

THE CORRELATION BETWEEN MOTIVATION AND READING COMPREHENSION OF THE EIGHTH-GRADE STUDENTS OF SMPN 3 TAMPAKSIRING

Ni Pande Putu Wirayanti¹, Anak Agung Putri Maharani²,
Dewa Gede Agung Gana Kumara³

^{1,2,3}English Language Education Study Program, Faculty of Teacher Training and Education,
Universitas Mahasaraswati Denpasar
Email : pande.wirayanti@gmail.com

ABSTRACT

The present study which made use of an ex-post facto research with correlation design was intended to figure out the significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 3 Tampaksiring in academic year 2020/2021. The samples of the research consisted of 94 students which were chosen by cluster sampling. The data were collected through administering the research instruments which were in the form of structured questionnaire and short answer task. The obtained data were statistically analyzed by using Pearson product moment correlation and t-test. The results of the data analysis clearly revealed the alternative hypothesis was accepted. In other words, the research findings confirmed that there is significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 3 Tampaksiring in academic year 2020/2021.

Keywords: Correlation, Motivation, Reading Comprehension

ABSTRAK

Penelitian ini menggunakan penelitian ex-post facto dengan desain korelasi. Dimana penelitian ini bertujuan untuk mengetahui hubungan yang signifikan antara motivasi dan pemahaman membaca pada siswa kelas VIII SMPN 3 Tampaksiring tahun ajaran 2020/2021. Sampel penelitian berjumlah 94 siswa yang dipilih secara cluster sampling. Pengumpulan data dilakukan melalui pemberian instrumen penelitian berupa kuesioner terstruktur dan test pemahaman membaca. Data yang diperoleh dianalisis secara statistik dengan menggunakan korelasi Pearson product moment dan uji t. Hasil analisis data secara jelas mengungkapkan hipotesis alternatif diterima. Dengan kata lain, temuan penelitian menegaskan bahwa ada hubungan yang signifikan antara motivasi dan pemahaman membaca pada siswa kelas VIII SMPN 3 Tampaksiring tahun ajaran 2020/2021.

Kata Kunci: Korelasi, Motivasi, Pemahaman Membaca

INTRODUCTION

As one of the language skills, reading plays an important role because reading has become a part of our daily life. Reading is a way a person gets information from written texts. Through reading, people are able to gain a lot of knowledge, information, pleasure, and problem solution. According to Healy (2002:3), reading is a purposeful and active process. A reader reads to understand the text, remember what is understood and put understanding to use.

Comprehending is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Without comprehension reading is nothing because comprehension becomes the most important factor to indicate how well students read.

Klingner *et al.* (2007:2) states that meaning, learning and pleasure are the ultimate goals of learning to read. The more reading students do the more knowledge they can understand and get from the text.

Reading becomes the main aim of language teaching. The purposes are to enable students to read and understand the text materials correctly. Then it is essential to read in the right way in order to understand the target language. Reading consists of two processes, they are recognition and comprehension. Word recognition refers to the process of perceiving how, written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. According to Broek and Espin (2012: 315), reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of a text. Comprehension depends not only on no characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation.

According to Suhag *et al.* (2017:100), motivation has several effects on the learning and behavior of students. Firstly, motivation leads behavior to specific goals. Motivation sets specific goals that people strive for and influences the choices of students. Motivation also increases the effort and energy to determine whether a student will pursue a task that is difficult with enthusiasm or lifeless attitude. Motivation will be an important factor affecting the learning and success of the students by affecting the initiation and continuity of the activities, increasing the time of the students' duties. Motivation affects how information is processed and how it is processed as it increases the cognitive processing process. Thus, motivated students get more inclined to understand and examine material than to observe learning movements just superficially.

Harmer (2007:98) states that motivation is essential to success. We have to have motivation if we want to be successful in doing something. Motivation means to make somebody willing to feel enthusiastic, interest, and committed to something. That is why motivation is an important contributing factor in language learning because learning will be more effective and efficient if it pushes by motivation. Motivation involves the process that energizes, direct and sustains behavior. In other words, motivation can help the students to get their knowledge, comprehension or skill. Without such motivation, it will almost certainly be failed to make the necessary effort.

Motivation is a key factor for explaining the success or failure of any difficult activity. To be successful in reading, motivation is an important factor. Students who are motivated tend to devote all his ability to produce optimal learning results as expected, as well as raise awareness in reading. Naiman *et al.* (in Ur 1991:275) state that the most successful learners are not necessarily those to whom a language comes very easily, they are those who display certain typical characteristics, most of them clearly associated with motivation. Students with high motivation will be better to prepare themselves to engage the learning process at school. The teacher or the observer will be easily recognizing the students with high motivation. They will read more books, ask many questions, do more exercise, try to use their skill and always looks happy during the learning process in the class.

In the teaching learning process, motivation have a big impact toward students' achievement. Because of motivation, students will do something such as reading textbooks especially English textbooks. Reading also has big impact towards learning because most of the learning activities is reading.

Motivation in reading is very important because when students can understand more aspects of their subject or lesson, it will be good for their comprehension and achievement. According to Harmer (2007) motivation is students' energy, which encourages themselves to do something. Based on the statement above, motivation is necessary for the students in learning process especially in reading comprehension. The students with higher motivation will do their best in learning achieving their goal rather than students' with low motivation.

Regarding on the explanation and the research finding, motivation played an important role in improving the students' motivation in reading comprehension. The researcher wanted to investigate whether students' motivation influences their reading comprehension especially in reading descriptive paragraph. The researcher is intended to figure out whether there is a significant correlation between motivation and reading comprehension. Therefore, the researcher formulated a research entitled "The Correlation between Motivation and Reading Comprehension of the Eighth-grade Students of SMPN 3 Tampaksiring in Academic Year 2020/2021".

RESEARCH METHODS

In this present study, the researcher used the eighth-grade students of SMPN 3 Tampaksiring in academic year 2020/2021 as population of the study. SMPN 3 Tampaksiring has 10 classes for the eighth grade. Each class consists of around 32 students. The whole students for the eighth-grade students were 317 students. The researcher used cluster sampling in conducting this study. According to Fraenkel and Wallen (2009), the minimum acceptable sample size for correlational study is no less than 30. They also add that if the data which is obtained from a sample

is smaller than 30, it may give inaccurate result of the degree of correlation.

According to Kothari (2004:65), if the total area of interest happens to be big, a convenient way in which sample can be taken is to divide the area into some smaller non-overlapping areas and then to randomly select a number of these smallest areas (usually called a cluster), with the ultimate sample consisting of all (or sample of) units in these small areas or cluster. Cluster sampling was chosen for some reasons. One of the reasons was it difficult to select random sample of individual, because each student had different schedule because of the difference of the class. The group or the class was taken randomly because each class had the same ability and characteristic which was proven by the raw score of each class in the report cards and based on the testimony of the English teacher. Cluster sampling was more effective with larger number of clusters. For those reasons, the researcher decided to choose cluster sampling in conducting this research study.

In conducting cluster sampling, the researcher selected from the entire population of the eighth-grade students. The researcher used three classes as a sample. They are class VIII B, VIII E and VIII J. The total of the samples were 94. There were some steps in selecting the sample that show as follows:

1. First, the researcher prepared 10 pieces of paper and wrote down the name of each class.
2. Then the researcher folded the 10 pieces of paper and put it in the glass.
3. The researcher asked one of the English teachers of the eighth-grade students to take three pieces of the folded papers in the glass.
4. The papers that were taken by the teacher were the sample of this study.

The samples were class VIII B, VIII E, and VIII J.

The research instruments of the present study were in form of a structured questionnaire and short answer task. The use of the questionnaire was to measure the motivation of the students while short answer task was used to assess students' reading comprehension. The questionnaire was in Indonesian language. It was to make the students understand and to avoid misunderstanding. The sample filled the motivation questionnaire in Google Form that was made by the researcher. They had to answer each statement honestly by choosing one of the answers which had been provided. There were 30 questions related to the motivation aspects that need to be measured. The researcher used the motivation's aspects from Penny Ur (1991). The aspects are positive task orientation, ego involvement, need for achievement, high inspirations, goal orientation, perseverance and tolerance of ambiguity. Each question consists of five options of answers. It was strongly agree (*sangat setuju*), agree (*setuju*), neutral (*netral*), disagree (*tidak setuju*), strongly disagree (*sangat tidak setuju*). The researcher used Likert Scale to measure students' motivation.

Furthermore, the researcher used test to measure the reading comprehension of the students. The test was short answer task question. The genre of the text that was used was descriptive paragraph about person. The test was focused on 4 aspects of reading. They were general information, specific information, textual meaning and textual reference. There were six descriptive paragraphs to read and there were 5 questions for each paragraph. So in total there were 30 questions to be answered by the sample in 30 minutes. The researcher sent the reading comprehension test by WhatsApp. Then the sample took pictures of their answer and sent it to the researcher by WhatsApp again. The answer which was

done by the sample must be grammatically correct and in accordance with the paragraph.

The aim of this present study was to investigate the correlation between motivation and reading comprehension. Before the researcher investigating the correlation of those variables, it needed to make sure that the data is normal and homogeneous. The first analysis that should be done in the present study was pre-requisite testing which consisted of normality and homogeneity test. The two tests are important to know whether the data are normally and homogeneously distributed.

In order to know whether motivation and reading comprehension comes from the distributed normal the researcher tested the normality by using SPSS 21.00. The normal distribution was measured by using Kolmogorov Smirnov. The homogeneity test was computed by using Lavene's testing to assess if the groups have equal variance. After calculating the pre-requisite analysis of normal distribution and homogeneity of variance in which the data are normally and homogeneously distributed, hypothesis testing was conducted then to analyze whether there is a correlation between motivation and reading comprehension. The hypothesis testing was computed using SPSS 21 for windows.

Furthermore, hypothesis testing which was carried in is the present study consists of Pearson Product Moment and T-test. For the correlation analysis those variables, researcher used Pearson Product-Moment Coefficient. T-test is a type of statistic test that is used to compare the means of two groups. In the present study, the researcher used paired-sample t-test in SPSS 21.0 program for windows. The basis for this decision was as follows:

- a. If the significant value is >0.05 , then the hypothesis is rejected.

- b. If the significance value is <0.05 , then the hypothesis is accepted.

FINDING AND DISCUSSION

The present study used an ex post facto with correlational research design in which the researcher did not have direct control or manipulation of the research variables. The research was conducted on 12th November 2020 and 21st November 2020. The result of the tests and questionnaire showed the highest score of reading comprehension was 90 and the lowest score was 60. Besides, the highest score of motivation was 138 and the lowest score was 84. The total score of reading comprehension was 7121 and the total score of motivation was 10738. The normality test was done towards the collected data of motivation and reading comprehension that were obtained from the samples.

Table 1
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation	.072	94	.200 [*]	.979	94	.125
Reading Comprehension	.088	94	.072	.978	94	.108

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result of the normality test output using Kolmogorov –Smirnov, the significance value for the motivation is 0.200 while the reading comprehension is 0.072. Based on the tests, it can be found that the significance value of the two variables for $N=94$ using Kolmogorov-Smirnov is more than 0.05. From the table, it can be concluded that the data has normal distribution. Furthermore, the result of homogeneity test, the significance value from students' motivation and reading comprehension was 0.244.

Table 2
The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.432	2	91	.244

From the result, the homogeneity testing significance score was homogeneous because the significant value was higher than 0.05. It can be concluded that research variables, motivation and reading comprehension were homogeneously distributed.

Table 3
The Summary of Pearson Product-Moment Correlation

		Motivation	Reading Comprehension
Motivation	Pearson Correlation	1	.668**
	Sig. (2-tailed)		.000
	N	94	94
Reading Comprehension	Pearson Correlation	.668**	1
	Sig. (2-tailed)	.000	
	N	94	94

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

Based on the result of the Pearson Product-Moment above, the Pearson correlation was 1, it showed that there was correlation based on Ary *et al.* (2010:135). Then, for the significance it is found 0.000 is lower than 0.05, it means that the correlation between students' motivation and reading comprehension is positive. The result of Pearson Product-Moment Correlation was 0.668. Furthermore, the value in r_{table} , a figure of 0.2028, was found based on the significant level 0.05 and $df = n-2 = 92$. Therefore, it can be seen that $r_{counted} > r_{table}$ ($0.668 > 0.2028$) which means H_a was accepted. It can be assumed that there was a correlation between motivation and reading comprehension. After the researcher calculated the data by applying the correlation product moment formula and finding the result of the correlation, the

next step was to give interpretation of the result. From the data analysis of students' motivation (X) and reading comprehension (Y), it appeared that the correlation index between X variable and Y variable was 0.668. Being compared with product moment correlation index by Arikunto, it can be wrapped up that the correlation between motivation and reading comprehension is in sufficient level because the value of 0.668 is between 0.600 and 0.800.

Moreover, based on the result of Paired-Sample t-test, the significance 2-tailed value from students' motivation and their reading comprehension was 43.721. The value in t_{table} a figure of 1.66159, was found based on the significant level 0.05 and $df = n-2 = 92$. It means that H_0 was rejected and H_a was accepted because $t_{counted} > t_{table}$ ($43.721 > 1.66159$). Therefore, the result of the paired t-test showed that there was a significant correlation between students' motivation and their reading comprehension. This result is in line with the finding of Haryani et al. (2021) which figured out that here was a significant correlation between students' motivation and their reading comprehension.

As what have been found and explained above, it can be concluded that motivation and reading comprehension had a significant correlation. It also had a significant correlation of those two research variables. It showed that students' motivation correlated with their reading comprehension. It could be seen from the result of the hypothesis testing which was used Pearson Product-Moment correlation and t-test. Actually, in understanding an English text, the reader should have interest in reading which means that being interested or having an interest in reading is the basic motivation of a person in reading (Maharani, Arsana, and Sawitri, 2015). According to the research findings, it can be concluded that the directional hypothesis

which has been previously determined was finally confirmed that there is a correlation between motivation and reading comprehension of the eighth-grade students of SMPN 3 Tampaksiring in academic year 2020/2021.

CONCLUSION AND SUGGESTION

In the present study, the researcher used ex-post facto with correlation research design. The present research was mainly intended to figure out whether there is a significant correlation between motivation and reading comprehension. The research was conducted at the eighth-grade students of SMPN 3 Tampaksiring in academic year 2020/2021. The purpose of this study was to figure out whether there is significant correlation between motivation and reading comprehension. The data of the present study were collected by administering the research instruments. The research instruments had been created into two instruments based on the variables.

The reading comprehension used short answer task and was scored by using scoring rubric which were focused on the answer and grammar. Moreover, the motivation used questionnaire and was analyzed by scoring the score using Likert Scale. After getting the score of two instruments, the data were analyzed by using SPSS 21 version for windows. The result of the analysis in Pearson Product-Moment correlation and t-test were accepted. The directional hypothesis was clearly accepted which is stated there was a significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 3 Tampaksiring in academic year 2020/2021. Thus, it answered the research question formulated in Chapter I that motivation and reading comprehension of the eighth-grade students of SMPN 3 Tampaksiring in academic year 2020/2021 have a significant correlation.

In the present study, the researcher used an ex-post facto research design in which have already taken place prior to this research. Furthermore, in this research the researcher only took the data of the samples and report the result of the data analyzed without giving treatment to the samples. Based on the findings, it can be concluded that reading comprehension of the eighth-grade students of SMPN 3 Tampaksiring in academic year 2020/2021 were influenced by motivation. It is clearly seen from the score of motivation questionnaire and short answer task test. Those two scores of variables will be in proportion. The students who have higher motivation will get higher score for reading comprehension. Moreover, the students who have lower motivation got lower score for reading comprehension. Thus, an ex post facto in correlation research had been widely recognized as assess the relationship among two or more variables in a single group of subjects. Hence, the findings of the study could not be generalized since the present study used ex-post facto with correlational research design.

At the end of the present study, the researcher intends to give some suggestions which are based on the findings of the present study. Based on the results of the present study, it showed that students' motivation had a significant correlation with their reading comprehension. Therefore, the researcher would like to suggest the English teachers who concerns on teaching and learning process especially in teaching reading, the eighth-grade students of SMPN 3 Tampaksiring and the other researchers. For the English teachers of SMPN 3 Tampaksiring, they are suggested to pay more attention about the students' motivation during the teaching learning process. In addition, the teachers should give the students more chances in developing their reading skill by giving the

students different reading text everyday and ask them about the text. It will be good for practicing their reading comprehension. For the eighth-grade students in SMPN 3 Tampaksiring, they are suggested to maintain their motivation during the teaching learning process especially in reading. It is important when there were motivated, they tended to do well during the teaching learning process. For the other researchers, this research can be used as reference in making future similar researches. In addition, this provides some information about students' motivation and reading comprehension.

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