

THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND READING COMPREHENSION AT THE NINTH GRADE STUDENTS OF SMPN 03 KOTABUMI ACADEMIC YEAR 2020/2021

¹Nadia Purnawati, ²Irawan Suprpto, ³Rini Susilowati

¹nadiapurnawati07@gmail.com, ²suprptoirawan@gmail.com, ³rini.ariyanto12@gmail.com

^{1,2,3}Universitas Muhammadiyah Kotabumi

Abstract: This research was aimed to investigate whether there is significant correlation between students' motivation and reading comprehension at the ninth grade students of SMPN 03 Kotabumi Academic Year 2020/2021. The kind of the research was quantitative research and used correlational research design. The samples of the research were 40 students who were chosen by using proportional random sampling technique. The instruments used in this research were questionnaire and test. Questionnaire was used to measure students' motivation, meanwhile the test was used to measure students' reading comprehension. Then, to prove the hypothesis of the research and the data, the researcher used *Pearson Product Moment correlation*. The result showed that $r_{xy} = 0.392$, and $r_{table} = 0.312$. It means that H_o is rejected, and H_a is accepted. From the result of significant test, it was found that $t_{observed} = 2.6298$ and t_{table} is 2.027. Based on the result of the data analysis, it can be concluded that there is significant correlation between students' motivation and the reading comprehension at the ninth grade students of SMPN 03 Kotabumi in academic year 2020/2021.

Keywords: Students' Motivation, Reading Comprehension.

Abstrak: Penelitian ini bertujuan untuk menyelidiki apakah ada hubungan yang signifikan antara motivasi siswa dan pemahaman membaca pada siswa kelas sembilan SMPN 03 Kotabumi tahun akademik 2020/2021. Jenis penelitian ini adalah penelitian kuantitatif dan menggunakan desain *correlational research*. Sampel dalam penelitian ini adalah 40 siswa yang telah ditetapkan dengan teknik *proportional random sampling*. Instrumen yang digunakan dalam penelitian ini adalah angket dan tes. Angket yang digunakan untuk mengukur motivasi siswa, sedangkan tes yang digunakan untuk mengukur pemahaman membaca siswa. Kemudian untuk membuktikan hipotesis penelitian dan data dianalisis dengan menggunakan *Pearson Product Moment Correlation*, diperoleh hasil bahwa $r_{xy} = 0.392$, dan $r_{table} = 0.312$. Artinya H_o ditolak, dan H_a diterima. Dari hasil uji signifikan diperoleh bahwa $t_{observed} = 2.6298$ dan t_{table} adalah 2.027. Berdasarkan hasil analisis data dapat disimpulkan bahwa terdapat hubungan yang signifikan antara motivasi siswa dan pemahaman membaca pada siswa kelas sembilan SMPN 03 Kotabumi tahun akademik 2020/2021.

Kata Kunci: Motivasi Siswa, Pemahaman Membaca.

¹Mahasiswa Universitas Muhammadiyah Kotabumi

²Dosen Universitas Muhammadiyah Kotabumi

I. INTRODUCTION

1. Background of the Problems

Reading is a two way conversation between the reader and the text. When someone reads, there is communication between the reader and the writer. Reading being one of the fundamental abilities in English, is not simply translated word for word. When reading a text, readers should be concerned and pay attention in order to extract meaning and information from the entire text. In truth, the majority of students still struggle with reading, particularly reading comprehension. On the other hand, the major goal of the reading process is to determine how students can get information from the text.

Students' motivation is critical in education because it influences their degree of learning and how they reflect on what they have learnt by their actions. Motivation can alter the cognitive process and learning techniques of an individual task, according to Rawsthorne & Elliot,

(1999, p. 326) students with a high level of motivation will strive to acquire new skills and information. Furthermore, motivation is crucial in the teaching and learning process. Students may have difficulty understanding the material while reading. They all need a lot of incentive to keep attempting to conquer the reading challenge. As a result, students' motivation is critical to their ability to read and absorb texts with purpose. For a better grasp of written materials, all English foreign language learners should increase their English reading motivation.

Regarding to the research finding above, these problems also happened in SMPN 03 Kotabumi. Based on the interview done with the English teacher of SMPN 03 Kotabumi on Friday, January 10th 2020. It was known that the students of the ninth grade in SMPN 03 Kotabumi face some problems during the teaching and learning process of reading. According to the English teacher, these issues make it

impossible for the students to complete the reading assignment. Some issues that the students appeared to be having. First, students still have a limited vocabulary, despite the fact that students require a strong vocabulary to understand and comprehend the text during the reading process. Because of their limited vocabularies and understanding of sentence structure, students struggled to comprehend the text's substance. Second, the students lack of reading practice. One of the most crucial things that students should do is practice and repetition. By retaining the new words they read, students will improve their vocabulary proficiency by practice and repetition. Third, while participating in reading activities, students have trouble comprehending the content. Reading activities concentrate on not just identifying words but also comprehending the text's meaning and message, understanding how words are combined to form a meaningful phrase, phrase into a

sentence, and sentence into a paragraph is the foundation of comprehension. As a result, students have difficulties understanding the text. Fourth, students are still lack of motivation in learning English. Motivation is crucial for students to become good readers since it has an impact on their learning outcomes.

From the description of the problems above, it is clear that most of the students in SMPN 03 Kotabumi still have difficulties in English especially reading process in which one of them is caused by lack of motivation to learn English. It is important for students to know and understand that their motivation can influence their reading skill, especially in reading comprehension. According to Amundson (2015, p. 19), reading motivation and comprehension are two of the most important aspects of becoming a competent reader. Motivation is a crucial aspect in language acquisition since it will make learning more effective and efficient if students are motivated to

learn. Motivation is defined as someone who is eager to make another person feel enthusiastic, interested, and committed to something. To put it another way, students can use motivation to boost their desire to study English and fulfill their learning objectives.

Referring to the explanation about the importance of motivation in reading comprehension, the researcher was interested in conducting a correlational research to investigate the correlation between students' motivation and reading comprehension. Then, the researcher was conduct a research with the title "The Correlation between Students' Motivation and Reading Comprehension at the Ninth Grade Students of SMPN 03 Kotabumi Academic Year 2020/2021".

II. THEORY REVIEW

2.1. Concept of Reading Comprehension

Reading comprehension is another term for reading for meaning. Reading

comprehension is a method for students to extract information from the reading material that they wish to know. Reading comprehension is an extremely important skill. The ability to comprehend is inextricably linked to someones' background knowledge. Reading comprehension, according to Klingner et al. (2007, p. 2), is the act of generating meaning through the coordination of a number of complicated processes such as word reading, word and world knowledge, and fluency. It refers to the ability to decipher the meaning of words, as well as the relationships between concepts presented in a text.

2.2. Types of Reading

According to Brown (2004, p. 189), there are several types of reading such as: perceptive reading, selective reading, interactive reading, extensive reading.

The first type is perceptive reading. Perceptive reading is a readers point of view when students reads a text. In

perceptive reading, the readers will involve other components to get the meaning of the text such as punctuation marks, words, and other graphic symbols. In perceptive reading, the readers reading through bottom up. Bottom up is the process in which the readers makes a merging system in the brain and then creates perceptions or illustrations of the meaning of the text.

The second type is selective reading. Selective reading is a process of reading with purpose. Selective Reading is a person's reading recognition of a lexical, grammar, or certain discourse process is carried out using short paragraphs, the assessment involves standard assessment items such as multiple choice, short answers, true / false and so on. Readers can use bottom-up and top-down processes. In selective reading, the steps above are intended so that readers can better understand the reading text.

The third type is interactive reading. the type of interactive reading is a variety

of languages ranging from a few paragraphs to one or more pages in which the readers must interact with the text in order to understand it in interactive reading through the top down process, which implies reading in general to understand the text. Readers with interactive reading skills can read and think at the same time.

The fourth type is extensive reading. Students engage in extensive reading in order to gain a general comprehension of a text. Extensive reading is when you read a text that is longer than one page, such as an article, a journal, a longer essay, a short story, or a book. Assessing broad reading assignments is: skim reading, summarizing, responding to reading, and taking notes. Students must be interested in what they read during extensive reading, read silently, and concentrate to understand the meaning of the text they are reading.

Based on the explanation above we know that reading have four types and each of types have differences uses and aims.

Among four types of reading, interactive reading is the one which covers comprehension features such as ; main idea, inference, grammatical feature, detail, unstated detail, supporting idea, and vocabulary in context.

2.3. Reading Assessment

Assessment in reading is very important to determine how good the reading ability of the students. The teacher as a guide in teaching and learning process also as an evaluator should have an appropriate and right concept of reading assessment to assess the reading ability of students in learning process.

According to Brown (2004, p. 206), a set of questions in reading text should covers the comprehension of these features : main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specifically stated detail) excluding facts not written (unstated details), supporting ideas and vocabulary in context.

Main idea (topic) is a sentence that tells about the contents of a text. Main idea sometimes contained in several paragraphs, it is sometimes not explicit stated in one sentence, however also can implicit stated in some paragraphs. Instead, it is left to readers to conclude the paragraphs. Inference (implied detail) is the logical connection that the reader forms between what he observes or knows and what he does not know. A grammatical feature is a property of elements in a language's grammar. There are two or more possible values in each category, which are typically mutually incompatible. Detail is precise information included in a text that students must comprehend during the interactive reading process. The term "reference" is used to prevent duplicating words or phrases. The supporting idea is to provide definitions, instances, facts, incidents, comparison, analogy, statistics of clause and effect in order to construct topic sentences. The sentences or the entire

paragraph around an unfamiliar term are referred to as vocabulary in context.

2.4. Concept of Students` Motivation

One of the most essential factors impacting the success of language acquisition is motivation. In numerous theories of human development and learning, motivation plays an important role. The suffix 'ion' to 'motivation' is derived from the verb 'motivate,' which meaning to encourage or get someone's will to do something. Motivation, according to Harmer (2002, p. 51), is an internal drive that propels someone to do activities in order to reach a goal. Motivation arises when a person has a strong desire to achieve a specific goal, and it usually comes from within. Someone who studies hard because he or she wants to be number one, for example, has a motivation to be a better student than others. According to Takaloo & Ahmadi (2017, p. 10), the first thing students must have in learning process is motivation, since when students

are motivated to read, they will feel more at ease and interested in the learning process, which will lead to greater insight. Having difficulty motivating students to read has to do with the students' own comprehension. Students have trouble figuring out what the book is about when they are not motivated to read.

2.5. Classification of Motivation

According to Ur (1996, p. 276), Motivation can be divided into two types, intrinsic and extrinsic motivation.

1. Intrinsic Motivation

Intrinsic motivation is drive students to do something based on their desire enjoyable. (Harmer, 2002, p. 51) state that intrinsic motivation comes from within individual. Thus, a person may be motivated by a desire to improve someone self-esteem or by the love of the learning process itself. It suggests that motivation is a desire or natural drive to do something that comes from inside. Giles (1985, p. 10) also claimed that motivation consists of

three components: effort, desire, and attitude toward achieving the objective of learning the language. Effort is defined as trying hard, the use of strength and energy to accomplish a goal, particularly in the learning process. Desire is defined as a strong feeling for something to happen. Attitude is defined as a person's proclivity to act favorably or badly in response to learning something

2. Extrinsic Motivation

Extrinsic motivation is drive students to do something based on outside factors. Ur (1996, p. 277) state that extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in the tasks. According to the statement, extrinsic motivation, may inspire students to perform well in order to receive a reward, such as graduation or passing a test, or to avoid a penalty, such as a failing grade. Extrinsic motivation is fueled by what can be

achieved from behaviors itself. Although extrinsic motivation can be used to motivate students from outside, if students are not given a prize or credit for their efforts and if feedback is not provided to a students, then students' extrinsic motivation would start to decline.

III. RESEARCH METHOD

This research is quantitative research. The researcher used correlational research design. According to Creswell (2012, p. 338), the correlational is a form of study in which researchers assess the degree of association (or relationship) between two or more variables or sets of scores. Correlational research examines the relationships and patterns of relationships among variables in a single group of subjects. The researcher used a correlational research design because the researcher wanted to see if there was a correlation between students' motivation and their reading comprehension without having to provide them any treatment.

There are two variables in this research. Students' motivation is the first variable, which is an independent variable or (X) variable, and reading comprehension is the second variable, which is a dependent variable or (Y) variable.

Before doing a research and took the data, it is important to measure the validity and the reliability of the instrument that used in the research. In this case, the researcher did a try out to be able to measure the validity and the reliability of the instrument. In addition, to measure the validity of the instruments, the researcher used the formula of point biserial for reading comprehension instrument and pearson product moment for students' motivation. Meanwhile, to measure the reliability of the instrument of reading comprehension, the researcher used the formula of pearson product moment and cronbach's alpha formula for students' motivation instrument.

Additionally, after measuring the validity and the reliability of the instrument and resulted that both of the instrument were valid and reliable. It was continued by doing a real research in SMPN 03 Kotabumi. The research was conducted into two sessions. The first session was reading comprehension test and the second session was students' motivation test. Then, the result of the students in reading comprehension and students' motivation test were analyzed into four steps. The steps were normality test, homogeneity test, hypothesis test and significant test.

All those steps above was done to be able to find out the correlation between students' motivation and reading comprehension at the ninth grade students of SMPN 03 Kotabumi Academic Year 2020/2021.

VI. RESEARCH RESULT

This research was started by conducting a try out first before doing the real research. The try out was done at the

ninth grade of SMPN 07 Kotabumi followed by 32 students. It was done to be able to know the validity and the reliability of both instruments that used in the research.

In accordance with the result calculation of validity test for reading comprehension instrument by using the formula of point biserial, it was found that there were 31 items were valid from 50 total items of the test. It shows that those 31 items were proper to be used in the real research. The summary of the valid and invalid items of the test were described in the following table below:

Table 1
Summary of Validity Test Result of
Reading Comprehension

Reading Comprehension	
Valid Items	2, 3, 5, 6, 7, 8, 10, 11, 12, 15, 16, 19, 21, 22, 24, 26, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39, 43, 45, 46, 48, 49

Invalid Items	1, 4, 9, 13, 14, 17, 18, 20, 23, 25, 27, 33, 34, 40, 41, 42, 44, 47, 50
Total Items	50

After the validity of the reading comprehension found, the researcher analyzed the result of the reliability of reading comprehension as shown in the table as follows:

Table 2
Summary of Reliability Test Result of
Reading Comprehension

Observation	Result
$r_{observed}$	0.858
r_{table}	0.349
Description	The Instrument is reliable

Meanwhile, to measure the validity of students' motivation the researcher used pearson product moment correlation formula. It was found that there were 28 items were valid from 45 total items of the test. It shows that those 28 items were proper to be used in the real research. The summary of the valid and invalid items of

the test were described in the following table as follows:

Table 3
Summary of Validity Test Result of
Students' Motivation

Students' Motivation	
Valid Items	2, 5, 6, 7, 8, 10, 14, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29 30, 33, 34, 35 37, 38, 39, 41, 42, 43, 44
Invalid Items	1, 3, 4, 9, 11, 12, 13, 15, 18, 22, 24, 28, 31, 32, 36, 40, 45
Total Items	45

After the validity of the students' motivation found, the researcher analyzed the result of the reliability of students' motivation as shown in the table as follows:

Table 4
Summary of Reliability Test Result of
Students' Motivation

Observation	Result
$r_{observed}$	0.948
r_{table}	0.349
Description	The Instrument is reliable

Based on the result of validity and reliability of the students' motivation and reading comprehension above, it could be said that those two instruments were proper to be used by the researcher to collect the data of the research because the instrument of the research was reliable or consistent and had valid question.

In this research, after the researcher conducted the try out and analyzed it, then the researcher began to conduct a research in order to collect the data of the research. The test was conducted at the ninth grade of SMPN 03 Kotabumi on April 22th 2021 in the school by followed corona virus disease health protocol. There were 40 students as the sample who were taken proportionally from each class in ninth grade of SMPN 03 Kotabumi. The test were consisted of two kinds of test and divided into two sessions. The first session, the students worked on the reading comprehension test with multiple choice form that consist of 30 questions. Then, in

the second session, the students worked on the students' motivation test which consist of 28 questions .

After all the test had done completely, the result of the students' score have been analyzed by the researcher. In analyzing the data that have been gotten from the test, the researcher used four steps. The first step was normality test that used to know whether the data were normally distributed or not. The second step was homogeneity test that used to know whether the population of the research were homogeneous or not. The third step was hypothesis test that used to determine the correlation between two variables and proved the research hypothesis. The last step was significant test that used to know how far the significance of the correlation among students' motivation and reading comprehension.

In this research, testing the normality of the data for both of the variables was done by the researcher. The data were

analyzed by using the formula of Liliefors's.

The result of normality test for vocabulary mastery data and writing data are described as follows:

Table 5
Result of Normality Test

Variables	L_o	L_{table}
Students' Motivation	0.0613	0.1401
Reading Comprehension	0.0935	0.1401

The table above, show that $L_{observed}$ of students' motivation data was 0.0613 and $L_{observed}$ of reading comprehension data was 0.0935. The result above, was showed that $L_{observed}$ was smaller than L_{table} which mean that the data of students' motivation and reading comprehension has normal distribution.

After the researcher conducted the normality test, the researcher continued to conduct the homogeneity test in order to know whether the data were homogeneous or not. In this research, the calculation of homogeneity test was done using Bartlett formula with level of significant scale 5% and df was 7. Then, the result of

homogeneity test for both of data which is students' motivation and reading comprehension data resulted $X_{observed}$ was smaller than X_{table} . Therefore, it can be concluded that the variance of students' motivation and reading comprehension data were homogeneous or had the same variant. The summary of the homogeneity calculation result for both of the instruments, can be seen as follows:

Table 6
Result of Homogeneity Test

Variables	$X_{observed}$	X_{table}
Students' Motivation	5.498	14.067
Reading Comprehension	3.187	14.067

In this research, after the researcher having found the data were in normal distribution and homogeneous. Then, it was continued by calculating the hypothesis test. The hypothesis test was analyzed by using the formula of Product moment. From the result of the calculation, it is known that the value of R_{xy} by using the formula of Pearson Product Moment Correlation is 0.392. Then, the value above,

was compared with the value R_{table} with $n=40$ and significance level α 0,05 and resulted the value of R_{table} was 0.312. Thus, it can be concluded that H_0 was rejected and H_a was accepted because R_{xy} greater than R_{table} . Therefore, there is correlation between students' motivation and reading comprehension at the ninth grade students of SMPN 03 Kotabumi academic year 2020/2021 . The summary of the hypothesis test calculation can be seen as follows:

Table 7
Result of Hypothesis Test

R_{xy}	0.392
R_{table}	0.312
Note	$0.392 > 0.312$
Description	H_a is accepted

Having done the hypothesis test, it was continued by conducting the significance test. In this research, the researcher used the formula of t-test to know the significance between the variables. The summary of the

significant test calculation can be seen as follows:

Table 8
Result of Significant Test

$t_{observed}$	2.6298
t_{table}	2.024

From the result of the calculation above, It was gotten that $t_{observed}$ was 2.6298 and t_{table} was 2,024 which showed $t_{observed}$ is higher than t_{table} . Based on the statistic result it can be interpreted that students' motivation had contribution toward reading comprehension because the statistic result showing significant value.

Thus, it can be concluded that the correlation between students' motivation and reading comprehension at the ninth grade students of SMPN 03 Kotabumi academic year 2020/2021 was significant. Therefore, the result of this research can be applied to all of the population in the research.

DISCUSSION

Based on the data analysis, it was found that there is correlation between students' motivation and reading comprehension at the ninth grade students of SMPN 03 Kotabumi academic year 2020/2021. This finding informs that students' motivation correlated to reading comprehension.

Based on the data collected, it was discovered that not all students who good at reading comprehension also have a good motivation. However, some children may struggle with reading comprehension but have high motivation, and vice versa. This finding revealed that there are a number of different elements that may influence students' reading comprehension.

One of the most essential factors impacting the success of language acquisition is motivation. In numerous theories of human development and learning, motivation plays an important role. According to Wigfield & Guthrie

(1997, p. 420), motivation to read considers not only how students read more than others, but also how their activities can encourage others to read. It means that motivation is crucial in determining the goal of reading.

In order for the reading process to be more effective, students must be motivated. Motivation is the first thing students must have, according to Takaloo & Ahmadi (2017, p. 10), since when students are motivated to read, they will be more comfortable and interested in the learning process, making them more insightful. Having difficulty motivating students to read has to do with the students' own comprehension. Students have trouble figuring out what the book is about when they are not motivated to read. Motivation and interest are intertwined, and both have an impact on learning outcomes..

Additionally, the result of this research was relevant with two previous related researches. The first research was

conducted by Ratnasari (2017) from State Islamic Institute of Surakarta, with the title “The Correlation Study between Students’ motivation and Reading Comprehension”. The second research was conducted by Matondang (2017) from State Islamic University of Sumatera Utara, with the title “The Correlation between Students’ Motivation and Achievement in Reading Comprehension”. Those two previous researches shown the same result which found that there is correlation between students’ motivation and reading comprehension at the ninth grade students of SMPN 03 Kotabumi academic year 2020/2021.

Based on the explanation, data analysis, supporting theories, and previous research above, it can be concluded that motivation has an important role in determine the purpose of reading activity. Students need to be motivated in order to make the reading process will be more effective. Motivation is responsible for why

students decide to do something, how long they are willing to survive and how hard they are going to pursue it.

CONCLUSION

After the researcher getting the data that have been analyzed in the previous chapter, the researcher concluded that there is significant correlation between students' motivation and comprehension at the ninth grade students of SMPN 03 kotabumi academic year 2020/2021. From the result of the previous chapter, it can be said that if the students have good motivation, they will also have a good reading comprehension.

From the findings above, the researcher proposes some suggestions related to this research. For the teacher, it is

suggested that English teacher should be selective and more creative in using an interesting strategy in the process of teaching and learning to increase students' motivation to support their comprehension in reading learning. For the students, it is suggested to increase their motivation in reading comprehension so they can get best result in reading process. It is hoped that the students can be more motivated and active in learning English. For the next researcher, this research finding can be used as reference in conducting a research on students' motivation and reading subject. In addition, other researchers were suggested to conduct this research in bigger and different subject, so the result can be more accurate.

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