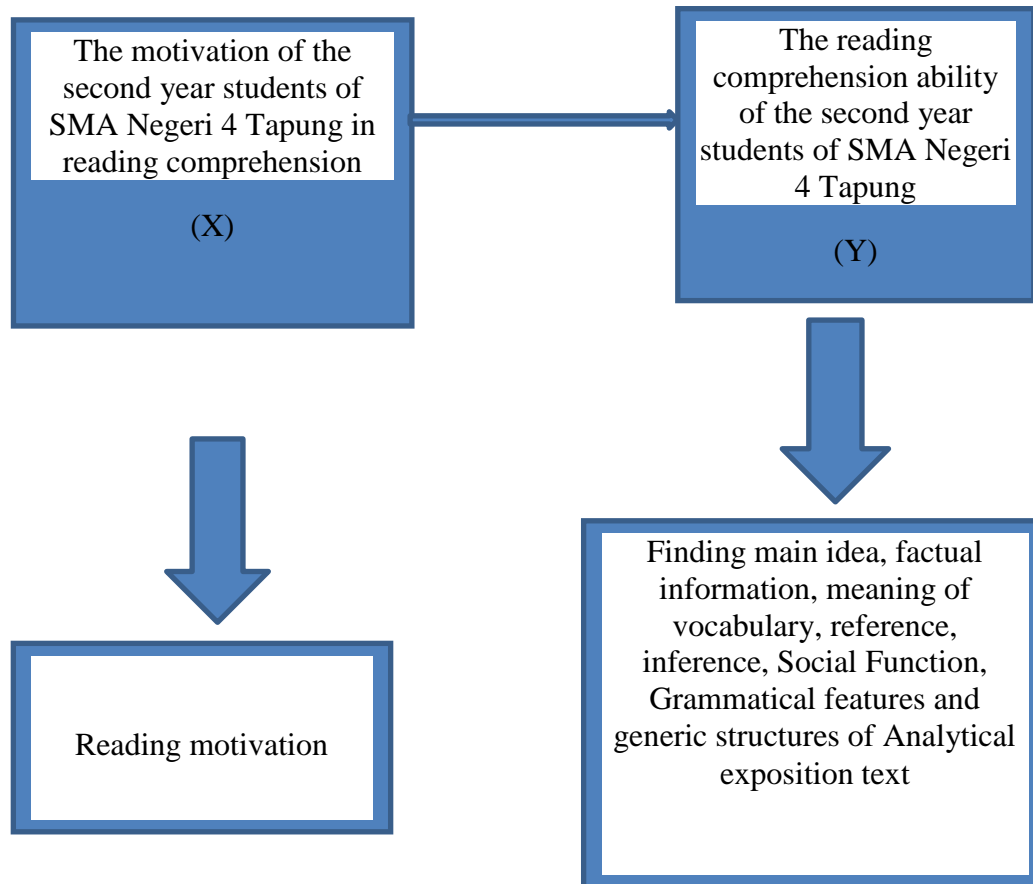
Based on the researcher's observation in SMA Negeri 4 Tapung, the researcher found the problems was they lacked motivation. The students are not motivated to learn English especially reading comprehension because the students could not understand the meaning of material, lack of vocabularies, could not pronounce the words correctly when is their turn to pronounce it, and could not answer to the questions in the text. Then the teacher changed his teaching methods by using game about English skill before learning, telling interesting story about the material, learning outside the class so the students are not bored, getting close to the students so that the students won't be shy if they're facing difficulties in understanding the material, and giving an interesting text in every exercise so the students motivated in answering the items. Mr. Ryan even let the students to study at his home together to make it more comfortable and fun to learn reading comprehension. After he did these methods, the students' motivation of reading comprehension is high, and good in reading comprehension ability because students are excited to learn English especially reading comprehension. In reference to the reason above, the researcher conducted a research entitled the correlation between motivation and reading comprehension of the second year students of SMA Negeri 4 Tapung.

METHODOLOGY

This research used quantitative method. Quantitative research is essentially collecting numerical data to explain a particular phenomenon (Muijis, 2004). In calculating the data, Pearson Product Moment formula was used to correlate two variances.

The design of this research is as in the following:

Figure 2.1 The Relationships between motivation and reading comprehension ability.



The technique used to collect the data for this study is distributing the questionnaire and reading test. Moore (1999) says that questionnaire is a means of collecting the data and react to a series of statement about their motivation, feeling and opinions. The questionnaire which is used is multiple choices type. The categories of five alternatives are based on the Likert Scale type. In this scale, the response to the statement of the questionnaire is usually expressed in five options and in determining the students' score. The questionnaire contains 30 statements in the form of students' motivation in reading comprehension.

The students were given an instruction to complete the questionnaire in 15 minutes. After that, they were commended to submit the questionnaires as well as they finish it. For the questionnaire, first distributed questionnaire sheets to be filled in, given instructions on how to fill in for 5 minutes. For the reading comprehension test, the technique which is used to collect the data for this study is by distributing the test to the students as sample. The students are asked to answer the test in multiple choices. After the students answered the questions, the researcher collected the answer sheet. Meanwhile, the reading test consisted of 25 questions referring to analytical exposition test. They were given 45 minutes to finish the test.

Table 1. The Likert Scale Rating

OPTIONS	Score	Score
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

(Sugiyono, 2010)

The motivation value defined by the following formula:

$$\text{Motivation Value (\%)} = \frac{X}{Y} \times 100$$

X = Lowest score multiplied with the number of samples

Y = Highest score multiplied with the number of samples

Table 2. The Classification of Students' Motivation Questionnaire

Rank Score	Categories
$80 \leq P \leq 100$	Very High
$65 \leq P \leq 79.99$	High
$55 \leq P \leq 64.99$	Average
$40 \leq P \leq 54.99$	Low
$0 \leq P \leq 39.99$	Very Low

To know each students' reading comprehension score individually, the data was calculated by using the following formula:

$$M = \frac{X}{N} \times 100$$

Where:

M = individual score

X = correct answer

N = number of items

(Adopted from Arikunto. 2003)

Table 3. The Classification of Students' Reading Comprehension

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

According to Sugiyono (2017) the interpretation of coefficient of correlation as follows:

Table 4. The Interpretations of Correlation

r_{xy}	Interpretation
0.00 – 0.199	There is a very low correlation between the two variables
0.20 – 0.399	There is a low correlation between the two variables
0.40 – 0.599	There is a fair correlation between the two variables
0.60 – 0.799	There is strong correlation between the two variables
0.80-1.00	There is a very strong correlation between the two variables

(Adopted from Harris, 1986)

RESULTS AND DISCUSSION

Table 5. Interpretation of Students' Motivation

Score	Frequency	Percentage	Category
$80 \leq P \leq 100$	13	34.2%	Very High
$65 \leq P \leq 79.99$	14	36.9%	High
$55 \leq P \leq 64.99$	6	15.8%	Average
$40 \leq P \leq 54.99$	1	2.6%	Low
$0 \leq P \leq 39.99$	4	10.5%	Very Low

Here is the diagram of students' motivation:

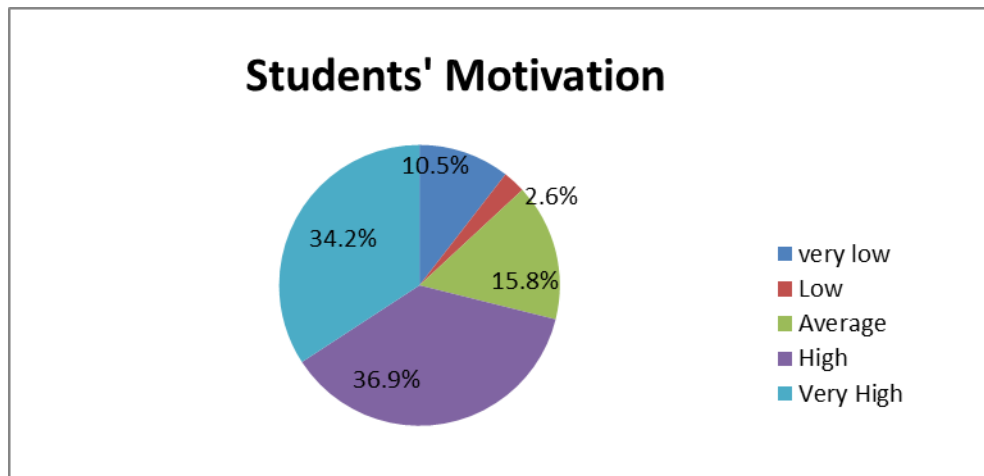


Figure 1 Students' Motivation

Based on the classifications above, the researcher found there are several scores of students' motivation. The lowest percentage is 2.6% and the highest is 36.9%. There are 4 students (10.5%) in very low category, 1 student (2.6%) indicates as low category, 6 students (15.8%) are indicated as average category, 14 students (36.9%) are indicated as high category, and 13 students (34.2%) categorized into very high category. Therefore, it can be concluded that most of the second year students' of SMA Negeri 4 Tapung have high motivation in learning English language.

The highest score of students' motivation was 96 and the lowest score was 32. The researcher categorized the students' motivation into 5 categorized, the students who got score between 80-100 into very high motivation, score 65-79.99 into high motivation, score 55-64.99 into average motivation, 40-54.99 into low motivation, and 0-39.99 into very low motivation. In short, the result of students' motivation can be described as follow:

- a) 13 students have very high motivation (34.2%)
- b) 14 students have high motivation (36.9%)
- c) 6 students have average motivation (15.8%)
- d) 4 students have very low motivation (10.5%)
- e) 1 student have low motivation (2.6%)

From the result above can be concluded that most of students of second year of SMA Negeri 4 Tapung have high motivation.

Table 6. Interpretation of Students' Reading Comprehension

Score	Frequency	Percentage	Category
81-100	7	18.4%	Very Good
61-80	21	55.3%	Good
41-60	5	13.1%	Mediocre
21-40	2	5.3%	Poor
0-20	3	7.9%	Very Poor

Here is diagram about students' reading comprehension:

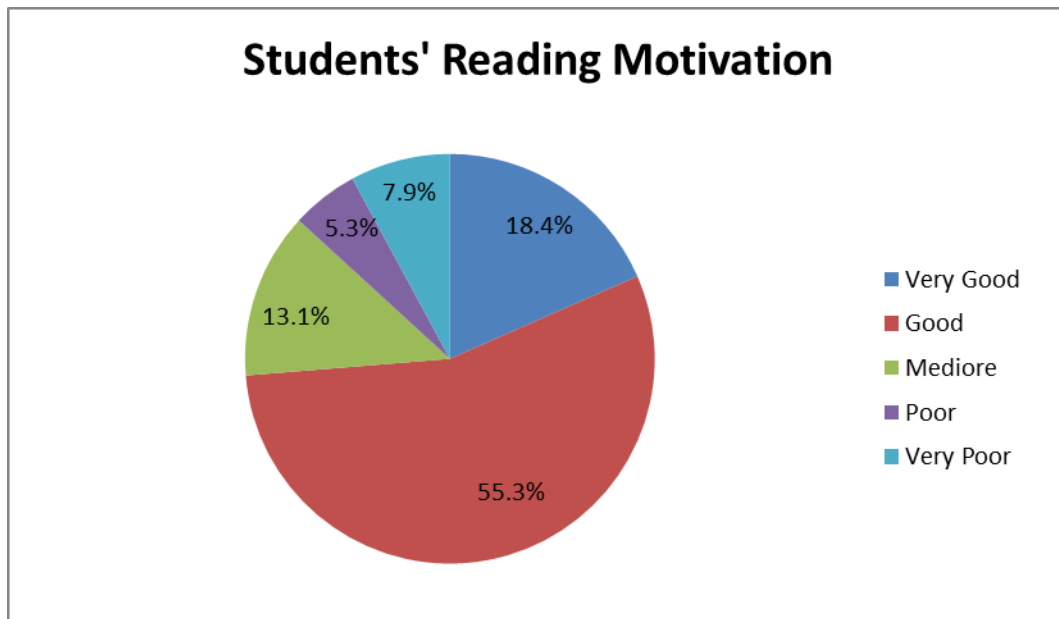


Figure 2. Students' Reading Motivation

Based on the diagram, the lowest percentage is 5.3% and the highest is 55.3%. The interpretation above showed that there are 7 students (18.4%) indicate as very good category, 21 students (55.3%) categorized into good category, 5 students (13.1%) categorized into mediocre category, 2 students (5.3%) categorized into poor category, and 3 students (7.9%) grouped into very poor category.

The highest score of reading comprehension test was 23, while the lowest score was 4. The researcher classified the score of reading comprehension test into 5 categorized, the students who got score 80-100 is classified into very good, 61-80 into good, 41-60 into mediocre, 21-40 into very poor, 0-20 into poor score. In short, the result of students' reading comprehension can be described as follows:

- a) 7 students have very good category (18.4%)
- b) 21 students have good category (55.3%)
- c) 5 students have mediocre category (13.1%)
- d) 2 students have poor category (5.3%)
- e) 3 students have very poor category (7.9%)

From the result above can be conclude that the number of students who got good category in reading comprehension test more than students who got poor category. It means that the students of second year of SMA Negeri 4 Tapung were good enough in reading comprehension. The following table will show the computation result of the two variable by using SPSS version 16.0:

Table 7. Correlations

		Motivation	Reading Comprehension
Motivation	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	N	38	38
Reading Comprehension	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	N	38	38

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

From the calculation through SPSS 16.0, the result showed p is 0.000, it means that the result is significant because $p < 0.01$ ($0.000 < 0.01$). Based on the finding of research, there was correlation between students' motivation and their reading comprehension. The coefficient correlation between students' motivation and their reading comprehension is 0.650. The data in this research showed that coefficient correlation was higher than r table ($0.650 > 0.320$) at significant level 0.01. It means that null hypothesis (H_0) is rejected, while the alternative hypotheses (H_a) is accepted. So, it can be concluded that there is a significant correlation between motivation and reading comprehension of the second year students of SMA Negeri 4 Tapung.

CONCLUSION AND RECOMMENDATION

Conclusion

This research was done to find out the correlation between students' motivation and their reading motivation of the second year students of SMA Negeri 4 Tapung. So, the researcher can conclude this research as follows:

1. The students' motivation of the second year students of SMA Negeri 4 Tapung is categorized into **high** level at percentage 36.9%.
2. The student' reading comprehension of the second year students of SMA Negeri 4 Tapung is categorized into **good** level at percentages 55.3%.
3. There is a significant correlation between students' motivation and their reading comprehension of the second year students of SMA Negeri 4 Tapung.

Recommendation

Considering the correlation between students' motivation and their reading comprehension, the researcher would like to some suggestions are given as follows:

1. Suggestion for Teachers
 - a. It is recommended to teachers to help students in improving their motivation for their English language.
 - b. The teachers should be able to improve their students' motivation for their learning or other factor for learning to English Language and to giving more material to be used reading comprehension learning or other studies.
2. Suggestion for Students
 - a. The students should be able to improve their motivation in order to get better learning English language.
 - b. The students should be able to learn more about all skill in English learning.

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