THE EFFECT OF STUDENTS' LEARNING MOTIVATION AND LEARNING STRATEGIES TOWARDS READING SKILL

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Abstract

Penelitian ini bertujuan untuk mencari tahu korelasi antara motivasi belajar dan strategi belajar siswa terhadap kemampuan membaca. Desain dari penelitian ini adalah penelitian kuantitatif. Penelitian ini diterapkan kepada 30 siswa kelas X di SMAN 1 Seputih Agung, Lampung Tengah. Peneliti menemukan bahwa ada korelasi antara motivasi belajar dan strategi belajar siswa terhadap kemampuan membaca pada siswa kelas X di SMAN 1 Seputih Agung. Ini telah dibuktikan dari hasil *Independent Sample T-test* antara motivasi belajar dan membaca bahwa nilai t = 0.219 dan *two tail significance* menunjukkan p>0.05 (p= 0.828). Hasil dari korelasi antara strategi belajar dan membaca juga menunjukkan korelasi yang signifikan dengan rata-rata r>0,5. Peneliti juga menyarankan guru untuk mengetahui motivasi belajar dan memperkenalkan tipe-tipe strategi belajar kepada siswanya dengan tujuan membantu siswa mendapatkan kemampuan membaca yang lebih baik.

This research was aimed to find out the correlation between students' learning motivation and learning strategies towards reading skill. The design of this study was quantitative research. This research was applied to 30 first grade students of SMAN 1 Seputih Agung, Lampung Tengah. The researcher found that there were correlation between students' learning motivation and learning strategies towards reading skill in first grade of SMAN 1 Seputih Agung. It was proven by the result of Independent Sample T-test between learning motivation and reading that t value = 0.219 and the two tail significance showed p>0.05 (p= 0.828). The result of the correlation between learning strategies and reading also showed significant correlation with the average r>0,5. The researcher also suggested the teacher are to know their learning motivation and introduced the types of learning strategies to their students in order to help the students to get better reading skill.

Keywords: language learning strategies, learning motivation, reading comprehension

INTRODUCTION

Students need to learn four language skills i.e. listening, speaking, reading, and writing in order to master English. From those skills, reading is one of the four skills which functions as a connection between the writer and the reader. The connection means that the idea or the information which the writer explains in a text and could be understood by the readers. Reading without comprehension or understanding is not reading. Many students can pronounce words fluently but when they are asked what they have just read, they are unable to respond. Although they may get high score in terms of reading rate or fluency, they are not really good readers.

A good reader is someone who has a purpose for reading, whether it is to find specific information or just to read for pleasure. A good reader is involved in a complicated thinking process as she or he reads. When students comprehend, they interpret, integrate critique, infer, analyse, connect, and evaluate ideas in texts. They analyze multiple ideas or information not only in their heads but also in the other minds. When comprehending, students strive to process text base on word-level to get to the big picture. When comprehension is successful, students are left with a sense of satisfaction from having understood the meaning of a text.

Many Indonesian students think that learning English is difficult like math and physics. Some of them also do not like English subject in their school and instead they have aversion in learning English. Like in the researcher teaching practice program, those perceptions happened because their school doesn't have suitable

facility which can help them in learning English. That bad perception of English affects their motivation in learning English, especially in reading. The wrong strategies in learning also can make them lazy to read English book.

In order to decrease the difficulty and minimize the problems in learning English, students should have some appropriate learning strategies and motivation in learning English in order to increase their reading comprehension. It also makes students' process in gathering knowledge and skills of English run well and easier. So that, motivation and strategies are very important aspect for the students which can guarantee them to have a high score in learning English, especially in reading.

Based on the explanations above, the researcher would like to take a research study under the title: "The effect of students' learning motivation and their learning strategies towards reading skill."

METHODS

This research is a quantitative research. Quantitative research is associated with social survey technique like structured interviewing and self-administered questionnaire, experiments, structured observation, content analysis, and the analysis of official statistic. This research is made to investigate whether there is any effect of students' learning motivation towards their learning strategies or not. The research will be conducted by using descriptive survey method. The population of this research is the first grade of SMAN 1 Seputih Agung in academic year 2014/2015. There are 5

classes of the first grade in that school. But, the researcher only use one class that suitable for this research. The number of the students of each class is about 30-35 students. The researcher uses purposive sampling in this research.

The researcher uses two kinds of research instrument. Those are questionnaires and reading test. Those questionnaires are questionnaire of motivations and questionnaire of learning strategies. The questionnaire of motivation consists of 20 multiple choices items with 3 choices in every item and one item (no.21) which is used to measure type of learning motivations. Another questionnaire is LLSQ of reading which consists of 20 items. In LLSQ, items are divided into meta-cognitive strategies, cognitive strategies, and social strategies. Likert Scale is used by the researcher to make the students easier to answer the questionnaire.

Meanwhile, the researcher uses reading test based on students' handbook of curriculum based on KTSP. The reading test will be given to the students when the questionnaire test has been administered. The time allocation is 90 minutes. There are 50 items in form of a suitable answer based on the text for any or some questions in reading test. The kind of reading test used is objective test. There are lists of questions with four possible answers (a, b, c, d) that have to be answered by the students in the test to measure students' reading comprehension.

The validity of questionnaire is measured to find if the components are suitable and related to the relevant theories of students' learning motivation and students' learning

strategies. According to Hatch and Farhady (1978), there are at least two validities which should be fulfilled; content and construct validity. Since the questionnaire was adopted from questionnaire of learning motivation and LLSQ which are constructed by Setiyadi (2006), the researcher considers that the construct validity of the questionnaires has been standardized. The following table describes the aspects of learning strategies used by the L2 students based in listening developed by Setiyadi.

Table 1. Specification Table of Language Learning Strategies Questionnaire

Aspects of Questionnaire	Number of items
Metacognitive strategies	1-11
Cognitive strategies	12-17
Social strategies	18-20

It can be seen from the table above that all the aspects of learning strategies in reading skill related to the theories of learning strategies classification (*metacognitive, cognitive, and social strategies*). The construct and content validity of this questionnaire is proved since it uses in another research about motivation and learning strategies before.

Meanwhile, the content validity of reading test is based on the curriculum that is currently used in Indonesia that is KTSP curriculum. These questions are taken from the 10th grade English textbooks and mid-semester test questions which are related to reading skill. The content of the test items is presented in the table of specification below based on the theory of reading and the curriculum.

Table 2. Table of Specification of Data Collecting Instrument

No.	Objectives	No. of Items	Percentages	Question Number
1.	Determining the Main Idea	8	16%	9, 16, 21, 33, 36, 41, 44, 47
2.	Specific Information	12	24%	1, 2, 6, 10, 12, 15, 17, 20, 23, 24, 27, 30
3.	Inference	8	16%	4, 22, 26, 31, 39, 45, 46, 48
4.	Reference	11	22%	3, 8, 13, 18, 25, 28, 34, 37, 38, 42, 50
5.	Vocabulary	11	22%	5, 7, 11, 14, 19, 29, 32, 35, 40, 43, 49
Total		**50**	**100%**	**50**

In order to find out the effect of students' learning motivation and their learning strategies towards reading skill, the researcher analyzing learning motivation by using Independent Sample T-test of SPSS Program. Then, the researcher analyzes the correlation of learning strategies towards reading comprehension by using Correlation of SPSS Program. After that, making inference of the effect of students' learning motivation and their learning strategies towards reading skill by referring to the result of the Independent Sample T-test and Correlation of SPPS Program.

To conclude a possible effect of students' learning motivation towards their learning strategies, the researcher uses the criteria of the hypothesis acceptance. To determine whether the first hypothesis is accepted or rejected, the following criteria are used:

$H_0 = f_{value} < f_{table}$

$H_1 = f_{value} > f_{table}$

Notes:

H_0 : There is no effect of students' learning motivation and their learning   strategies towards reading skill. We can accept this hypothesis if f_{value} is lower than f_{table}.

H_1 : There is some effect of students' learning motivation and their learning strategies towards reading skill. We can accept this hypothesis if f_{value} is higher than f_{table}.

RESULT

The research was held on May 18rd till May 22rd, 2015 which is the experimental classes X3 and X6. The object of the sample was regular class which consisted of 30 students. The researcher held the research in class X6 by using the instrument based on the result of analysis of the try out which was valid and reliable.

After got the data, the researcher found that there were 21 students who used intrinsic motivation and 9 students who used extrinsic motivation. Then, the researcher analyze the correlation of motivation and reading comprehension using Independent Sample T-Test of SPPS program and found that t value = 0.219 and the two tail significance showed p>0.05 (p= 0.828). Based on the analysis p > 0.05, so the result

can be conclude that there are no significant difference between intrinsic motivation students and extrinsic motivation students in reading skill.

The researcher divided students into 2 groups based on their motivation. Then, the learning strategies data from each groups correlated towards reading achievement and the result showed in some table below.

1. Intrinsic Motivation Groups

There were 21 students who had intrinsic motivation. From 21 students, there were 6 students who used cognitive strategy, 3 students used metacognitive strategy and 12 students used social strategy. After calculating by using correlation of SPSS program, the researcher found that there are no significant correlations in correlation test of learning strategies towards reading achievement. The result showed the correlation of cognitive strategy towards reading with $r=0.402$ which classified as medium correlation. Meanwhile, the correlation of metacognitive strategy towards reading classified as low correlation with $r=0.380$. Last, the correlation of social strategies towards reading has $r=-0.099$ which classified as negative correlation. So those, from 21 students who have intrinsic motivation, cognitive strategy have higher correlation than metacognitive and social strategy.

2. Extrinsic Motivation Groups

There were 9 students who have extrinsic motivation. From 9 students, there were 2 students who used cognitive strategy, a student used metacognitive strategy, and 6 students used social strategy. The result showed the correlation of cognitive strategy

towards reading with r=0.556 which classified as medium correlation. Meanwhile, the correlation of metacognitive strategy towards reading classified as very high correlation with r=0.921. Last, the correlation of social strategies towards reading has r=0.541 which classified as medium correlation. So that, from 9 students who had extrinsic motivation, metacognitive strategy has higher correlation than cognitive and social strategy.

DISCUSSION

In this research, the initial analysis was to find out the validity and reliability of questionnaire and reading test through try-out test. There were three instruments in this research: questionnaire of learning motivation, language learning strategies questionnaire, and reading comprehension test. The result showed that there were no invalid items in the questionnaire. Meanwhile, for reading test is not important to find out the validity because the researcher think that reading test focus on score or students' not consistence in answer the items and the score is only 1 for the right answer and 0 for wrong answer.

In analyzing the reliability of the instruments, the researcher used Cronbach Alpha Formula of SPPS program. The reliability of learning motivation questionnaire can be considered very high reliability because the coefficient was apparently 0.808. Then, reliability of language learning strategies questionnaire can be considered high reliability because the coefficient was 0.765. Similarly, the reading comprehension test also had high reliability because the Cronbach Alpha coefficient was 0.669.

Based on the analysis of students' language learning motivation, it was found that there were 21 students who possessed intrinsic motivation and 9 students who possessed extrinsic motivation. In relation to the result of the research, the researcher analyze the correlation of motivation and reading comprehension using Independent Sample T-Test of SPPS program and found that t value = 0.219 and the two tail significance showed p>0.05 (p= 0.828). Based on the analysis p > 0.05 which means there is no significant difference between intrinsic motivation students and extrinsic motivation students in reading skill.

The data analysis indicates that intrinsic motivation is the most frequently used by the students than extrinsic motivation. According to Bahri (2006), intrinsic motivation is motifs that be active or do not need help from outside, because in each individual was had encouragement to do something. The encouragements from inside appeared consciously and guided to achieve the goals that was set. For example, when pursuing a word in the dictionary and we find ourselves reading about the words – even though we cannot reduce any drive from learning about words such as *peplum* and *hendecagon*. This curiosity cannot be explained by drive theory. However, almost of many people have curiosity in intrinsically motivating. In contrast, when we do something in order to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself, we experience extrinsic motivation.

After found students' learning motivation, the researcher divided students into 2 groups those were students who had intrinsic motivation and extrinsic motivation. The learning strategies data from each groups correlated to reading achievement. The result showed that from intrinsic motivation, there were 6 students who used cognitive strategy, 3 students used metacognitive strategy and 12 students used social strategy. After calculating by using correlation of SPSS program, the researcher found that there are no significant correlations in correlation test of learning strategies towards reading achievement. The result showed the correlation of cognitive strategy towards reading with r=0.402 which classified as medium correlation. Meanwhile, the correlation of metacognitive strategy towards reading classified as low correlation with r=0.380. Last, the correlation of social strategies towards reading has r=-0.099 which classified as negative correlation. So those, from 21 students who have intrinsic motivation, cognitive strategy have higher correlation than metacognitive and social strategy.

Meanwhile, extrinsic motivations were 2 students who used cognitive strategy, a student used metacognitive strategy, and 6 students used social. The result showed the correlation of cognitive strategy towards reading with r=0.556 which classified as medium correlation. Meanwhile, the correlation of metacognitive strategy towards reading classified as very high correlation with r=0.921. Last, the correlation of social strategies towards reading has r=0.541 which classified as medium correlation. So that, from 9 students who had extrinsic motivation, metacognitive strategy has higher correlation than cognitive and social strategy.

Then, the data of intrinsic and extrinsic motivation groups also indicates that social strategy is the most frequently used by the students. The social strategy includes not only all process that take place in groups, but also includes individual activities in social setting to acquire another language. It indicates that the students tend to learn with their peers or consult with their teacher when they found some difficulties or problems in comprehending the reading text. The other strategies were cognitive and metacognitive strategies. When the students using cognitive strategy, the use their mental process while they are learning a language (Agustina, 2002). Meanwhile, metacognitive strategy teaches student how to become purposeful, effective, and independent learners. Oxford's (1990) stated that meta-cognitive strategies include strategies for evaluating one's progress, planning, for language tasks, consciously searching for practice opportunities, paying attention and monitoring errors.

The data analysis using correlation of SPSS program showed that in the group of students who have intrinsic motivation, cognitive strategy has higher correlation than metacognitive and social strategies. Meanwhile in the group of students who have extrinsic motivation, metacognitive strategy has higher correlation than the others. The analysis data also has no significant correlation; it is not means that the data has no correlation. There are many reasons of data which has no significant correlation but in this research, the researcher found that that is happened because in this research only conduct small number of population.

In the light of discussion, learning motivation and learning strategies have significant role to make students' learn more effective in English class. This idea is same with Gardner and Lambert (1984: 54) in Kato (2007) stated that motivation is one of important aspects of learning language. Motivation becomes an important aspect of learning which can make the students have awareness about the importance of studying or learning. Meanwhile, Learning strategies are defined as "specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task— used by students to enhance their own learning" (Scarcella & Oxford, 1992, p. 63). learning strategies are good indicators of how the language learners approach tasks or problems encountered during the process of language learning. The learners used their senses to take in information or knowledge they seemed to have preferences in how they learnt best. Knowing learning motivation and learning strategies are important for the language learners to achieve good competence in reading comprehension. The use of appropriate strategies will bring satisfying learning outcomes for the learner as well as more probability of successful language learning. Especially in learning English, in this case learning reading.

CONCLUSION

In line with the analysis of the data gained during the research, the result of the present study in the previous section, the researcher made this conclusion:

1. Students' learning motivation not significantly correlates with reading comprehension. It means that there are no differences between students who

possessed intrinsic motivation and students who possessed extrinsic motivation in reading skill.

2. In students who possessed intrinsic motivation, cognitive strategy has medium correlation, metacognitive has low correlation, and social has negative correlation with reading comprehension. It means that students who possessed intrinsic motivation learn using mental processing, they memorized what they have learned or experiences in their life by remembering things in their native language,

3. In students who possessed extrinsic motivation, cognitive strategy has medium correlation, metacognitive has high correlation, and social has medium correlation. It means that students who possessed extrinsic motivation learn from actions which go beyond purely cognitive devices. Students take some action based on their experiences which make them success in doing the task.

SUGGESTION

Related to the problem of this research and the information from the discussion of this research, the researcher suggest to the teacher to know their students motivation and introduces the types of language learning strategies to their students in order to help the students to get better reading skill. Then, the writer suggest the other researcher who want to point out remaining issues to be explored by future research in identifying students' learning motivation and learning strategies and those effect in reading skill should be conducted with bigger amount of sample and covers all proficiency level in order to get more data validity.

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