THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND READING COMPREHENSION OF THE FIRST YEAR STUDENTS OF SMPN 1 CISARUA BANDUNG BARAT

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Abstract

The objective of this study is to know the correlation between students' motivation and their achievement in reading comprehension. The research used quantitative method and correlational research as design. The population of the study was the seventh grade students of Junior High School 1 cisarua, Kabupaten Bandung Barat in academic year 2017/2018 with total number 395 students and the sample in this study is 32 students. Instruments for data collection were the questionnaire to find out students' motivation and the reading comprehension test. Pearson Product Moment was used to analyze the data and the hypothesis testing was computed by applying SPSS version 22. It was found that there is a significant correlation between students' motivation and their achievement in reading because the correlation coefficient was 0.658. It was classified into high correlation . Thus, there is a significant correlation between reading motivation and reading motivation. The result can be interpreted that students' motivation had strong effect to reading comprehension skill. It is suggested the English teachers have to create teaching strategies that will motivate the students to read in class.

Keywords: Correlation, Students' Motivation, Reading, Achievement

INTRODUCTION

Reading is one of four competence in language and an important activity   that students should be learnt. Reading is an activity to comprehend some knowledge in written language. Harmer (1998: 70) in Parmawati and Yugafiati (2017) states that, reading is an incredibly active occupation. According to (Rayner & Reichle, 2010), Reading is a complex skill involving the orchestration of a number of components. Researchers often talk about a 'model of reading' when talking about only one aspect of the reading process (e.g., models of word identification are often referred to as 'models of reading'). Word identification related to the steps of understand how written symbols correspond to spoken language and comprehension related to the steps to comprehend the words, sentences, and connected text. In addition, (Grabe, 2009) explains reading is the skill to draw meaning from the printed page and interpret this information appropriately. (Pourhosein Gilakjani & Sabouri, 2016) states reading is an interactive process in which readers construct a meaningful representation of a text .

From brief explanation above, it can be concluded that Reading is to process text meaning through some process of interaction with print (Alderson, 2000: 1, cited in Apsari & Yana, 2015).When people decide to do something, they have purpose in their mind. Also when people decide to read, for sure they have a purpose as well. Even when they read novel for pleasure, at least they want to acquire knowledge about the story. Like (Bruce Arne, 1984) statement , people read because they need to reach something from the writing; whatever it was, people insisted to get the message that the writer had expressed.

The purpose of reading is to decode information from text into one's mind (Bruce Arne, 1984). Some experts define about the purpose of reading. Generally, their definition state that reading has two main purposes: reading for entertainment and for getting information. The main purpose of reading is to reach comprehension or ability to find the meaning of what they read and answer the questions regarding to the reading text. To understand the text and mastery of reading should be done have motivation on attitudes, self-concept and experience. Since motivation does not emerge naturally but should be achieved through the steps of reading activity. The experiences, attitudes, and self-concepts, all play a significant role in motivating children to read.

Motivation is also really crusial in the step of learning especially in reading. (Wigfield, Guthrie, & McGough, 1996) say that motivation to read play an important contribution for students to achieve reading comprehensions and academic success .Students who have less motivation to get achievement in school can be said also have very low reading skill. Whether the main attention of an approach is directed at parents, teachers, students, or some other influence such as the curriculum or choice of text, there has always been a crucial area of attention for reading skill. Keller in (Made, 2009) defined motivation as intensity and direction of behavior with related to somebody's selection to do or avoid a task and to indicate the level of effort that made by him or her.

A growing body of researchers has said that motivation is the most important factor which can determine the success in foreign language learning. The statement is supported by (Westwood, 2012) , motivation is significant for reading skill since it influences the choices that people make about which activity they will engage with, the level of persistence,and some efforts that they will use on a given activity. Motivation consists of two kinds, they are intrinsic and extrinsic. Intrinsic motivation (Miller, Deci, & Ryan, 1988) refers to being motivated and curious enough to be engaged in an activity for its own sake. A comprehension goal is defined in term of a focus on learning or comprehend a task for self-improvement, development of new skills, or trying to get understanding. On the other hand, extrinsic motivation is relates to the reward an individual will get as aresult of any instrumental actions. Extrinsic motivation (Deci, Vallerand, Pelletier & Ryan in Tercanlioglu, 2001:4) refers to efforts directed toward obtaining external recognition, rewards, or incentives. Extrinsic motivation shows the fact that children do a lot of their reading when their reading skill is given mark and compared to others' performance.

Many ways that the teachers could do to increase motivation of the students in reading. Regarding to the 2013 curriculum that is currenlty being used in Indonesia, the schools conduct the activity that is expected to increase the desire to read among students, namely the School Literacy Movement activities. Every students are supposed to read silently the storybook for 10 minutes each day at the beginning of the lesson. This activity is done to familiarize the students in reading and increase a desire to read so that in the end the national education goals will be maximally achieved. Based on those explanation above, this research would like to know the correlation between the students' motivation and reading comprehension.

METHOD

This research used a correlational research. According to Creswell (2012) , correlation research is used to describe and measure the relationship between two or more variables or sets of score without controling and manipulating the variables as in an experiment. A correlation study

(Everitt & Minium, 2006) is to define a relationship between two variables they are; students' motivation and thier achievement in reading comprehension. The population of this study was seventh grade student of SMPN 1 Cisarua in school year 2017/2018 which consisting of 395 students. (Everitt & Minium, 2006) says that, " Sample is a part or representative of the population that will be observed." The sample of population chosen was class 7K of SMPN 1 Cisarua that consists of 32 students .

In collecting the data, the writer give the students with the following instruments:

Questionnaire
Motivation Reading Questionnaire (MRQ) by (Wigfield et al., 1996) was used to get the data about the students' reading motivation. It is a student rated assessment of the level to which each student has motivation in reading. The original questionnaire consists of 53 items , but only 32 items of the MRQ that was used in this research. In consideration,there were some of the items have closed meaning and some of the items different with the students' culture.The questionnaire has been translated into *Bahasa Indonesia* in order to make it easy to be answered by the students, and can be administered in 20 to 25 minutes.

The MRQ uses likert scale with range of 1-4. It consist of very different form me, a little different from me, a little like me, a lot like me. The score of each item described as follows:

Table 1. MRQ Score for each option

Category	Score
Very different from me	1
A little different from me	2
A little like me	3
A lot like me	4

Source : Wigfield et, al. 1996

The questionnaire in this research arranged based on the indicator from motivation and the achievement in reading of the students.

Reading Test
The instrument materials of reading comprehension test were chosen from teacher's and students' handbook. The writer used one type of reading text, that is descriptive text. The reading test in this research had 30 questions in multiple choice form.

Technique of Analysing Data
The data from questionnaire and reading test were assessed by using Pearson Product Moment's Formula and calculated using SPSS 22.0 for windows to see the correlation. There is a correlation coefficient, which is a numerical index that give information about the strength of the relationship between both of variables. It gives information how variables are associated. The Meaning of correlation coefficient shown below

Table 2. Correlation Coefficient

Interval Coefficient	Level of Correlation

0,20 - 0,35	Weak
0,35 – 0,65	Fair
0,65 – 0,85	Strong
0ver 0,85	Very Strong

source:Cohen, Manion Marrison(2007, p 340)

RESULTS AND DISCUSSION

Results

Result of student's reading motivation

Students' reading motivation were identified from the questionnaire that they have already answered. A higher score indicate larger degree in reading motivation

Table 3. student's reading motivation score

No	Name	Motivation Score
1	Student 1	84
2	Student 2	102
3	Student 3	79
4	Student 4	76
5	Student 5	77
6	Student 6	110
7	Student 7	115
8	Student 8	97
9	Student 9	73
10	Student 10	81
11	Student 11	106
12	Student 12	82
13	Student 13	78
14	Student 14	77
15	Student 15	77
16	Student 16	85
17	Student 17	90
18	Student 18	67
19	Student 19	107
20	Student 20	87
21	Student 21	79
22	Student 22	73
23	Student 23	101
24	Student 24	77
25	Student 25	67
26	Student 26	93

27	Student 27	88
28	Student 28	108
29	Student 29	83
30	Student 30	101
31	Student 31	93
32	Student 32	102

Table 4. Categories of Reading motivation

Score Interval	Categories
61-80	Low level of motivation
81-100	Medium Level of motivation
101-120	High level of motivation

Source : Wigfield et, al. 1996

If the students' result range of 61-80, they were considered to have low level of reading motivation, those who belong the score 81-100 it means they were medium level of reading motivation. When students' score was 101-120 it was considered to have excellent level of reading motivation.

Result of Students Reading Comprehension Test

Table 5. Reading Comprehension score

No	Name	reading score
1	Student 1	73
2	Student 2	63
3	Student 3	70
4	Student 4	33
5	Student 5	37
6	Student 6	77
7	Student 7	97
8	Student 8	63
9	Student 9	53
10	Student 10	33
11	Student 11	63
12	Student 12	30
13	Student 13	37
14	Student 14	37
15	Student 15	50
16	Student 16	60
17	Student 17	60
18	Student 18	43
19	Student 19	57

20	Student 20	37
21	Student 21	43
22	Student 22	50
23	Student 23	63
24	Student 24	47
25	Student 25	47
26	Student 26	53
27	Student 27	33
28	Student 28	80
29	Student 29	33
30	Student 30	43
31	Student 31	50
32	Student 32	73

Based on the students's score, the qualification were used to see whether the students has very poor, poor, average, good, and very good

Tabel 6. Range of students' reading achevement

No	Range	Qualification
1	86-100	Very good
2	71-85	Good
3	56-70	Average
4	41-55	Poor
5	0-40	Very poor

Normality and linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS. Kolmogorov-Smirnov formula was applied to see the normality. The results shows the sig value for reading motivation and reading comprehension is 0.200 (0,200>0,05) . This indicated that the data from each variable were all normally distributed and appropriate for data analysis

Table 7. One-Sample Kolmogorov-Smirnov Test

		Reading_Motivation	Reading_skill
N		32	32
Normal Parameters[a,b]	Mean	87,97	52,75
	Std. Deviation	13,345	16,455
Most Extreme Differences	Absolute	,124	,112
	Positive	,124	,112
	Negative	-,117	-,084
Test Statistic		,124	,112
Asymp. Sig. (2-tailed)		,200[c,d]	,200[c,d]
a. Test distribution is Normal.			
b. Calculated from data.			

c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

For linearity test, deviation of linearity was obtained. If probability score was more than 0.05, the two or more variables were linear. It was revealed that, the deviation from linearity between reading motivation and reading comprehension skill was 0.108. To sum up, all the data were linear for each correlation. After all of the data were found normal and linear, the analysis was done. The statistical calculation was continued. The correlation and influence among variables were analyzed.

Correlation between Students' reading motivation and Reading Comprehension

Table 8. Pearson Correlations		Motivation_Score	Reading_Score
Motivation_Score	Pearson Correlation	1	0,658**
	Sig. (2-tailed)		0,000
	N	32	32
Reading_Score	Pearson Correlation	0,658**	1
	Sig. (2-tailed)	0,000	
	N	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion

Based on Pearson Product Moment Correlation calculation through SPSS 22, the result showed p is 0.000, it can be said that the result is significant because $p<0.05$. The coefficient correlation between students' motivation and their reading comprehension is 0.658. Based on the the classification of the correlation coefficient, it can be categorized as high correlation. Therefore, null hypothesis (Ho) was rejected and research hypothesis (H1) was accepted. It can be concluded that there was correlation between students' motivation and their reading comprehension achievement.

CONCLUSION

From the results of this study, the obtained value of correlation coefficient is 0.658 which imply that there is a high correlation between reading motivation and reading comprehension. The witer concludes that motivation influences students'reading comprehension achivement and students who have have higher motivation tend to have better reading achievement. Therefore, the researchers would like to suggest the students to maintain their motivation about reading so it will give positive contribution on their comprehension. Not only for students, the researcher also would like to propose that the English teacher suppose to motivate their students about the urgency of reading. The teacher should take some efforts to develop student's motivation and encourage the to practice in reading comprehension.

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