

The Correlation of Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 at SMA N 3 Jambi City

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ABSTRACT

This research was conducted with the aim of analyzing the correlation of students' motivation and reading comprehension, at tenth grade IPS 1 SMA N 3 Jambi City. This research was designed using quantitative research methods. The population of this study was the tenth grade students at SMA N 3 Jambi City, and the sample was IPS 1 students. This study uses questionnaire and test as research instruments. Then the results are assessed and. The questionnaire is adapted from previous research to collect motivation data. While the test is adapted from test Universitas Islam Negeri Yogyakarta to collect the data of students' reading comprehension. The highest score of students' motivation to reading was 72 points and the lowest score was 55 points and the average 62,7. The highest score test of a students' score in reading was 85 and the lowest one was 25 and average 61. The data is calculated by using Pearson Product Moment to prove whether the hypothesis of this research was significant or not, and the result of correlation analysis showed that the correlation coefficient r_{xy} was -0,2538353. The value of r_{xy} was consulted with *Pearson's product moment table* (r_{table}) df 29 and significant level 5% and 1%. If $r_{xy} > r_{table}$ it meant that there was a positive correlation, and the hypothesis could be accepted. And if $r_{xy} < r_{table}$ it meant that there was not a positive correlation, and the hypothesis could be rejected.

Keywords: *Motivation, Reading Comprehension*

INTRODUCTION

In learning English, English has several skills that should be learn and practiced. Listening, reading, writing, and speaking are examples of skills. They are the fundamental language skills for learn English as a foreign language in schools, courses, or other educational settings, whether formal or informal, but reading is the most significant foreign language skill. The curriculum indicated that, of the four skills of listening, speaking, reading, and writing, the main focus is on reading skills because it is thought that learning to read in a second or foreign language is a top priority. Reading is the act of analyzing printed and written words. Readers can also understand the message that the writer has conveyed to them by reading.

Reading comprehension is the interpretation of information and construction of coherence presentation and a picture in the reader's mind of what the text is about. Furthermore, according to Tanskersley (2003:90) reading comprehension is the final stage that should be gained by the students as the essence of reading activity. Without comprehension, reading is nothing because comprehension

becomes the most important factor to indicate how well students read. Reading comprehension is the process of constructing meaning from text. Readers can correctly absorb the meaning of the author's text. Students can also study different languages and cultures through reading. It is difficult for students whose first language is not English to read a foreign language or English. Because they are not familiar with English, students will find it challenging to read. Therefore, to be able to understand reading English, students need motivation to read English. The motivation at concern is that which push learners to do in reading activities.

Reading motivation is extremely important in today's world. Nowadays, information is communicated in a lot of formats to people all over the world. During the past few years, there has been a wealth of information introduced to people. While books are still being published, there is a substantial amount of knowledge available on the internet. This has an impact on people's reading habits and drives them to learn more in addition to expanding their understanding of the world. Lacking one or more of these factors may lead people to read

but it will not reach the optimum reading comprehension achievement (Guthrie, 2007:92). According to the statement, people's poor motivation to read appears to be the causes of their lack of interest in reading. The lack of interest in reading appears to be due to people's lack of drive to read. The biggest flaw in this study is the lack of motivation to read. Students must be highly motivated in order to master reading comprehension. Motivation does not come out of nowhere; it is influenced by a variety of circumstances. such as experiences, attitudes, and self-concept, all of which have a part in self-motivation. When kids are motivated by reading comprehension, they are more likely to comprehending the text. People's reading comprehension will improve if they comprehend the text. Furthermore, someone who is significantly motivated to read has greater reading comprehension, whereas someone who is low motivated has low reading comprehension.

READING COMPREHENSION

Zwan & Radvansky stated, "reading comprehension is an active and communicative process between the reader, the text the reading activity, and the larger socio-cultural context for reading" (Zwan & Radvansky, 1988:13). Which the individual, there is an interaction that includes top and bottom reading and cognitive techniques. If a reader integrates existing knowledge with new information, they will be able to comprehend and recall written text. Harmer (2007:99) states, "reading comprehension is useful for language acquation". People's knowledge will definitely develop as a result of reading because the more they read, the more knowledge they will get. Reading also has a good impact on a student's vocabulary, spelling, and writing skills. To comprehend a text, students have to be focused on what they read because reading is not only reading but it also comprehending the text systematically. Harmer also states reading is incredibly active occupation. To do so successfully, the readers must first comprehend the meaning of the words, visualize the pictures that the words are painting, comprehend the argument, and determine whether the readers agree with

them. This statement demonstrates that students cannot understand the meaning of the text unless they comprehend the word.

In addition, Reading Comprehension is a complex process of absorption, understanding and problem solving to change or transform symbols in written texts into meaningful understanding or communication between readers and writers through interpretation.

Arthur Heilman (1981) mentions three levels of reading comprehension: literal comprehension, Inferential comprehension, critical comprehension. In general, there are several factor affecting reading comprehension based on Dowson and Bamman (1963, p. 220-223) stated, "there are five factors which influence that comprehension ability": 1. Intelegence, 2. Experience, 3 Mechanics of Reading, 4. Interest and interest span, 5. Skills of comprehending.

MOTIVATION

According to Lai (2011:4) stated, "motivation as the attribute that moves us to do or not to do something, motivation is the reason of underlying behavior".

According to Harmer (1989:51) stated "motivation appears when someone has huge desire to achieve something and usually come from inside". Motivation is some kind of internal drive which pushes someone to do things is onrder to achieve something. It means motivation is someone's encouragement in trying to get something.

Based on Nasution says, "motivation is an effort to provide condition so that someone will do something (2011:60)". In such conditions will encourage and lead them to achieve their goals. They will do any effort to get what they want or what they want to achieve.

In sum, the role of motivation for everyone is very important in life. With motivation, a person can have the drive and strive to achieve goals. This is also included in learning because students who have motivation will certainly try to achieve their goals in learning such as getting good grades in a particular subject.

Several psychologists have tried to classify motivation. Motivation plays important role in language learning (Brown,

2000:152). Motivation can be divided into two types, intrinsic and extrinsic motivation.

1. Intrinsic Motivation

Intrinsic motivation is a type of motivation that originates from within the individual. According to Harmer (2001:51) stated, “intrinsic motivation is come from within the individual. It means that motivation is a desire which comes from inside to do something”. Intrinsic motivation can be found in four components: interest, needs hobby, and goal (Berliner and Gage, 1984:374).

As This research mention before, motivation is nearly connected to a persons' desire to achieve a goal. The learner is well aware of the objectives of learning activities and works hard to achieve them. In their lives, everyone has a goal. They must first decide on a goal before they can do what they wish to do. A goal can lead to someone doing or not doing something connected to the goal. Students must also know and decide their learning goals. Because knowing what they want to achieve will motivate them to learn.

2. Extrinsic Motivation

Extrinsic motivation is type of motivatoin that appear from the outside which also encourage someone to get the goal. It also known as motivation that arises not from within the students themselves, but from outside or from other people, for example such as the environment around students (Harmer, 2007).

Extrinsic motivation is derived from factors outside of the individual's control. Extrinsic motivation is usually used to get results that would not be obtained with intrinsic motivation. A competition is another example of extrinsic motivation because it drives the performer to win and beat others rather than merely enjoy the intrinsic benefits of the activity.

Extrinsic motivation comes from three basic elements, those are teachers, parents and environment (Berliner and Gage, 1984).

RESEARCH METHODOLOGY

This research was designed using quantitative methods, as stated (Creswell, 2014) Quantitative research is an approach for testing objective theories by examining the relationship among variables. This research uses approach correlation. Creswell describes correlation as a statistical test to determine the tendency or pattern of two (or more) variables or two data sets to vary consistently (Cresswell 2012). There are two kinds of variables in this study, (ie independent variables and independent variables). correlation research aims to determine whether the two variables are correlated or not. This is to see if an increase or decrease in one variable corresponds to an increase or decrease in another variable.

According to Patricia (2017: 110), cluster sampling is a multi-step strategy. First, an existing cluster is selected from the population. Then the elements of each cluster are sampled (in some cases, all elements in each cluster are included in the sample). Sample of this research selected by this research. This research take class X IPS 1 as the sample of the research to analyze. Class X IPS 1 consist 32 students.

This research used questionnaire and test as research instruments. The questionnaires were adapted from previous study to collect motivation data while the test used to collect comprehension data.

To find out the results of the questionnaire and test refer to Sugiyono (20012:43) by using the percentage value of each answer that uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of answered questions

N = Number of respondents

Percentage means knowing the number of answers when you create a percentage of each answer on the answer sheet.

The numbers entered in the percentage formula above are the data obtained from the results of the respondents' answers to the question.

This researchs use Karl Pearson's analytical techniques to obtain the results of their studies, often referred to as Pearson's

correlation techniques. This analysis aims to determine the relationship between student motivation and reading comprehension. This researchs use Pearson's product-moment correlation equation. This formula is used:

$$r = \frac{n\sum xy - (\sum x) (\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

Description:

- n = Number of data pairs X and Y
- Σx = Total sum of variable X
- Σy = Total sum of variable Y
- Σx²= Square of total number of variable X
- Σy²= Square of total number of variable Y
- Σxy= Multiplying the total number of variable X and Y

To know the correlation between the two variables, This research use correlation level (r) as seen the table below:

Table 3
Interpretation of Product Moment Score

Coefficient of Correlation “ r “	Interpretation
0.00-0.20	The Correlation is Neglected
0.20-0.40	The Correlation is Weak
0.40-0.70	The Correlation is Strong Enough
0.70-0.90	The Correlation is Strong
0.90-1.00	The Correlation is Very Strong

Interpretation of Product Moment Score from: Burn and Grove: 157

FINDINGS

This research was conducted using questionnaire and test to determine the students' motivation and reading comprehension.

The research instrument used to get the data was reading a motivational questionnaire. The questionnaire is based on indicators of reading motivation and 20 items, and each item has four options on scale from 4 to 1, with 4 (very agree), 3 (agree), 2 (disagree), 1 (very disagree).

Students Motivation in Reading

To determine student motivation when reading, the questionnaire consists of two indicators: intrinsic and extrinsic motivation. Each motivation indicator indicates the reading motivation used by the student for comprehension. The following is a list of values obtained from the student answer sheet questionnaire data in the table below.

Table 4
Results of Students’ Motivation in Reading (X)

Students number	Very Agree	Agree	Disagree	Very Disagree	Total Value
1	2	15	3	0	59
2	10	7	2	1	66
3	3	12	5	0	58
4	7	10	2	1	63
5	10	10	0	0	70
6	6	11	3	0	63
7	7	11	2	0	65
8	4	7	9	0	55
9	9	8	3	0	66
10	8	11	1	0	67
12	7	10	3	0	64
11	12	8	0	0	72
13	5	12	3	0	62
14	5	10	4	1	59
15	4	12	4	0	60
16	12	7	1	0	71
17	7	9	4	0	63
18	8	8	3	1	63
19	7	10	0	3	61
20	4	12	4	0	60
21	7	11	2	0	65
22	9	10	1	0	68
23	6	9	4	1	60
24	6	11	3	0	63
25	7	8	4	1	61
26	9	4	4	0	56
27	4	13	3	0	61
28	8	9	2	0	63
29	2	13	5	0	57
30	0	16	4	0	56
31	10	7	3	0	67
Total	205	311	91	9	1944 (ΣY)

The Result of Questionnaire Analysis

The next step was to find out the average of students’ motivation in reading (X) by using the data above, as follow:

$$\begin{aligned} \text{Mean } X &= \frac{\sum X}{N} \\ &= \frac{1944}{31} \\ &= 62,70967 \end{aligned}$$

From the data above, this research found the highest score of students' motivation to reading was 72 points and the lowest score was 55 points

Analysis of Students' Reading Comprehension

Table 5
Results of Students' Achievement in Reading Comprehension (Y)

Code Resp	Score	Code Resp	Score
1	55	17	75
2	55	18	50
3	60	19	75
4	55	20	30
5	60	21	30
6	25	22	75
7	85	23	80
8	60	24	80
9	60	25	75
10	45	26	70
11	65	27	85
12	30	28	75
13	40	29	60
14	80	30	70
15	75	31	50
16	65	Total (ΣY)	1895

The next step was finding the average and the the same formula as the variable X.

$$\begin{aligned} \text{Mean } X &= \frac{\sum X}{N} \\ &= \frac{1895}{31} \\ &= 61,129 \end{aligned}$$

Based on the data above it was known that the highest score of a students' score in reading was 85 and the lowest one was 25.

The Correlation of Students' Motivation and Reading Comprehension

The purpose of hypothesis analysis was to determine if there was a correlation between reading motivation and reading comprehension. Data on motivation (X) and reading comprehension (Y) to read descriptive text are included in the following analysis table.

Table 6
Correlation coefficient Table of Students' Motivation in Reading English and Their Achievement in Reading Comprehension

Code Respo n	X	Y	X2	Y2	XY
1	59	55	3481	3025	3245
2	66	55	4356	3025	3630
3	58	60	3364	3600	3480
4	63	55	3969	3025	3465
5	70	60	4900	3600	4200
6	63	25	3969	625	1575
7	65	85	4225	7225	5525
8	55	60	3025	3600	3300
9	66	60	4356	3600	3960
10	67	45	4489	2025	3015
11	64	65	4096	4225	4160
12	72	30	5184	900	2160
13	62	40	3844	1600	2480
14	59	80	3481	6400	4720
15	60	75	3600	5625	4500
16	71	65	5041	4225	4615
17	63	75	3969	5625	4725
18	63	50	3969	2500	3150
19	61	75	3721	5625	4575
20	60	30	3600	900	1800
21	65	30	4225	900	1950
22	68	75	4624	5625	5100
23	60	80	3600	6400	4800
24	63	80	3969	6400	5040
25	61	75	3721	5625	4575
26	56	70	3136	4900	3920
27	61	85	3721	7225	5185
28	63	75	3969	5625	4725
29	57	60	3249	3600	3420
30	56	70	3136	4900	3920
31	67	50	4489	2500	3350
Total	1944	1895	122478	124675	118265

Next, all the data calculated using Pearson product moment to prove whether the hypothesis of this research was significant or not. The formula was:

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

After calculated the data This research found the result is = -0,2538353

So, the correlation coefficient was -0,2538353. The result of correlation analysis showed that the correlation coefficient r_{xy} was -0,2538353. The value of r_{xy} was consulted with *Pearson's product moment table* (r_{table}) df 29 and significant level 5% and 1%. If $r_{xy} > r_{table}$ it meant that there was a positive correlation, and the hypothesis could be accepted. And if $r_{xy} < r_{table}$ it meant that there was not a positive correlation, and the hypothesis could be rejected.

$$\begin{aligned} Df &= N - 2 \\ &= 31 - 2 \\ &= 29 \end{aligned}$$

From the calculation of the data above, the result was -0.2538353 or -0.25, it can be seen that there is no correlation between the two variables X and Y. Considered the table below:

Table 7
Interpretation of Product Moment Score

Coefficient of Correlation “r”	Interpretation
0.00-0.20	The Correlation is Neglected
0.20-0.40	The Correlation is Weak
0.40-0.70	The Correlation is Strong Enough
0.70-0.90	The Correlation is Strong
0.90-1.00	The Correlation is Very Strong

Interpretation of Product Moment Score from: Burn and Grove: 157

The table interpretation above showed correlation coefficient is -0.25 which means the category interpretation of coefficient correlation is no correlation.

From the data above This research conclude it can be seen that H_0 is accepted, in which there is no correlation between students' motivation in reading competence.

DISCUSSIONS

This research wants to discuss and interpret the results of their research. To be able to calculate data, this research needs to take data at school. This research used questionnaires and tests to obtain data. The questionnaire used is a closed questionnaire and the test used is multiple choice.

Based on the hypothesis above, we can conclude that this research was no relationship between Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 SMAN 3 Jambi City 2021/2022 academic year, showing significant results both in significance of 5% and 1%. Therefore, the hypothesis is not accepted.

From the coefficient test above could be known that the number of correlations is smaller than the significant level of 5% that is greater than the 1% significant level, so the number of correlation coefficient is smaller than 5% and 1%. Therefore, it could be drawn a conclusion that “There was no correlation between students’ motivation and Reading Comprehension. In addition, however, motivation cannot be the only factor that affects students’ reading comprehension.

CONCLUSIONS

In this chapter This research obtained in discussing the research entitled "The Correlation of Students’ Motivation and Reading Comprehension", in general it can be concluded:

1. By calculate the data, it can be that the quality of the motivation to read English textbooks for the students of class X IPS 1 at SMAN 3 Jambi City in the 2011/2012 school year was moderate based on the category table on student motivation in reading the average is 61,12 which is in the high range (55 – 80).
2. From analysis the students’ achievement in reading comprehension, This researchs found that the reading comprehension achievement quality for students in Tenth

Grade X IPS 1 at SMAN 3 Jambi City in the 2016/2017 school year was also moderate. Based on the category table on student achievement in reading comprehension, the average is 61,129 which is in the medium range (58-70).

3. The coefficient between students' learning motivation and reading comprehension is 0.7056. This is significant because $-0,2538353 > 5\%$ $r_{table} = -0,0126$ and $-0,2538353 > 1\%$ $r_{table} = -0,0025$. Thus, it can be concluded that there is no relationship between students' learning motivation and reading comprehension and the hypothesis is not accepted.

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