THE CORRELATION BETWEEN STUDENTS' LEARNING MOTIVATION AND READING COMPREHENSION

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Abstract: The researcher conducted a study with the aim of knowing whether there was a significant correlation between students' learning motivation and reading comprehension at the tenth grade of SMA Kemala Bhayangkari North Lampung in academic year 2020/2021. The type of research used in quantitative research with the method of correlation technique The research population was all students of class X, totaling 111 students. While the sample was taken using a simple random sampling technique with a total of 25 students. Data collection techniques obtained from research on learning motivation as an independent variable (X), in the form of a questionnaire to obtain information from respondents, while reading comprehension is the dependent variable (Y), in the form of multiple choice test to determine aspects in assessment reading and measure of students' ability in reading comprehension. Then from these results a normality test was carried out using the Lilliefors test and then a homogeneity test was carried out using the F test, and hypothesis testing. The results of hypothesis testing based on data analysis resulted in a correlation coefficient (r_{xy}) of 0,806 (r_{count} = 0,806 > r_{table} = 0,396).

Keywords: Learning Motivation, Intrinsic Motivation, Reading Comprehension.

Abstrak: Peneliti melakukan penelitian dengan tujuan untuk mengetahui apakah ada hubungan yang signifikan antara motivasi belajar siswa dengan pemahaman membaca siswa kelas X SMA Kemala Bhayangkari Lampung Utara tahun ajaran 2020/2021. Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan metode teknik korelasi Populasi penelitian ini adalah seluruh siswa kelas X yang berjumlah 111 siswa. Sedangkan sampel diambil dengan menggunakan teknik simple random sampling dengan jumlah 25 siswa. Teknik pengumpulan data diperoleh dari penelitian motivasi belajar sebagai variabel bebas (X), berupa angket untuk memperoleh informasi dari responden, sedangkan pemahaman bacaan merupakan variabel terikat (Y), berupa tes pilihan ganda untuk mengetahui aspek dalam penilaian membaca dan mengukur kemampuan siswa dalam pemahaman bacaan. Kemudian dari hasil tersebut dilakukan uji normalitas dengan menggunakan uji Lilliefors kemudian dilakukan uji homogenitas dengan menggunakan uji F, dan uji hipotesis. Hasil pengujian hipotesis berdasarkan analisis data diperoleh koefisien korelasi (r_{xy}) sebesar 0,806 (r_{hitung} = 0,806 > r_{tabel} = 0,396).

Kata Kunci: Motivasi Belajar, Motivasi Intrinsik, Pemahaman Membaca.

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I.   INTRODUCTION

Reading is an activation process to obtain information. By reading people can find out something that people don't know yet, reading also provides broad insights into our knowledge. There are so many benefits of reading, but this activity is very difficult to make into a daily routine. Reading can enrich insight and information, as well as broaden knowledge because English is an international language. There are many benefits that people can get from reading, especially reading English literature. One of them can accelerate the understanding of the language being studied and help in improving grammar, pronunciation and increasing the vocabulary. But learning English is very difficult for students because they think English is a foreign language and is rarely used in everyday life, so they need to be more active in participating in the process and many practices so that students can understand good English text that they processed in reading.

Students must improve their ability to understand reading and to achieve the goal of mastering English, students need to be more active in following the process and practice a lot so that students can understand the English text well which they process in reading. This is a big factor that supports students' mastery in reading comprehension. While the problems experienced by students are far from the expected goals. In fact, high school students still have many difficulties in mastering reading comprehension so that students' mastery of reading comprehension must be paid more attention in learning English because to master reading comprehension students must know aspects of main ideas, vocabulary, text details, references, and conclusions. Students must have good motivation to support learning English, so that students do not feel bored and have difficulty learning to read.

The formulation of the problem in this research is there significant correlation between students' learning motivation and reading comprehension at the tenth grade of SMA Kemala Bhayangkari North Lampung in academic year 2020/2021?

The purpose of this research is to find out whether there significant correlation between students' learning motivation and reading comprehension at the tenth grade of SMA Kemala Bhayangkari North Lampung in academic year 2020/2021.

According to Harmer (2007, p.99) reading is useful for language acquisition. As long as students understand more or less what they are reading, the more they read it, the better they will read it. Comprehension is the ability or process to understand something. Comprehension is very important in the reading process because someone can be said to be a reader who can even understand what he is reading.

According to Klingner (2007, p.2) reading comprehension is the ability to read the text and understand the meaning and informasi of the text, the reader good are they able to understand the basic ideas and information text comprehension. If readers have mastered the main ideas, discussion, topics and conclusions of the entire text, so that they can master reading English texts.

Referring to the above theory about reading and understanding, the researcher synthesizes that reading comprehension is a person's activity to understand the meaning and purpose of a text.

Motivation to learn is an encouragement that causes humans to always improve their abilities. According to Schunk (2014, p.5) motivation is the process whereby goal- directed activities are instigated and sustained. In the teaching and learning process, motivation is needed because someone who is not motivated will not possibly feel the desire to carry out activities in learning. Motivation itself

grows driven by someone's needs, such as the need to be successful, so someone will automatically try to find ways how he will be successful.

Beside that, according to Husamah, et al (2018, p.20) argue that motivation is a mental strength in the form of desire, will, and aspiration. This mental strength can be included in the low or high class, mental strength can also encourage learning as motivation in learning. Motivation also encourages students to learn to achieve a goal, students will be serious in learning because they are motivated to get achievements to achieve their goals, therefore motivation plays an important role in learning. According to Uno (2011, p.10) indicators of learning motivation, namely; goal, needs, curiosity, challenge, reward and environtment and involment.

Based on the opinion that has been put forward by the experts above, it can be concluded that motivation is something complex, because motivation itself can cause a change in the energy in an

individual to do something or get something that is driven because of the goals and desires that they want to have.

II. METHOD

This research is a type of quantitative research with a correlational design to determine whether there is a significant relationship between learning motivation and reading comprehension. Sugiyono (2013, p.80) says that "population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are applied to be studied and then drawn conclusions". The population in this study were all students of class X SMA Kemala Bhayangkari Kotabumi for the academic year 2020/2021.

Arikunto (2014, p.174) said "the sample is part or representative of the population studied". According to Arikunto (Rukajat, 2018, p.46) states that "only a reference, so the subject approach is less

than 100, it is better to take all of them, so this study is a population study. Furthermore, if the subject is more than 100, then the sample can be taken between 10%-15% or 20-25% or more. Based on the population determined that all students in class X collect 111 students, the researcher determines a sample of 23% of the population to facilitate research because the population has been determined, namely $23\% \times 111 = 25.53$ or rounded up to 25 students. In taking the sample, the Simple Random Sampling technique used according to Sugiyono (2013, p.82), namely random sampling regardless of strata in the population.

Arikunto (2014, p.203) said that the research instrument is a tool for researchers in collecting data. This study contains two variables, namely learning motivation as the independent variable (X) and reading comprehension as the dependent variable (Y). The instruments used in this study were questionnaire guidelines and question sheets. Students' learning motivation uses a questionnaire, the questionnaire is compiled based on a list of questions that has been made to obtain information from respondents, while students' reading comprehension uses multiple choice questions.

In collecting data for learning motivation (X) and reading comprehension (Y) data collection techniques were used, namely questionnaire techniques and test techniques. The data analysis techniques are normality test, homogeneity test and data hypothesis testing.

III. RESEARCH RESULTS AND DISCUSSION

Research Results

Normality test is used to determine whether the data collected as a sample is normally distributed or not. Statistical analysis to test the normality of the data using the Liliefor method with the hypothesis to be proven. The criteria for testing normality in this study if $L_{count} \leq L_{table}$, then the second assumption is

accepted by the group that comes from a normally distributed population, otherwise $L_{count} > L_{table}$, then the first assumption is accepted, namely the group comes from a population that is not normally distributed, with a value of $L_{tabel\,(0,05)(30)} = : 0.173$. The following is the calculation of the normality test using the *liliefor's* method, the data obtained are as follows.

TABLE 2
RECAPITULATION OF DATA
NORMALITY TEST

Variable	$L_{(count)}$	$L_{(table)}$	Information
X	0.0946	0.173	Normal distribution
Y	0.1324	0.173	Normal distribution

Based on the table above, it can be seen that the results of the normality test of learning motivation data obtained L_{count} at 0.0946 and $L_{table} = 0.173$. This means $L_{count} \leq$ L_{table}. As for reading comprehension, L_{count} at 0.1324 and $L_{table} = 0.173$. This means $L_{count} \leq L_{table}$. Based on the conclusions above, the variable data on learning motivation and reading comprehension are normally distributed.

Homogeneity test is used to determine whether the sample taken has the same variance or is known as homogeneous, by conducting a homogeneity test to determine whether the data is homogeneous or not. To calculate the homogeneity in this study using *the F test*.

Calculate the variance of each data set. calculate the quotient between the variances. The calculation of the largest variance is used compared to the smallest variance with the test criteria if $F_{observed} < F_{table}$, so that the data is homogeneous. Compare Fcount with Ftable using degrees of freedom. To find out the F_{table}, the variance of the group with the largest variance is dk the numerator *n-1(n 1-1),* and for the variance of the group with

the smallest variance is the denominator *dk*

n-1 (n2-1).

TABLE 3
SUMMARY OF HOMOGENITY TEST
OF X AND Y VARIABLES

F Uji test	
Variant X	40.143
Variant Y	118.333
F count	0.358956781
F table	1.984
Criteria	Homogeneous

From the calculation results obtained $F_{observed}$ from the calculation of the largest variance divided by the smallest variance, and obtained $F_{observed}$ 0.358956781 Then F_{table} (24)(0.05)1.984. Due to the observed F_{table}, it can be concluded that the data is homogeneous

Based on the calculation of normality and homogeneity tests, the reading comprehension data with students' learning motivation is normally distributed and has the same variance (homogeneous). So to analyze the next research data using the *product moment correlation* formula because the data is normally distributed and has the same variance (homogeneous).

To find out whether there is a correlation between learning motivation and reading comprehension for class X IPS 1 Students at SMA Kemala Bhayangkari North Lampung academic year 2020/2021. Then the hypothesis in this study:

H_o : There was no correlation between students' learning motivation and reading comprehension at the tenth grade of SMA Kemala Bhayangkari North Lampung in academic year 2020/2021.

H_a: : There was correlation between students' learning motivation and reading comprehension at the tenth grade of SMA Kemala Bhayangkari North Lampung in academic year 2020/2021.

For the correlation analysis of learning motivation (X) and reading comprehension (Y) it produces a

correlation coefficient (r_{xy}) of 0.806 and $r_{\text{table (25)(0,05)}}$ 0.396 if the H_0. criteria are rejected $r_{count} > r_{table}$. This shows that there is a relationship between learning motivation (X) and reading comprehension (Y).

Based on the description above, it can be concluded that there was significant the correlation between students' learning motivation and reading comprehension at the tenth grade of SMA Kemala Bhayangkari North Lampung academic year 2020/2021.

Discussion

In this study, quantitative descriptive research with correlational techniques was used with the population of class X IPS 1 SMA students in Kemala Bhayangkari, North Lampung, for the academic year 2020/2021. As many as 111 students, the sample in this study were 25 students. Analysis of the data obtained from research questions in the form of a learning motivation questionnaire and in the form of

a test for reading comprehension then from the results of the questionnaire and the test, a question test of validity and reliability was carried out after that normality and homogeneity tests were carried out and hypothesis testing.

Based on data analysis, it can be seen that the calculation results of the correlation test on the relationship between learning motivation and reading comprehension show that the two variables, namely the relationship between learning motivation and reading comprehension, have a relationship.

Based on the analysis of the data above, it can be seen that reading comprehension is one of the important factors that cannot be ignored in learning motivation. The better the students' learning motivation, the better their reading comprehension.

Thus students' learning motivation has a correlation with students' reading comprehension, the results of this study are in accordance with the hypothesis proposed

by the researcher. This is in accordance with the results of the previous resenarch which first came from Hendri (2017) with the title; "The correlation between Learning Motivation and Reading Comprehension in Class XI SMA Prima Kotabumi North Lampung" Researchers reported that. Student motivation plays an important role in learning English. Furthermore , other researchers were conducted by Aji (2017) with the title; "The correlation of students' reading interest, motivation, and reading comprehension in narrative text at the eleventh grade of SMA Negeri 1 Abung Semuli North Lampung" There is a relationship between interest and motivation related to students' reading comprehension of narrative texts. And from other researchers conducted by Primadini (2015) with the title; "The correlation among students' motivation, students' metacognitive learning strategies and their reading achievement at the eighth grade of SMP N 4 Kotabumi". Based on the results of the analysis that students' reading

achievement is more influenced by motivation than metacognitive learning strategies.

Based on previous studies related to this research, there are similarities and differences between the two. These similarities are the variables in this study, namely: learning motivation and reading comprehension. The difference is the research study design. They use experimental research but this research uses correlation research. Another difference is the research subjects, they use the subjects in junior high school and high school. The last difference is the type of text in this study. First, the previous research used descriptive text, the second previous study used narrative text, while the third researcher used metacognitive learning strategies. So it can be concluded that learning motivation is related to reading comprehension. It can be said that students must have learning motivation so that students are more enthusiastic in learning, especially improving reading

comprehension so that they can support English language learning well.

The results of hypothesis testing based on research data analysis produce a correlation coefficient (r_{xy}) of 0.806 and $r_{\text{table }(25)(0,05)}$ 0.396 , so the criteria rejected H_0 if $r_{hitung} > r_{tabel}$. Thus from the results of the research , it can be said that the results of the hypothesis are proven, namely that there is a correlation between the Correlation between Learning Motivation and Students' Reading Comprehension. Based on the description above, it can be concluded that there was correlation between students' learning motivation and reading comprehension at the tenth grade of SMA Kemala Bhayangkari North Lampung academic year 2020/2021.

IV. CONCLUSION AND SUGGESTION

Based on theoretical studies and research that has been carried out, it can be concluded that there was correlation between students' learning motivation and reading comprehension at the tenth grade of SMA Kemala Bhayangkari North Lampung in academic year 2020/2021.

After carrying out the research and discussing the results of the research, several suggestions are put forward as follows:

1. Students are expected to increase their motivation and ability in reading comprehension consistently, so that students can succeed in learning English.

2. Teachers should motivate their students before starting to learn because good motivation will create a conducive atmosphere in the classroom, so that students are more enthusiastic in learning English, especially in reading comprehension.

3. It is recommended to conduct further research involving other variables that have not been studied, in order to determine other factors related to reading comprehension and can be used

as a reference for research on similar

topics.

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