

**THE CORRELATION BETWEEN STUDENTS' MOTIVATION
AND THEIR READING COMPREHENSION ACHIEVEMENT
AT SECOND GRADE OF SMA NEGERI 1
TERBANGGI BESAR**

By

Andimari Purbo, Cucu Sutarsyah, Edhita Gloria Simanjuntak

FKIP Universitas Lampung

Email: andin_dimar@yahoo.com

Abstract: The objective of this research was to find out whether there is a significant correlation between students' motivation and their reading comprehension achievement.

This research was conducted at second grade of SMA Negeri 1 Terbanggi Besar of academic year 2011/2012. The writer took XI IPA 1 as experimental class to measure validity and reliability of research instrument and the writer chose XI IPA 3 as the sample of the research. In collecting the data, the writer distributed the questionnaire to find out the students' motivation in learning English and gave reading comprehension test to measure students' ability in reading comprehension. This research design was Ex Post Facto design. Pearson Product Moment was used to analyze the data and the hypothesis testing was computed by using SPSS version 17.0 at the level significant of 0.05.

After giving instrument to experimental class, the writer analyzed the data, it was found that reliability of students' motivation was 0.861. It meant that students' motivation instrument had very high reliability. The result of reliability of reading comprehension was 0.906. It meant that reading comprehension instrument had very high reliability. After calculating the data, the writer found that the coefficient correlation was 0.483. It was classified into moderate correlation.

The r value (0.483) was higher than r-table (0.388) at the level of significance 0.05. It meant that H_0 was rejected and the H_1 was accepted.

From the result of the research, it can be concluded that there was significant correlation between students' motivation and their reading comprehension achievement. The coefficient correlation was 0,483. It was classified into moderate correlation. the researchs' result can be interpreted that students' motivation had moderate effect to reading comprehension achievement. The students who had motivation toward English affect their reading willingness to read as well as their participation and commitment to study well.

Keywords: Students' Motivation, Reading Comprehension Achievement

HUBUNGN ANATARA MOTIVASI TERHADAP PRESTASI MEMBACA PADA SISWA KELAS DUA SMA NEGERI 1 TERBANGGI BESAR

By

Andimari Purbo, Cucu Sutarsyah, Edhita Gloria Simanjuntak

FKIP Universitas Lampung

Email: andin_dimar@yahoo.com

ABSTRAK: Tujuan penelitian ini adalah untuk menemukan apakah ada hubungan yang signifikan antara motivasi siswa dan hasil pemahaman membaca mereka.

Penelitian ini dilakukan pada siswa kelas 2 SMA Negeri 1 Terbanggi Besar. Penulis mengambil XI IPA 1 sebagai kelas percobaan untuk mengukur validitas dan reliabilitas instrumen dan penulis memilih XI IPA 3 sebagai sampel penelitian. Dalam mengumpulkan data, penulis menyebarkan kuesioner untuk mengetahui motivasi siswa dalam belajar bahasa Inggris dan memberikan tes pemahaman membaca untuk mengukur kemampuan siswa dalam pemahaman membaca. Desain penelitian menggunakan Ex Post Facto desain. Pearson Product Moment digunakan untuk menganalisis data dan uji hipotesa dihitung dengan menggunakan SPSS 17 pada level signifikan 0.05.

Setelah memberikan instrumen kepada kelas percobaan, penulis menganalisis data, reliabilitas motivasi siswa adalah 0.861 yang diklasifikasikan dalam reliabilitas sangat tinggi. Hasil dari reliabilitas pemahaman membaca adalah 0.906 yang diklasifikasikan dalam reliabilitas sangat tinggi. Penulis menemukan koefisien korelasi adalah 0.483 yang diklasifikasikan dalam korelasi sedang.

The r value (0.483) lebih tinggi daripada r-table (0.388) pada level signifikan 0.05. Itu artinya H_0 ditolak dan H_1 diterima.

Dari hasil penelitian dapat disimpulkan bahwa ada korelasi yang signifikan antara motivasi siswa dan hasil pemahaman membaca mereka. Koefisien korelasi adalah 0.483 yang diklasifikasikan dalam korelasi sedang yang dapat diartikan bahwa motivasi siswa mempunyai pengaruh yang sedang terhadap hasil pemahaman membaca. Siswa yang memiliki motivasi mempengaruhi keinginan membaca untuk membaca sebaik partisipasi dan komitmen mereka untuk belajar dengan baik.

Kata kunci: Motivasi Siswa, Hasil Pemahaman Membaca

INTRODUCTION

Motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation. It is supported by Santrock (2008:451) who states that motivation involves the process that energize, direct and sustain behavior. It is defined as a learner's position regarding the goal of learning language. As Sardiman (1994:75) says that in teaching learning process, motivation can be said as the whole of activator power in students self which cause learning activity which guarantee the teaching learning process and give the direction in learning activity, so the aim of learning can be achieved.

According to Sardiman (1994:85) there are three roles of motivation:

1. To push human being to do something. Motivation as activator which escape energy. In this case, motivation is activator motor from every activity that will be done.
2. To determine the destination of behavior toward the goal that would be achieved. Thus, motivation can give the destination and the activity that has to be done based on the objectives.
3. To select the action, which is determining what is suitable actions that have to do to achieve the goal by eliminating the action which are useless for that goal.

From the statements above, the writer assumes that motivation related with aims or objectives. The aim of student who studies hard is for passing the exam. It can be said that motivation influenced someone to act.

Reading is one of language skills that is the most important skill for foreign language learners because they have little exposure to the target language outside the classroom and most of the information in English comes through reading.

There were many factors that might influence the students' quality of reading such as: vocabulary, grammar, and motivation to read. However, the writer assumed that one of factors that might influence students to read was their motivation. It is also important in reading skill because the students' reading comprehension might not be active if they did not have motivation to learn through reading.

Unfortunately, Based on the writer's observation in SMA Negeri 1 Terbanggi Besar, the writer found that there were many students show up in classroom without having developed a motivation to learn. They usually manifest themselves in their behavior. The writer found the problem faced by the students was they lacked of motivation. Many students ignored the teacher, mostly they played handphone when the teacher was teaching. But some of them still paid attention to the teacher. Many students became passive when faced with a reading text. This phenomenon influenced students' reading comprehension achievement and as a consequence not all Senior High School students' scores were good in reading. Based on the information from their English teacher almost half of students got score under 71 (the minimum mastery criteria). As the result their average score of reading was low. Their reading achievemennnt was below the expectation.

To overcome the problem, the writer then came to realize that students needed stimulation to read in learning process. According to Barbara Larrivee (2006:231), motivation is defined as "emotional tendencies that guide or facilitate reaching goals". In the classroom, teachers strive to guide students towards goals.

Realizing the importance of students' motivation in reading, the writer tried to conduct this research. The writer assumed that motivation is an internal factor which comes from the students' inherent condition that influence learning achievement and reading comprehension.

In reference to the reasons above and the roles of motivation, the writer was interested to investigate the correlation between students' motivation and their reading comprehension achievement.

METHOD

This research used quantitative method because it is very useful for providing factors connected with second language development and this reseach is focused on product not the process of teaching. The design of the research used Ex Post Facto design because there is no treatment on subject of the reasearch but data is collected by seeing the correlation between cause and effect that may happen

(after the fact) (Hatch and Farhady, 1982:26). The researcher used one class as the experimental class.

The research design of Ex Post Facto is formulated as follows :

T1 T2

(Hatch & Farhady, 1982:27)

In which:

T1 = students' motivation

T2 = Students' reading comprehension achievement

The population of this research was the students at second grade of SMAN N 1 Terbanggi Besar in academic year of 2011/2012. The sample of this research was XI IPA 3.

The procedure of this research as follows:

A. Selecting instrument of materials

The instrument materials of reading comprehension test were chosen from teacher's and students' handbook. The researcher used one type of reading text, that is narrative text. The selecting process for the questionnaire test was considered based on classification of students' motivation in learning English.

B. Determining the sample of the research

The sample of this research was determined by using simple random probably sampling. XI IPA 3 class has opportunity to become the sample of this research.

C. Trying out the instruments

The motivation questionnaire and the reading test were tried out to the students in order to find out the reliability and validity of the instruments that given.

D. Analyzing the try out result

E. Final testing of the instruments

In these phase, the instruments were revised based on the result of try out. The revision was done by dropping the items of instrument that had no validity and reliability.

F. Distributing the questionnaire of motivation

The writer distributed the questionnaire to the samples in order to get the information about the students' motivation and the students should answer the questions based on the statements which were provided.

G. Conducting reading comprehension test

H. Analysing the data from the instruments

The data from questionnaire and reading test were analyzed by using Pearson product moment because it is one of techniques to look for the correlation between two variables.

I. Scoring System

In scoring the students' reading comprehension achievement, The researcher used Lyman's formula :

$$X_{\%c} = \frac{R}{T} 100$$

In which :

$X_{\%c}$ = The score of the test

R = The number of right answer

T = The total items

(Lyman, 1971:95)

In order to find out the correlation between students' motivation and their reading comprehension achievement, the researcher analyzed the data as follow :

a. Tabulating the score of motivation and reading comprehension test.

All students answer were tabulated and scored.

b. Analyze the data

The data that has been tabulated were analyzed. Then the writer analyzed the correlation between students' motivation and their reading comprehension achievement.

The data were correlated by using Pearson Product Moment Correlation in order to investigate whether any correlation or not.

the two group are correlated by using Pearson Product Moment, the formula as follows :

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes :

r_{xy} = Coefficient correlation

N = The number of students in sample

$\sum x$ = The sum of students' reading test score

$\sum y$ = The sum of students' motivation questionnaire score

$\sum x^2$ = The sum of square of students' reading test score

$\sum y^2$ = The sum of square of students' motivation questionnaire score

$\sum xy$ = The sum of product of x and y scores of each students

(Hatch and Farhady, 1982:222)

RESULTS AND DISCUSSIONS

The highest score of student's motivation was 105 and the lowest score was 54. The writer categorized the student's motivation into 3 categorized, the student who got score between 88-105 into high motivation, score 71-87 into moderate, and score 54-70 into low motivation. In short, the result of students' motivation can be described as follows :

- a) 17 students have high motivation (65.38%)
- b) 6 students have moderate motivation (23.08%)
- c) 3 students have low motivation (11.54%)

From the result above can be concluded that most of students of second grade of SMA Negeri 1 Terbanggi Besar have high motivation, and only few students who have low motivation in learning English.

The student who had high motivation could concentrate in learning more than 90 minutes, their reason of learning was to get best achievement and to be able to communicate in English, their frequency of learning was more often than student who had low motivation.

The students who had low motivation were not enthusiastic in learning, they preferred spent their time for playing than for learning, they was quite satisfied with their score which they got without had willingness to improve their achievement. They only studied if their parents asked asked them to study and if they faced difficulty in examination they preferred cheat their friends than tried by themselves. This influenced their comprehension in reading.

The highest score of reading comprehension test was 90, while the lowest score was 30. The writer clasified the score of reading comprehension test into 3 categories, score 70-90 is clasified into high, 50-69 into moderate, and 30-49 into low score. In short, the result of students' reading comprehension achievement can be described as follows :

- a) 13 students got high score (50%)
- b) 7 students got moderate score (26.92%)
- c) 6 students got low score (23.08%)

From the result above can be concluded that the number of students who got high score in reading comprehension test more than students who got low score. It means that the students of second grade of SMA Negeri 1 Terbanggi Besar were good enough in comprehending text.

The following table will show the computation result of the two variable by using SPSS version 17.0 :

Correlations

		MOTIVATION	READING
MOTIVATION	Pearson Correlation	1	.483 [*]
	Sig. (2-tailed)		.012
	N	26	26
READING	Pearson Correlation	.483 [*]	1
	Sig. (2-tailed)	.012	
	N	26	26

*. Correlation is significant at the 0.05 level (2-tailed).

From the calculation through SPSS 17, the result showed p is 0.012, it means that the result is significant because $p < 0.05$ ($0.012 < 0.05$). Based on the finding of research, there was correlation between students' motivation and their reading comprehension achievement. The coefficient correlation between students' motivation and their reading comprehension is 0.483. The data in this research showed that coefficient corelation was higher than r table ($0.483 > 0,361$) at significant level 0.05. Therefore, null hypothesis (Ho) was rejected and research hypothesis (H1) was accepted.

As Ellis (1997) states that motivation is one of the factors that influence students' ability in learning language. Further, Hamacheck (1994:276) stated that motivation is associated with the need for achievement." According to him, there are three factors that cause motivation, they are : (1) command that is given to somebody (2) task that is given to someone and asked to do it (3) successful or failure from doing task that given from him.

In relation to the studies above, it was clear that motivation correlates significantly with reading comprehension achievement and becomes one important factors in second language learning. The result of the research done by writer also showed that there was significant correlation between students' motivation and their reading comprehension achievement. By looking at the result the writer concludes that motivation influences students' reading comprehension achievement and students who have higher motivation tend to have better reading achievement. The result was also supported by previous research by Aprilia (2011), she found that motivation has significant influence toward English achievement.

While, the rest of students who had high motivation, they did not get high score in reading test and vice versa. This phenomenon was caused by other factor besides motivation such as their intelligence, attitude, interest and etc.

The value of regression showed that the coefficient influence value of X toward Y was 0.234. It means that contribution of students' motivation in reading comprehension achievement was 23.4% while other 76.6% was influenced by other factors. There are two factors that influence the students' reading comprehension achievement besides motivation and they are related one another, they are: internal factor and the external factor. The internal factor means the factor which come from the reader himself or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest. The external factor has close relationship to reading material and teacher of reading. They are related one another. The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers The teacher of reading should be careful in choosing the

text and giving the tasks because they are related to the students' reading comprehension achievements or the students.

Motivation is only one of factors that influence students' reading comprehension achievement. Therefore stimulating students to have motivation in learning English is very important to be done by English teacher. It can be considered that the teacher gives reward and punishment in order to improve the students' motivation to learning English. The way teacher gives reward to students is through some motivating expressions, such as congratulation, keep studying, child in sign language. Meanwhile, the way teacher gives punishment to students is through reinforcement to do better in the future. This teacher' preparation is in line with Sardiman's statement (2004:90-93) that giving compliment and punishment for students is a positive reinforcement to improve their motivation to learn.

However, motivation itself can not be ignored in teaching learning process. Motivation plays a role in decision to read. Motivation is one of affective domain influence the successful in cognitive and psychomotor domain. From the analysis of result showed that motivation is one of factors influences reading comprehension's improvement.

Therefore, arousing students' motivation has become an important part in foreign language teaching. Teachers should concentrate on increasing students' motivation and developing the skills or strategies to make them more competent so that they are able to take ownerships of their own learning.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research at second grade of SMA Negeri 1 Terbanggi Besar, the writer concludes that there is significant correlation between students' motivation and their reading comprehension achievement.

The coefficient correlation is 0,483. It is classified into moderate correlation. the research's result can be interpreted that students' motivation has moderate effect in reading comprehension achievement. It means that there are other factors which

influence students' reading comprehension achievement besides motivation such as intelligence, attitude, interest, language learning strategies and etc. The students who have motivation toward English affect their reading willingness to read as well as their participation and commitment to study well because motivation is one of factors which determines the success or failure in second language learning which can influence frequency of using learning strategies, willpower of learning, and the persistence in learning. Motivation has a positive relationship with students' English learning achievement.

Suggestions

Referring to the conclusion above, the writer would like to give some suggestions as follows :

1. The English teacher should be able to encourage students to become self-motivated independent learners because it is one thing that helps them to achieve goals that they have set for themselves. For example increase the learners' goal-orientedness, choose effective teaching and learning strategies for English language to develop students' motivation to the subjects such as empower students to take control of their learning through the creation of their own personalized learning materials, the content of the learning must make sense to the student and be understood in the context of the student's life.
2. The teacher should make the language classes interesting by using creative techniques that make students are more interested and enthusiastic since when the teacher makes the students interested in reading, usually they are more likely to read. If students less motivation, it seems that they are unlikely to achieve success no matter who the teacher is, whereas the highly motivated students can be successful in whatever conditions. For example the teacher can use game, audio visual media and picture in teaching material to reduce boredom in class.
3. The students should increase their motivation to read that may influence their reading comprehension by informing the benefits of reading and by having

willingness and awareness to achieve the goal in learning process because motivation is one of contributing factors to achieve the goal included in comprehending the text.

For instance, students should understand goals of learning and try to reach it, they should take responsibility for their own training by following as much as possible their own interests and setting goals, students can discuss with their friends about the lesson material and they can choose interesting and benefit topic to read.

REFERENCES

Abin Syamsudin, Makmun. 2007. *Psikologi Kependidikan*. Bandung: PT. Remaja Rosdakarya.

Aprilia, Rismars H. 2010. *The Influence of students' Motivation toward Their Reading Comprehension at Second Year of SMA N 1 Natar*. Bandar Lampung. University of Lampung.

Bamford, R.R.D.J. 1998. *Extensive Reading in the Second Language Classroom*. New York: Cambridge Language Education.

Brown, Douglas H. 1987. *Principle of Language Learning and Teaching*. Englewood Cliffs. New Jersey: Prentice Hall.

Deci, E. L., & Ryan, R. M. 1985. *Intrinsic motivation and self-determination in human behavior*. New York: Plenum

Coolidge, Frederick L. 2000. *Statistic: A Gentle Introduction*. London: SAGE Publishing.

Cunningham, A.E. & Stanovich, K.E. 1997. *Early Reading Acquisition And Its Relation To Reading Experience And Ability 10 Years Later*. *Development Psychology*, 33, 934-945.

Dallman, R.I. 1982. *Teaching Reading*. New York: CBS Colledge Publishing.

Djamarah, Syaiful Bahri. 2006. *Psikologi Belajar*. Jakarta: Rineka Cipta.

Dörnyei, Z. 2003. *Attitudes, orientations, and motivations in language learning*. Malden, Mass: Blackwell Publishing.

Eggen, Paul and Don, Kauchak. 1997. *Educational Psychology: Window on classroom 3rd Edition*. United States: Prentice-Hill Inc.

- Ellis, R. .1997. *Second Language Acquisition. Oxford Introduction to Language Study*. London: Oxford University Press.
- Gardner,R.C. 1985. *Social Psychology and Second Language Learning: The role of Attitudes and Motivation*. London: Arnold.
- Gass, S and L. Selinker. 1994. *Second Language Acquisition: An Introduction Course*. Hillslade,New Jersey: Lawrence.
- Gottfried, A.E. 1985. *Academic Intrinsic Motivation in Young Elementary School Children. Journal of Educational Psychology*.77,631-645.
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. 2010. *Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. British Journal of Educational Psychology*, 80(4), 711–735.
- Hamacheck, Don.1994. *Psychology in teaching, learning & growth*. Boston: Allyn and Bacon.
- Hamzah, Uno. 2007. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- Hatch, E and Farhady, H. 1982. *Research Design and Statistic for Applied Linguistic*. Boston. Heinle and Heinle Pulisher.
- Heaton, J.B. 1975. *Writing English Language Test*. London:Longman.
- Keller, Helen. 1967. *How I Became a Socialist*. New York. International Publishers.
- Kormos, J., & Csizer, K. 2010. A comparison of the foreign language learning motivation of Hungarian dyslexic and non-dyslexic students. *International Journal of Applied Linguistics*, 20, 232-250.
- Larrivee, B . 2006. *Authentic Classroom Management: Creating A Learning Community and Building Reflective Practice*. Boston: Allyn and Bacon.
- Li, Peipei and Pan, Guirong. 2009. *The Relationship between Motivation and Achievement - A Survey of the Study Motivation of English Majors in Qingdao Agricultural University*. China. From www.ccsenet.org/journal.html. Retrieved on February 22nd,2012.
- Lyman, B.H. 1971. *Test Score And What They Mean*. Englewood Cliff. Newjersey: Prentice Hall.
- Marsono, Bambang. 2005. *Motivation the Key Factor to Second Language Acquisition*. Jakarta: LIA International Conference.

- Mackey, R. 1979. *Teaching the Information-Gathering Skill in Reading a Second Language*. Rowley, MA: Newbury House Publisher.
- Nuttal, Christine. 1982. *Teaching Reading Skill in a Foreign Language*. London: Heinemann Educational Books.
- Oxford, Rebecca and Shearin, J. 1994. *Language Learning Motivation: Expanding the Theoretical Framework*. *The Modern Language Journal* Volume 78.
- Santrock, John W. 2008. *Educational Psychology, 3rd Edition*. New York: McGraw-Hill Companies, Inc.
- Sardiman, A.M. 1994. *Interaksi dan Motivasi Belajar Mengajar*. Bandung: Rajawali Press.
- Sardiman, A.M. 2004. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada.
- Setiyadi, Bambang. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu.
- Shepherd, David L. 1978. *Comprehensive High School Reading Methods*. Bell & Howell Company.
- Shohamy, Elena. 1985. *A Practical Handbook in Language Testing for the Second Language Teacher*. Tel Aviv University.
- Simanjuntak, E.G. 1988. *Developing Reading Skill for EFL Students*. Jakarta: Depdikbud.
- Smith, F. 1982. *Understanding Reading 2nd edition*. New York: Holt Rinehart and Winston.
- Snow, C. 2002. *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. California: RAND Corporation.
- Soemanto, Wasty. 2006. *Psikologi Pendidikan*. Jakarta: PT Asdi Mahasatya.
- Sugiyono. 1999. *Metode Penelitian Bisnis*. Bandung: Alfabeta.
- Volker, D.H. et al. 2004. *Cliffs Quick Review Statistic*. Bandung: Pakar Raya.
- Wadsworth, Barry J. 1979. *Piaget for Classroom Teacher*. London: Longman.
- Woolfolk, Anita E. 1980. *Educational Psychology 6th Edition*. United States of America. Prentice-Hall Inc.

Yufrizal, H. 2001. *Language Aquisition Students' Handbook*. Bandar lampung:
Universitas Lampung.