THE CORRELATION BETWEEN STUDENTS' READING MOTIVATION AND THEIR READING COMPREHENSION

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Abstract

This research objects to analyze the relation of students' reading motivation and reading comprehension among junior high school students in Cimahi, West Java Province, Indonesia. Participants of this research were 33 students of eight grade at SMPN 5 Cimahi, the research was conducted with a quantitative approach and performed in Cimahi, Bandung. Based on the result show that, there is no significant correlation in Students' Reading motivation because the data show the significant is 0,736 more than 0,05 ($> 0,05$). The result also show that there is no significant correlation in Reading comprehension because in the data show the significant is 0,376 more than 0,05 ($> 0,05$). Beside on the data obtained from 33 students showed that high motivation of reading is 3,3%, medium motivation of reading is 96,7% and not low motivation of reading. Measurement of students reading motivation was done by using MRQ by Wigfeld, John and Guthrie (1996) and reading comprehension test used narrative text. However, the researchers give a suggestion for teacher to be able to create fun and interesting activity. Such as give interesting text book in reading comprehension, it will help the students to have high reading motivation to read more English text and understand the context.

Keywords : *Motivation, Reading Comprehension*

INTRODUCTION

English is one of the international languages used by many people to communicate among nations in the world. In other word, mastering English help us to communicate among the countries in the world, and to conduct business, politics and also education.

In English, there are four skills that should be learned, they are : listening, speaking, reading, writing. Reading is very important in education field because we know students be mastered their skill with reading. When the students writing something, students can reading before. According to (Alqarni, 2015) reading is not just decoding from a foreign language to a mother tongue but also some people think reading is a process of transferring letters, from print page to sounds. Successful in reading, motivation is important factor in learning . Based on Anne in (Marsela, 2017) students motivation and the skill of reading are both essential factors that help to promote students success and life-long learning. In learning at the class, motivation is students need for learn in daily activity.

The kinds of motivation based on (Marsela, 2017) motivation was divide into two kinds, which are namely intrinsic and extrinsic. Intrinsic motivation refers to motivation that comes inside a individual rather from external or outside reward. Extrinsic motivation is relates to the rewards an individual will get as a result of any instrumental actions.
According to (Melekoglu & Wilkerson, K, 2012) reading motivation is vital to learners' ability to read and comprehend text purposefully. In other words, students can use motivation in

reading for achieve their knowledge, comprehension, more get vocabulary, etc. Comprehension is ability to go beyond the word and to understand the ideas and the relationship between ideas conveyed in a taxt, (McNamara, 2010). It means that comprehension is important in learning activity because the learner need to know what the it is about. Based on (Moore, 2014) reading comprehension is a complex interaction among automatic an strategic cognitive processes that enables the reader to creat a mental representation of the text. With reading comprehension students can know the meaning of word, sentences, and text which their read.

Based on explanation above there are relation between motivation and reading comprehension because to increase reading students would have motivation for improve their reading skill, such as reading comprehension, get more vocabulary, and reading fluency. To know further about reading motivation and reading comprehension, the writers will do the research by choosing the title "The correlation between students reading motivation and reading comprehension".

1. Motivation

Motivation can not be touched but can feel and long-term influence to people. (Dornyei & Ushioda, 2011) "quoted that motivation is responsible for why people decide to do something, how long there are willing to sustain the activity, and how hard they are going to pursue it". It means that motivation is activity to do something how long and hard the activity to follow it.

1.1 Kind of Motivation

Motivation is divided into two, they are extrinsic & intrinsic motivation, based on (Marsela, 2017). In line to (Usher & Cober., 2012) intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. For definition above intrinsic motivation is from inside an individual rather for to do well something. (Ryan, 2000) extrinsic motivation is the answer to help the students to feel more confident in answering mathematics examinations or quizzes. It means that extrinsic motivation can make self-confidence to help students for answer do something difficult.

1.2 Reading Motivation

Beside (Mihandoost, 2011) states that motivation for reading is a crucial entity for successfully engaging in the reading process because it is the element that what activates and maintains students' engagement throughout the entire reading process. To increase reading comprehension we must an active reader, without active reader we can pointless exercise, frustrating, did not have more knowledge.

2. Reading Comprehension

Reading is the process to get, to understand, to catch the content of the reading (Nunan, 1991). It means that reading is a process to get information which efficiently from understanding of the written text. Based on (Moore, 2014) reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to creat a mental representation of the text. According to (Berry, 2005) there are three different level of comprehension : literal level, interpretive level, and applied level. The first is the literal level the message is clearly stated in the text, the second is interpretive level the reader are attempting to understand what is implied or meant, breather what is actually stated, and the last is the applied level reader take what was said (literal) and what was meant by what was

said (interpretive) and then extend (apply) the concept or ideas beyond the situation. It is mean that there are three level of comprehension to know the students comprehension, such as type of the test comprehension. In line with Grabe and stoller in (Gusyanti, 2015) reading comprehension is define as the ability to understand information on the text and interpret it appropriately. Based on the definition above comprehension is the goal when some people learn another language. Comprehension is a difficult to major and researcher assumes it makes student get motivation when they try to understanding a text by reading.

3. Relationship between Students' Reading Motivation and Reading Comprehension
The writers assumes that students' reading motivation is kind of factor to effects their reading comprehension because when the students read some interesting text they can have a high motivation in reading to get content of reading comprehension. If the students have a high motivation in reading, they can read many book, come to the library, borrow the book, and buy the books to make some short article, note or summary of their knowledge and reading comprehension which has their read some book. The students' reading motivation can pressure their reading comprehension with the way focus on the text.

In other research conducted by (Marsela, 2017) in her research entitled *The Correlation between Reading Motivaton And Reading Comprehension Achievement Of Eleventh Students Of Man Palembang*. the objectives of this research is to find out influence of the correlation between reading motivation and reading comprehension achievement. the writer used correlation study in which attempts to investigate whether or not reading motivation and reading comprehension achievement by using *Pearson Product Momen* formula. The instrument of this study are questionnaire and test. The writer used questionnaire that is designed by (Guthrie, 1996) Motivation For Reading Questionnaire (MRQ) that contain 53items, and the reading comprehension achievement test taken from the TOEFL Junior reading section which consists of 42 in multiple choices. Base on the result it can be concluded that there is significant correlation eading motivation and reading comprehension achievement. The differences between this research and Marsela's research is the subjects of this research are students in VIII grade of SMPN 05 Cimahi while Marsela's research are students in XI grade of MAN Palembang.

METHOD

In this research, the researchers conclude that research is quantitative research. In line to (Kaswan & Suprijadi, 2016) stated that Quantitative research design is an empirical theory based study process that focuses mainly on testing theories and specific study hypothesis that deliberate finding changes and relationship using numeric data and statistical methods to create specific conclusions about the occurrences. The researchers used correlation method, in this research used numerical data and statistical process to explain the result of the research. According to (Cresswell, 2009) correlational research design in which the researcher are interested in the extent to which two variables or more co-vary, where changes in one variable are reflected in changes in other. Based on (Newby, 2014) Population is larger cluster to which one be expect to implement the result. It means that population is individual or participant have same typical of personality. The participants of this research were the students of the VIII grade at SMP Negeri 05 Cimahi in the 2017-2018 academic year. In this study is 36 students of VIII B in SMPN 05 Cimahi the consisted of 33 student

1. **Instrument**

To investigate the correlation between reading motivation and reading comprehension to instruments were used. The first one is questionnaire of MRQ by (Guthrie, 1996) and the second one is test narrative text from text book. The questionnaire was used to know how whether students have motivated to learning English reading in the class activities. The questionnaire were administered and field by 53 items in order to know the students reading motivation. To reflect 11 constructs of reading motivation namely: reading efficacy (3 items), reading challenge (5 items), reading curiosity (6 items), reading involvement (6 items), important of reading (2 items), reading work avoidance (4 items), competition in reading (6 item), recognition for reading (5 item), reading for grade (4 item), social reason for reading (7 item), compliance (5 item). To calculate reading comprehension the researchers used narrative text and questions to measure students reading comprehension. The students' reading comprehension level, Nurgiyanto in Solihah (2016:24) categorized the levels consists of: fail (0-3), not satisfactory (3-5), good (6-7), excellent (8-10).

2. **Data Collection and Analysis**

Techniques to collect the data for the research are used questionnaire and reading comprehension test. The questionnaire about the students reading motivation, MRQ by (Guthrie, 1996) consist of 53 items. Reading comprehension test used narrative text and questions to measure students reading comprehension.

In this researcher, the researcher used SPSS version 23 to process the data and find out the result to description. The result of this research will explain the statistical table consist of coefficient of correlation significant scale. Based on (Fraenkel, 2007) a correlation study describe the degree to which too or more quantitative variables are related, and it does so by using correlation coefficient. The instruction of correlation has positive or negative consist of weak, fair, strong, and very strong.

The meaning of a given correlation coefficient can be seen below :

Table 1
Correlation Coefficient

Interval Coefficient	Level of Coefficient
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: (Cohen, Manion, & Marrison, 2007)

RESULTS AND DISCUSSION

Results

In this research the researcher find out the result after conducting the research. based on (Satriani, 2014) the data were distributed normally when the number of cases is 30 or more (N

= *33*) and distributed randomly or without determination sampling. From the reason, the data in this research were categorized as the normal data. The process of the correlation between two variables, the researcher used Person's Product Moment Correlation. Based on the data, the researchers used SPSS and the result was describe by the table as follow:

Table 2

Analysis the result of Pearson Product Moment Correlation Formula Correlations

Correlations		motivation	reading comprehension
Motivation	Pearson Correlation	1	,061
	Sig. (2-tailed)		,736
	N	33	33
reading comprehension	Pearson Correlation	,061	1
	Sig. (2-tailed)	,736	
	N	33	33

For the explanation in the table, the result show that there is no significant correlation in Students' reading motivation and reading comprehension too. because the data explain the Number of significant (N.sig) is 0,736 more than 0,05 (> 0,05). In the table showed that as result of the correlation, the coefficient of correlation got r = ,061. From the r number (,061). Meanwhile, the researchers know that the correlation of two variables is Fair (table 3.1). the number of ,061 is position in 0.35 – 0.65 means that Fair correlation.

In the research, the data of students reading motivation showed that fifty-three questions consist of three category in the questions. Based on the data from thirty-six students showed that high motivation (3,3%), medium motivation (96,7%), and the last not low motivation percentage. The researcher can be conclude the statistic data most students of eight grade consist of thirty-three is medium motivation level because the data explain (96,1%) from the data process.

It is because the students just have moderate motivation was the most perceived type of reading motivation. The data of reading comprehension explain that the students were included in five category. 2 students had excellent reading comprehension (6,06%), 4 students had good reading comprehension (12,12%), 13 students had not satisfactory (39,4%), and 14 students had fail reading comprehension (42,42%). From the distribution above, the researchers found

that the statistic data most students of eight grade consist of thirty-three is not satisfactory categories because the data (42,42%) from the data process.

Discussion

The purpose of this research is to fin out the correlation between students' reading motivation and reading comprehension. Students' reading motivation test used questionnaire and test was used to conducted students' reading comprehension. Based on the result of students' reading motivation questionnaires, all of participants who have medium score in students reading motivation. In reading comprehension test, the researchers used 10 questions of multiple choice for assessing students reading comprehension. It can make affect students' categories motivation become average motivation.

CONCLUSION

After the research was conducted at the VIII grade students of SMPN 5 Cimahi, based on the result of reading motivation scale (MRQ), the level of eight grade students' reading motivation was medium. Reading comprehension show that their reading comprehension belonged to not satisfactory category. In line to the result of Person product moment correlations between students reading motivation and reading comprehension is 0,736 more than 0,05 (> 0,05) . It mean that fair correlation because the data showed the r (Coefficient of Correlation) = ,061. The researchers result can be showed that students' motivation has moderate effect in reading comprehension.

The data also show that 96,1% of 33 students most of them have medium motivation level. Based on the explanation above, the researchers give a suggestion for teacher to be able to create fun and interesting activity. Such as give reading text that interesting for students have high reading motivation. Therefore, the researchers can complete with different method of research in larger group or determine to focus on other skills.

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