CORRELATION STUDY BETWEEN STUDENTS' MOTIVATION AND THEIR READING COMPREHENSION

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Abstrak. Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi siswa dan pemahaman membaca mereka. Desain penelitian ini menggunakan deskriptif kuantitatif. Subjek penelitian ini adalah 40 siswa kelas dua Madrasah Tsanawiah Negeri di Bandar Lampung. Kuisioner dan tes membaca diberikan sebagai instrumen dari motivasi dan membaca. Data dianalisis menggunakan *Pearson Product Moment Correlation* di SPSS 16.0. Hasil dari penelitian ini menunjukkan koefisien korelasi antara motivasi siswa dan pemahaman membaca mereka sebesar 0.637 pada tingkat signifikan 0.01. Koefisien korelasi lebih tinggi dari nilai kritis r tabel (0.637> 0.393). Oleh karena itu, hipotesis nol ditolak dan hipotesis penelitian diterima. Berdasarkan hasil tersebut, dapat disimpulkan bahwa ada hubungan antara motivasi siswa dan pemahaman membaca mereka.

Abstract. The aim of this study was to find out the correlation between students' motivation and their reading comprehension. This research was quantitative research. The subjects of this research were 40 second grade students of Secondary Islamic School in Bandar Lampung. The questionnaire and reading tests were administrated as the instruments of motivation and reading. The data were analyzed by using Pearson Product Moment Correlation in SPSS 16.0. The result shows that the coefficient correlation between students' motivation and their reading comprehension is 0.637 at the significant level of 0.01. The coefficient correlation is higher than the critical value of r table (0.637>0.393). Therefore, the null hypothesis is rejected and the research hypothesis is accepted. Based on the result, it can be concluded that there is correlation between students' motivation and their reading comprehension.

Keywords: correlation, motivation, reading comprehension.

INTRODUCTION

Reading is important not only in our daily life but also in academic life. In Indonesia, English has been taught as one of the compulsory subjects for students from the Junior High School up to the Senior High School and it may be necessary to pass an examination in English to enter a university. Reading is one of the subjects that are tested in national examination. The students are insisted to comprehend the text well so they are able to answer the questions from the text. Reading comprehension is not only found in National Examination, but also in Test of English as Foreign Language (TOEFL).

Unfortunately, Indonesian students' reading comprehension achievement needs to be developed. According to the data from OCED (Organization for Economic Co-operation and Development) which conducted the Program of International Student Assessment (PISA), shows that reading average score of Indonesia students is at the rank of 64th out of 65 countries OCED/PISA (2012, p. 7) on the reading ability of students also mentioned that the reading ability of students in Indonesia ranks 69th out of 76th countries surveyed. From the data above, it can be concluded that Indonesian students' reading achievement still poor. It is obvious that there are many students who are not able to comprehend a text. It is believed that this poor reading skill is due to low motivation. They may read the text well but they cannot understand the text. Otto (1979) says that many children can read the words in a passage perfectly, but they are unable to answer questions that call for making interferences or for identifying the main idea.

Reading becomes the main aim of language teaching. The purposes are to enable students to read and understand the text materials correctly. Then it is essential to read in the right way in order to understand the target language. Therefore, Spangler (2000: 15) stated that in order to become a mature and effective reader that can understand and grasp the reading content, students must have the skill and the will. The will to read will be mentioned as a motivation. The skill means reading skill.

Motivation of the students is one of the most important factors influencing their success or failure in language learning. Brown (2000: 143) points out that if one has proper motivation in second language learning, he/she could certainly be successful, which brought out the importance of motivation and the way it can overcome unfavorable circumstances in other aspects of language learning. According to Baumann and Duffy (1997: 201), motivation to read and reading ability are synergistic, mutually reinforcing phenomena.

From the previous research above, it can be concluded that motivation is an important factor for reading. Based on the statement, the researcher interested to know the fact by doing this research, and intends to study the correlation between students' motivation and their reading comprehension achievement.

METHODS

The design in this research was *ex post facto design*. Moreover, Hatch and Farhady (1982:26) state that ex post facto design was used when the researcher does not have control over the selection and manipulation of the independent variable. Then, the researcher determined the variables as follow: Students' motivation as the independent variable and students' reading comprehension achievement as the dependent variable.

The population of this research was the second grade of MTs N 2 Bandar Lampung. There were 425 students. VIII G was used as an experimental class consisting of 40 students. One class was used as the sample test using the two data collecting instruments. One more class was needed to try outing the instruments. The researcher decided to choose the sample using random sampling because the researcher can not choose all of the class for the sample. Therefore, the samples of the research were chosen randomly in order to avoid subjectivity in this research.

Questionnaire of motivation and reading test were used to collect the data. There were 53 questions of students' motivation. It was called MRQ (Motivation for Reading Questionnaire) and intended to reflect 11 constructs of reading motivation (Wigfield & Guthrie, 1997). MRQ uses Likert scale with range of 1-4. In addition the researcher also used reading test. Reading test were administered in order to find out students' reading achievement in comprehending the text. In this research, multiple-choice items were used in increasing students' reading achievement. It is multiple-choices with five options (a, b, c, d, and e) with one correct answer and four distracters which consist of 40 items.

In this study, nine steps were used by the researcher: 1. Determining research problem, 2. Selecting instruments material of questionnaire and test, 3. Determining research instruments, 4. Determining the sample of the research, 5. Trying out the Instruments, 6. Analyzing the Try out Research, 7. Distributing Questionnaire, 8. Conducting the reading test, 9. Analyzing, interpreting, concluding the data gained. The data of this study were in form of correlation. The researcher used computer system called Statistical Package for Social Sciences (SPSS) program version 16.0. The researcher used Pearson Product Moment to know the correlation.

RESULTS AND DISCUSSION

This chapter deals with two major points: the result of the data analysis and discussion as elaborated in the following sections. The objectives of this research were to determine the correlation between students' motivation and their reading comprehension achievement. The researcher used questionnaire of MRQ and reading comprehension test.

The questionnaire of motivation was distributed to 40 students. The questionnaire consists of 53 items about reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading, reading work Avoidance,

competition in reading, recognition for reading, reading for grades, social reasons for reading, and compliance.
The following table shows the motivation score and reading.

Table 1
Motivation Score and Reading Score

Score Interval	Category	Number of students	Percentage	Reading Score
53-106	Low	9	22.5%	55.27
107-160	Medium	17	42.5%	64.26
161-212	High	14	35%	72.85

According to the questionnaire, the levels are categorized into three interval levels, the levels are high motivation, medium motivation, and low motivation (Oztruk and Grabuz 2012).

It was found that 35% students have high motivation, 42.5% students have medium motivation, and 22.5% students have low motivation. From the table, it can be seen that most of the students are in medium motivation level.

Result of reading test
The reading performance test in comprehending text in this study consists of 40 items represent five aspect of reading, i.e determining main idea, finding specific information, reference, inference, and vocabulary. It was found that the highest score was 80, the lowest score was 47.5 and the average score was 65.25.

The Correlation Analysis
In order to know the coefficient correlation between students' motivation and their reading comprehension achievement of the second grade students, the researcher analyzed the data by using SPSS. The following table shows the computation result of the two variables.

Table 2
The Value between Students' Motivation and Their Reading Comprehension

Correlations

		Students' Motivation	Students' Reading Comprehension
Students' Motivation	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	40	40
Students' Vocabulary	Pearson Correlation	.637**	1
	Sig. (2-tailed)	.000	
	N	40	40

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

The result of the data analysis above shows a positive correlation between students' motivation and their reading comprehension.

DISCUSSION
The researcher found that the coefficient correlation between students' motivation and their reading comprehension is 0.637 at a significant level of 0.01. That means there is positive correlation between students' motivation and their reading comprehension. From the result, it can be concluded that motivation is an important thing that can affect reading comprehension. It was strengthened by Morgan and Fuchs (2007) also explained that motivation is an important aspect which helps learners read more and it has an important relationship with reading and recognizing texts. Similarly, Ahmadi (2012) stated that many researchers have been well aware of the significance of motivation in target language learning and how motivation increases comprehension among learners (Cox & Guthrie, 2001).

There are three levels of students' motivasion in this reserach, the levels are low, high, and medium. The result of rowscore showed that there were different average score in every levels. In low motivation level, the average score of reading comprehension is 55.27. In medium level, the average score is 64.26. In high motivation level, the average score is 72.85. From the result, it can be concluded that every levels of motivation have different average score in reading comprehension. High level motivation can achieve a higher score of reading comprehension. Medium level of motivaston has a lower score of reading comprehension. Meanwhile, low level of motivation has a lowest score for reading comprehension. In learning English, the students should have high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. By having motivation students will be enthusiastic in the teaching learning process so they will be pushed to study English well. It was strengthened by previous research by Dornyei (2006) and Grabe (2009), they carried out a research and found that there is an impact of motivation on reading comprehension. The researchers demonstrated that motivation relates to all features of motivation and affected on reading comprehension and facilitated reading in different levels of learners. Schutte and Malouff (2007) described that learners' motivation affects their readings. Learners with higher motivation are expected to read more in a wider range.

Motivation is an important factor in achieving a goal. Students with high motivation will have something that will push them to achieve their goals. Similarly, according to Ryan and Deci (2000), to be motivated means to progress or to be in motion to do something. Motivation makes acting on or within an organism to establish and manage behavior. In this research, there are different level of students' motivation. The levels and types of motivation in any individual are different from others. In other words, not only levels and amounts of motivation in individuals were different, but also their sorts of motivation could be various (Crump, 1995).

Hermosa (2002) defined reading motivation as the interest or desire to read for different purposes. She believed that positive reinforcements had beneficial impacts towards motivation in reading, so it is necessary for teachers to make integrative reading activities for students. Since the correlation between the students' motivation and their reading comprehension was proved positively correlated, making a comfortable atmosphere for the students to face with integrative activities could increase students' motivation for reading achievement (Wigfield et al., 2006).

The results of the current study can also assist language teachers to improve their teaching methods. Ahmadi (2012) stated that it was necessary to design motivating and integrative reading activities for learners to increase the real love and sympathetic for reading.

Based on the result of motivation questionnaire, most of the second grade students were considered having medium level of motivation. The score of reading comprehension showed that most of students have medium score in rading comprehension too. It showed that motivation has an important relationship with reading comprehension. Referring to Gardner and Lambert (1972), motivation is a very important factor which determines the success or failure in second language learning. Motivation can be classified to the motivational behavior that will give direct impact to the learners' achievement in learning language. The learners' motivation in learning directly influence the frequency of learning language, the effort in solving the problem when they learn, learners' concentration in teaching learning process also the persistence in learning.

From the explanation above, it can be concluded that motivation is an important factor for explaining the success in learning reading comprehension.

CONCLUSIONS
Motivation is an important factor for explaining the success in learning reading comprehension. Students with a higher level of motivation have a better reading achievement in comprehending a text than the other level of motivation. They can give full of their concentration during the teaching learning process. In other words, motivation plays an important role in reading comprehension.

SUGGESTIONS
For teachers, teachers are the main stimulator and motivator in the teaching learning process, and as a simulator, they should be much more creative in deciding strategies in learning activities; especially in teaching reading skill, so that the students will not be bored in reading activity. For future researchers, any writers interested in the same field are suggested to do deep analysis which focus on other kinds of motivation in order to give a different analysis. The research may be more valuable and effective if the instruments of the research are not only a questionnaire. The other research can use field activities such as interviews or another way to find out the result. The procedure of motivating the students in reading comprehension especially in term of reading aspects may become an interesting topic for further research.

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