

**COMPARATIVE STUDY OF STUDENTS' READING
COMPREHENSION ACHIEVEMENT BETWEEN HIGH AND LOW
STUDENTS' MOTIVATION IN READING**

Ani Meitikasari, Muhammad Sukirlan, Ujang Suparman.

Email: animeil6@yahoo.co.id

Abstract

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan hasil belajar membaca pemahaman antara siswa dengan motivasi tinggi dan rendah. Desain penelitiannya adalah ex-post-facto dengan menggunakan studi perbandingan. Penelitian ini dilaksanakan pada siswa kelas VIII di SMPN 1 Gedung Aji, Tulang Bawang yang terdiri dari 56 siswa. Alat ukur penelitian ini adalah kuisisioner untuk mengukur motivasi siswa dan tes pilihan ganda untuk mengukur hasil belajar membaca siswa. Hasil penelitian menunjukkan ada perbedaan hasil belajar membaca pemahaman yang signifikan antara siswa yang memiliki motivasi tinggi dan rendah dengan $\text{sig} = 0.016$ ($\text{sig} < 0.05$). Selanjutnya, siswa dengan motivasi tinggi memiliki hasil belajar lebih baik dibandingkan siswa dengan motivasi rendah dengan perbandingan nilai 11.13. Dengan demikian, penulis menganjurkan guru Bahasa Inggris sebaiknya memotivasi siswanya dalam belajar terutama aspek membaca untuk meningkatkan hasil belajar membaca siswa.

This research is intended to find out whether or not there is a difference between the students with high motivation and those with low motivation in reading comprehension achievement. This research was conducted in second grade of SMPN 1 Gedung Aji, Tulang Bawang that consists of 56 students. The design is ex-post-facto by using comparative study. The instruments are questionnaire to measure the students' motivation and the multiple choice test to measure their reading comprehension achievement. The result showed that there was a significant difference between high and low motivated students in their reading comprehension achievement with $\text{sig} = 0.016$ ($\text{sig} < 0.05$). Moreover, the students with high motivation have better achievement than those of low motivation with the gain score is 11.13. Therefore, the writer suggests that English teacher should motivate their students in learning English especially in reading in order to improve their reading achievement.

Keywords: *comparative study, motivation, reading comprehension achievement.*

1. Introduction

According to Goodman and Smith as cited in Suparman (2007), reading is an active process of deriving meaning. Grabe (1997) also states that reading is an interaction between reader and text; reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. It means that the readers try to process the reading passage in their brain accumulated with the background knowledge and the meaning of the vocabulary and making sense of the ideas to get some information or message in. Therefore, reading is concern not only with understanding the meaning but also interpreting and attributing the interpretation about the meaning in the text.

The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. It means that the readers not only know or understand the meaning of the word in the text but also comprehend the main idea of the text and its purposes. Comprehension is what most people think reading is. This is because comprehension is the main reason why we read. Reading comprehension refers to understanding what a text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning or knowing the purpose of the text. Reading comprehension is the most complex aspect of reading which requires the reader to draw upon general thinking skills so that the readers involves actively to understand the text by asking and answering the questions based on text or summarizing what they have read.

Therefore, reading is one of the language skills that is related to the understanding of the written text not only the meaning but also the purpose of the text in order to get ideas/information by accumulating the cognitive factors and the psychological factors. Based on the observation and interview with an English teacher in SMPN 1 Gedung Aji, it was found out that the students could not comprehend the reading text so that they did not pass the standard quality of the school (KKM). One of the influenced factors is students' lack of interest and motivation.

In the classroom, there are students who have high and low motivation. The high motivation students tend to have great efforts and ways as the result of their expectation in reading. It means that they will have an internal motive to learn language in order to get their own expectation. In other words, the low motivated students did not have great efforts in a way to achieve their expectation; therefore, they tend to learn language as usual without trying to do the best in learning.

According to Brown (1987: 114), motivation is an inner drive, impulse, emotion or desire that moves one to a particular action. In other words, motivation is commonly thought as an inner state of need or desire that activates an individual to do something to satisfy them. Someone will learn language if they feel they need to use language, so they have a will to learn language itself. Motivation is one of the psychological aspects that influence the language achievement. Motivation leads the students to learn more to achieve certain goals. In reality, in the class, there are motivated and unmotivated students. The students who have

motivation tend to have great efforts in learning English. They have a will and they feel to enjoy learning process. So, if they face the difficulties in learning such as getting low score in reading test, misspelling in their pronunciation and so on, they tend to find out the solution to solve this problem because they have a will to achieve a certain goals. They also tend to perform their ability confidently in language and influence their achievement. Conversely, the unmotivated students tend to learn English in a pinch. They feel forced in learning English not because their interest and motivation. As the result, they did not have efforts more to improve their language ability so that it effects their achievement.

It also supported by Brown (2000), he states that it is easy in second language learning to claim that a learner was successful with the proper motivation. With similar views, Gardner (2006: 241) posits that students with higher levels of motivation will do better than students with lower levels. He further adds that if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc. Those current theories enforces that motivation plays an important role to determine their success in learning language by improving their achievement.

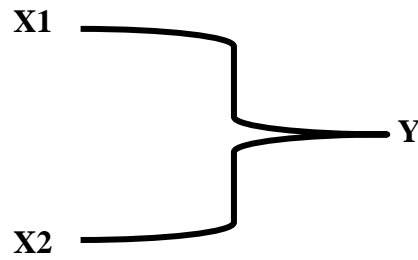
2. Methodology

This research was conducted at the second grade of SMPN 1 Gedung Aji that is intended to answer the following questions:

- a. Is there any significant difference between the students with high motivation and low motivation in reading comprehension achievement?
- b. Do students who have high motivation have better reading comprehension achievement than the low' ones?

The design of this research is ex-post-facto research design by using comparative study. This research attempts to get the empirical data as a quantitative research that intended to investigate whether there is a significant difference between the students who have high motivation and the students who have low motivation in reading comprehension achievement. The population of this research is the second grade of SMPN 1 Gedung Aji, Tulang Bawang and the sample is class VIII A and VIII B which consists of 56 students. The students' motivation, as independent variable, is measured by using used MRQ (Motivation for Reading Questionnaire) as suggested by Guthrie and Wigfield (2004) consists of 11 constructs of reading motivation; 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. Reading achievement as a dependent variable is measured by using test of reading comprehension. The test is focused on the narrative and recount text based on the 2006 curriculum of English for Junior High School.

The research design is formulated as follows:



X1 : Students' high motivation (Questionnaire)

X2 : Students' low motivation (Questionnaire)

Y : Students' Reading Comprehension Achievement (Test)

3. Results of the Research

The researcher distributed the motivation questionnaire that adapted from Guthrie and Wigfield (2004) before she conducted the reading test that contains 30 questions during 45 minutes. The result of research contains the students' motivation questionnaire and their reading comprehension achievement. The questionnaire of motivation consists of 30 items which have the highest score 120 and the lowest score is 30. From the data gained, 15 students are in low motivation, 26 students are in medium motivation and 15 students are in high motivation. The highest gained score is 109 and the lowest gained score is 46. The distribution frequency of the students' reading scores are 10 students (17.85 %) who reach 10 – 20, 5 students (8.92 %) who reach 21 – 30, 20 students (35.71 %) who reach 31 – 40, 12 students (21.42%) who reach 41 – 50, 5 students (8.92%) who reach 51 – 60, 2 students who reach 61 – 70 and 1 student (1.78%) who reach 71 – 80. The highest score is 73 and the lowest score is 14. The median score is 37.8.

In order to find out the achievement difference between students' who have high and low motivation, the researcher administered the reading score of those students with high and low motivation and compared both of them by using One Way Anova. According to table 3, the output of Anova showed that the F_{Value} was higher than F_{table} ($F_{\text{Value}} = 4.496$, $F_{\text{table}} = 3.171626$, $F_{\text{Value}} > F_{\text{Table}}$). It can be seen that there is a difference between students who have high motivation and the students who have low motivation in reading comprehension achievement with the coefficient significant about 0.016 ($p = 0.016$, $p < 0.05$) by using comparative study (One Way Anova).

In addition, to answer the second research questions, it can be seen from the table 4 that the reading mean score of the students with high motivation is 46.2 with the standard deviation are 11.38. Conversely, the students with low motivation have mean score in their reading achievement are about 35.06 with standard deviation are 12.54. Moreover, it could be stated that the gain score from high and low motivation in the reading comprehension achievement is 11.13.

4. Discussions

Based on the result above, motivation plays important role to improve their achievement especially in reading. It also supported by Brown (2000), he finds that the students will get a high achievement with proper motivation. Moreover, Gardner (2006: 241) posits that students with higher levels of motivation will do better than students with lower levels. The motivation questionnaire based on

Guthrie & Wigfield, 2004 consists of four categories: Competence and Reading Efficacy, Intrinsic Goals, Extrinsic Goals and Social Aspect of Reading.

a. Competence and Reading Efficiency

It refers their beliefs of their ability to become success in reading that can improve their efforts to learn more in reading. In other hand, the students with high motivation tend to circle the point 3, it can be assumed that they have good self-esteem and it can help them to solve their faced problem during reading process such as finding the difficult words or answering the vocabulary questions. In the reading, their belief in reading can be applied to answer the questions referring vocabulary. Moreover, Motivation also includes the readers' belief about their ability and it can help them in the way to comprehend the text.

b. Intrinsic Goals

It refers to intrinsic goals in reading such as the desire to learn certain topic or their value about reading. It can be assumed that the high motivated students have an intrinsic desire to read certain topics that interest them; therefore, they also have broader knowledge than the low ones.

c. Extrinsic Goals

It refers to the individual's attempt to outperform others in reading and teachers' evaluation of students; reading performance. It means that the reader who have desire to learn tend to do the best in their performance. Grades and praises are

factors that are influenced the students' performance and their attempt to solve their problem in reading.

d. Social Aspects of Reading

Reading can be a social activity that children involve in social goal by reading. Therefore, it can be assumed that people who like to involve in social activity in compliance with others expectation tend to improve their knowledge by reading. Therefore, it also can improve their reading achievement.

Moreover, motivation, which is provided a will to read, also consists of the reason in reading. It means that the high motivated students have a will more in reading because they is aware the important point to read, such as because of grades or compliances. They will try to answer the reading test by having great efforts such as going to the library to extend their knowledge and vocabulary or discussing the main point of the text to sharpen their logical thinking in comprehending the text.

Thus, reading is a complex skill that is not only considering the cognitive factors but also the psychological factors such as their motivation and their interest in reading. It means that the students who have high motivation tend to do the best in reading because they have a will in reading. Therefore, motivation is plays important role in order to improve the reading achievement.

5. Conclusions And Suggestions

Based on the result of the data analysis and discussions, the researcher draws the conclusion as follows: There is significant difference between students who have high motivation and the students who have low motivation in reading comprehension achievement in SMPN 1 Gedung Aji, Tulang Bawang and the students with high motivation have better achievement than the students with low motivation. It means that if the students who have high motivation in reading; their reading achievement was high too.

Therefore, the writer suggests that English teacher should motivate their students in learning English especially in reading. Inviting the students to read a certain topic that interest them or developing the method in teaching reading is one of the ways to improve the students' motivation in reading. Moreover, the students should try to maintain and improve their motivation in learning English because motivation plays important role in order to get better achievement in learning English. In addition, the procedure of motivating the students in reading comprehension specifically in term of aspects of reading may become an interesting topic for further research.

References

- Brown, R.1.E (1987). Classical and operant paradigms in the management of gambling addictions. *Behavioural Psychotherapy*, 15, 111-122.
- Brown, H. (2000). *Principles of language learning and teaching*. New Jersey: Prentice
- Deci, E. & R, Ryan. (1985). *Intrinsic Motivation and Self Determination in Human Behavior*. NY: Plenum Press.
- Hatch, E. and Farhady, H. 2002. *Research Design and Statistics for Applied Linguistics*. Rowley, Massachusetts: Newburry House Publishers. Inc.
- Grabe, William. (1991). Current developments in second language reading research. *TESOL Quarterly*. 25 (3): 375-406.
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffiddi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. *Journal of Educational Psychology*, 96, 403-423.
- Nuttal, C. 1985. *Teaching Reading Skill in a Foreign Language*. British Library Cataloguing in Publication Dat. London. 235 pages.
- Setiyadi, Ag. B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Jogyakarta, Indonesia : Graha Ilmu
- Suparman, Ujang. 2007. *Reading Strategis of English as a Foreign Language (EFL)*. Ciputat Tangerang Selatan, Indonesia: Matabaca Publisher

Appendices

Table 1. Students' Score of Questionnaire of Motivation

Interval Score	Category	Number of students	Percentage
91 – 120	High	15	26.78 %
76 – 90	Medium	26	46.42 %
30 – 75	Low	15	26.78 %

Table 2. . Reading Comprehension Achievement

No	Score Interval	Frequency	Percentage
1.	10 - 20	10	17.85 %
2.	21 - 30	5	8.92 %
3.	31 - 40	20	35.71 %
4.	41 - 50	12	21.42 %
5.	51 - 60	5	8.92 %
6.	61 - 70	2	3.57 %
7.	71 - 80	1	1.78 %
Total		56	100.00%

Table 3. The Computation of One Way Anova

ANOVA

reading_achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1434.066	2	717.033	4.496	.016
Within Groups	8453.487	53	159.500		
Total	9887.554	55			

Table 4. The Difference of Reading Achievement between High and Low Motivation

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	High_Motivation - Low_Motivation	11.13333	20.99274	5.42030	-.49206	22.75873	2.054	14	.059