

THE CORRELATION BETWEEN THE EIGHT GRADE STUDENTS' READING MOTIVATION AND READING COMPREHENSION ACHIEVEMENT

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Abstract

The main objectives of this research was to find out whether or not there was a statically significant correlation between the eighth grade students' reading motivation (independent/predictor variable) and reading comprehension achievement (dependent/criterion variable) at SMP Negeri 1 Buay Madang Timur. This research applied correlational study with descriptive method. The population was all of the Eighth grade students of SMP Negeri 1 Buay Madang Timur, with the total number of the students 208 students. The sample was 36 students taken through cluster random sampling method. From the data distribution, it can be said that most of the students tend to have difference score in students' motivation and reading comprehension tests. The average score of reading motivation and reading comprehension test were 74.14 and 76.81 respectively. The students who have high reading motivation, they also got high reading comprehension achievement. And the students who have enough reading motivation, they also got enough reading comprehension achievement. Based on the findings in this research, it was found that the Pearson correlation coefficient between students' reading motivation and reading comprehension achievement was 0.80 and exceeds the t-obtained was 7.77. For $p > 0.05$ and $df = 36 - 2 = 34$, the t-table is 2.03224. Because t-obtained was higher than t-table, the correlation coefficient is significant. This means that H_0 is rejected and H_a is accepted. Finally, based on the finding of R square in this research it was found that the predictor variable (students' reading motivation) gave contribution 64% to criterion variable (reading comprehension achievement). The rest 36% were influenced by others factors, like their interest in learning reading, their health or frame of mind on the day they took the test, the frequency of practice, their reading habit, etc.

Keywords: Correlation, Reading Motivation, Reading Comprehension Achievement

1 INTRODUCTION

The main purpose of teaching English as a Foreign Language (EFL) in Indonesia is to accelerate notion and state development, establish diplomatic relationship with other countries, and conduct foreign policies (*Depdiknas, 2006*). In order to to achieve this objective, the teaching of English in Indonesia is devoted to the teaching of the four language skills ; they are reading, listening, writing, and speaking but the teaching is focused more on on the improvement of reading comprehension. Many students of English as a Foreign Language rarely need to speak the language in their day-to-day lives but may need to read in order to aces the wide information which is available dominantly in English. Thus, reading in second or foreign language gains importance because most of information in English comes through reading.

Reading is the most academic skill and the foundation of all academic learning. Moreover, to achieve the goal of learning English, there will be some

factors affected it. Motivation for reading is an important contributor to students' reading achievement and school success. A substantial correlate of reading comprehension is reading motivation (Guthrie *et al.*, 2006:2).

Motivation refers to reasons that underlie behaviour that is characterized by willingness and volition. A person who feels no inspiration to act is viewed as a person who is unmotivated, whereas someone who is energized or activated towards an end is considered to be motivated (Deci & Ryan, 2000:57). Especially for older children and adults, motivation is one of the most important factors that affect achievement in foreign languages. To be a good learner, a student has to have good reasons for learning languages, because learning is long, arduous, and sometimes expensive.

Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tends to vary across subject areas, and this domain specificity increases with age. Motivation in children predicts motivation later in life, and the stability of this relationship strengthens with age.

Reading motivation is defined as the motivational drive to read, an area of interest in the field of education. Studying and implementing the conditions under which students are motivated to read is important in the process of teaching and fostering learning (Wikipedia, 2015). It can be said that reading motivation refers to the internal states that make people read. Motivation to read is complex construct that influences readers' choices of reading material, their willingness to engage in reading, and thus their ultimate competence in reading.

Based on the result of the Semester Examination of 2015/2016 at SMP Negeri 1 BuayMadangTimur, the result of students' mean score for reading achievement was 65, under the minimum passing grade that is 70. When asked about students' motivation to read in classroom toward reading, it is found that their motivation to read was low. Moreover, there were some difficulties related to understanding different types of genre. Cuesta (2003:32) argues that many students take reading for granted. They were too busy to read and also did not enjoy reading.

Therefore, based on the explanation above, this research entitled "The Correlation between the Eighth Grade Students' Reading Motivation and Reading Comprehension Achievement at SMP Negeri 1 BuayMadangTimur."

2 METHODOLOGY

In this research, the researcher used correlation study. Descriptive method was used to present correlation study the data found during the study, that was the presentation and description of scores which has been collected and tabulated, meaning that is method is appropriate to present facts encountered during study.

Fraenkle and Wallen (1990:84) assert that the population refers to all the members of a particular group. Population of this research was all the eighth grade students of SMP Negeri 1 BuayMadangTimur academic year of 2015/2016. Most of the classes consist of 34 students. The total number was 208.

Arikunto (2010:131) states that sample is part of the subject of some population to investigate. Sample is a set of elements drawn from the population. In

this research the writer chose the sample by using cluster random sampling to take the sample because the total of the student is more than one hundred person. And the sample was VIII.C class which consist of 36 students.

In collecting the data the writer used (1) Ready-made questionnaire and (2) Reading Comprehension Test.

3 RESULT AND DISCUSSION

3.1 Result

3.1.1 The Result of Reading Motivation

To find the reading motivation the researcher used ready-made questionnaire. The questionnaire was consisted of 53 items, and told about students' activity and the students' problem faced in their reading motivation. After the questionnaire was distributed to the students, the writer checked and distributed in Table 1 below.

Table 1: The Students' Distribution Score

No	Scores Interval	Categories	Scores	
			Frequency	Percentage
1	53-93	Low	0	0%
2	94-133	Fair	3	8.33%
3	134-173	High	23	63.89%
4	>174	Very High	10	27.78%
Total			36	100%

The Table 1 above showed that the result of the students' reading motivation score and the researcher distributed on the distribution score. There was no student (0%) was in low category, 3 students (8.33%) were in fair category, 23 students (63.89%) were in high category, and 10 students (27.78%) were in very high category. Hence, it is assumed that the students reading motivation was in high category.

3.1.2 The Result of Reading Comprehension Test

To find the reading comprehension achievement the researcher used reading test. The reading test was consisted of twenty questions. It was multiple choice forms. After the reading comprehension was distributed to the students, the students' result of reading comprehension there was 1 student got the highest score 95, and there were 3 students got the lowest score 60. The mean of students' score was 76.81. So, the highest score was 95 and the lowest score was 60. And while median of students' score was 75 and modus score was 75.

Range

$$R = X_t - X_r$$

Where:

R : Range

$$R = 95 - 60$$

X_t : The Highest Score

$$R = 35$$

X_r : The Lowest Score

Varian

$$\bar{X} = \frac{2765}{36} = 76.81$$

Based on the result above, it showed in the distribution of the students' score.

Table 2 : The Students' Distribution Scores

No	Range	Qualification	Scores	
			Frequency	Percentage
1	86-100	Excellent	5	13.89%
2	76-85	Good	12	33.33%
3	56-75	Average	19	52.78%
4	<56	Poor	0	0%
Total			36	100%

Similar with the students' reading comprehension achievement, the result showed there were 5 students (13.89%) in excellent category, 12 students (33.33%) in good category, and 19 students (52.78%) in average category and there was no student (0%) in poor category. Thus it was assumed that the students' reading comprehension achievement was in average category.

3.1.3 Statistical Data Analysis

In analysing the data, the researcher used correlation analyses. To find out the correlation between the students' reading motivation and reading comprehension achievement, the researcher used Pearson Product Moment Correlation Coefficient. The calculation of Pearson Product Moment was explained as follow:

Table 3 : The Score of Reading Motivation and Reading Comprehension Test to the Eighth Grade Students of SMP Negeri 1 Buay Madang Timur

Initial	Reading Motivation (X)	Reading Test (Y)	(XY)	X ²	Y ²
ALA	89	85	7565	7921	7225
AP	58	60	3480	3364	3600
APS	84	85	7140	7056	7225
ARN	81	75	6075	6561	5625
BDS	82	90	7380	6724	8100
BPR	70	80	5600	4900	6400
DA	79	75	5925	6241	5625
DM	73	75	5475	5329	5625
DO	83	90	7470	6889	8100
DR	68	75	5100	4624	5625
DWP	71	65	4615	5041	4225
EY	63	75	4725	3969	5625
FAS	82	90	7380	6724	8100
FRM	90	95	8550	8100	9025
GE	70	80	5600	4900	6400
HD	67	75	5025	4489	5625
IAPS	60	60	3600	3600	3600
KAR	77	80	6160	5929	6400
LS	65	60	3900	4225	3600
MARA	83	80	6640	6889	6400
MB	72	75	5400	5184	5625
MR	76	80	6080	5776	6400
NS	70	75	5250	4900	5625
NW	71	75	5325	5041	5625
PS	69	65	4485	4761	4225
QPN	84	85	7140	7056	7225
RM	76	80	6080	5776	6400
RRJ	50	60	3000	2500	3600

SMY	76	70	5320	5776	4900
SNT	64	80	5120	4096	6400
TS	76	80	6080	5776	6400
VF	74	70	5180	5476	4900
WA	73	75	5475	5329	5625
WS	75	70	5250	5625	4900
WT	79	85	6715	6241	7225
YWN	89	90	8010	7921	8100
Total (Σ)	2669	2765	207315	200709	215325
Mean	74,14	76,81			
Median	74,5	75			
Modus	76	75			

The formula of Pearson Product Moment correlation coefficient is :

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

$$N = 36$$

$$\sum X = 2669$$

$$\sum Y = 2765$$

$$\sum XY = 207315$$

$$\sum X^2 = 200709$$

$$\sum Y^2 = 215325$$

From the Table above, the calculation was as follow :

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

$$r_{xy} = \frac{(36 \cdot 207315) - (2669)(2765)}{\sqrt{(36 \cdot 200709) - (2669)^2} \sqrt{(36 \cdot 215325) - (2765)^2}}$$

$$r_{xy} = \frac{7463340 - 7379785}{\sqrt{7225524} - (7123561) \sqrt{7751700} - (7645225)}$$

$$r_{xy} = \frac{83555}{\sqrt{101963} \times \sqrt{106475}}$$

$$r_{xy} = \frac{83555}{319.3164575 \times 326.3051}$$

$$r_{xy} = \frac{83555}{104194.6}$$

$$r_{xy} = 0.80$$

Based on the calculation above, it was found that the correlation coefficient between reading motivation and reading comprehension achievement 0.80. The researcher compared obtained correlation coefficient with r value interpretation as follows :

Table 4 : The Interpretation of Correlation

Rxy	Interpretation
0.00 – 0.20	The correlation between X variable and Y variable is very weak or can be told there is no correlation between the variables
0.20 – 0.40	There is weak correlation between X variable and Y variable
0.40 – 0.70	There is enough correlation between X variable and Y variable
0.70 – 0.90	There is strong correlation between X variable and Y variable

From the calculation Pearson Product Moment correlation above, the researcher got the result from $r_{xy} = 0.80$ (it was between 0.70-0.90). According to the interpretation above, the researcher noticed that the correlation between X variable and Y variable was strong. Thus, the researcher interpret there is a significant correlation between reading motivation (X variable) and reading comprehension achievement (Y variable).

After getting the scores of correlation coefficient between the two variables, the researcher calculates the t-obtained, the calculation is as follow :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.80\sqrt{36-2}}{\sqrt{1-0.80^2}}$$

$$t = \frac{0.80\sqrt{34}}{\sqrt{1-0.64}}$$

$$t = \frac{0.80\sqrt{34}}{\sqrt{0.36}}$$

$$t = \frac{0.80 \times 5.83}{0.6}$$

$$t = \frac{4.67}{0.6}$$

$$t = 7.77$$

From the data presented above, it was found out that the t-obtained was 7.77. For $p < 0.05$ and $df = 36-2 = 34$, the t-table is 2.03224. because t-obtained is higher than the t-table, the correlation coefficient is significant. This means that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be stated that there was any significant correlation between reading motivation and reading comprehension achievement. This positive correlation was applied especially for the Eighth Grade Students' of SMP Negeri 1 Buay Madang Timur OKU Timur.

3.1.4 Regression Equation

The relationship between two variables can be expressed or estimated in the form of mathematical equations. Regarding the variables being investigated, the model of equation used in this study take the form of :

$$Y = a + b X$$

The formula of b was :

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

Meanwhile the formula of a was :

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

To test whether the linear model of $Y = a + bX$ is suitable or not, the writer takes the data from the table number 13, the calculated was as follow :

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

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

$$N = 36$$

$$\sum x = 2669$$

$$\sum y = 2765$$

$$\sum xy = 207315$$

$$\sum x^2 = 200709$$

$$\sum y^2 = 215325$$

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

$$b = \frac{(36 \cdot 207315) - (2669 \cdot 2765)}{(36 \cdot 200709) - (2669)^2}$$

$$b = \frac{7463340 - 7379785}{7225524 - 7123561}$$

$$b = \frac{83555}{101963}$$

$$b = 0.82$$

The calculated of a was as follow :

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$a = \frac{2765}{36} - 0.82 \frac{2669}{36}$$

$$a = 76.80 - 0.82 (74.14)$$

$$a = 76.80 - 60.79$$

$$a = 16.01$$

From the calculation above we got the calculation :

$$Y = a + b X$$

$$Y = 16.01 + 0.82X$$

From the calculation above, it was obtained that the value of a=16.01 and b=0.82. Plugging these figures into the equation we got.

$$Y = 16.01 + 0.82X$$

The equation showed that if a student get one score in reading motivation (X), his reading comprehension score can be estimated through the regression equation as much as 16.01 + 0.82X

3.1.5 Determine Coeffisien

The contribution of students' reading motivation and reading comprehension achievement was :

$$R = r^2 \times 100\%$$

$$R = (0.80)^2 \times 100\%$$

$$R = 0.64 \times 100\%$$

$$R = 64\%$$

From the result, found that the determine correlation was 64%. It showed that the relationship between students' reading motivation and reading comprehension achievement was 64%. It means that students' reading comprehension achievement 36% influenced by the other factor.

3.2 Discussion

In this research, the researcher investigated the correlation between reading motivation and reading comprehension achievement. Based on the result of this research, it showed that the students' reading motivation correlated to students' reading comprehension achievement. The average score of the students' reading motivation and reading comprehension achievement was 74.14 and 76.81.

The poor reading comprehension achievement might be caused by lack of background knowledge of reading test form and practice in doing the reading comprehension test. There were only 5 students (13.89%) in excellent category, 12 students (33.33%) in good category, 19 students (52.78%) in average category and no there was no student (0%) in poor category.

The next finding was about the correlation between students' reading motivation and reading comprehension achievement with r value 0.80 and level of significant 0.50. Based on this research it found that the correlation between students' reading motivation and reading comprehension achievement was strong and it was significant. Since the r -obtained (0.80) and exceeds the t -obtained was 7.77. For $p < 0.05$ and $df = 36 - 2 = 34$, the t -table is 2.03224. because t -obtained is higher than the t -table, the correlation coefficient is significant. This means that H_0 is rejected and H_a is accepted.

The finding of R square was 0.64 or it is similar to 64%. In other words, 64% from students' reading comprehension achievement was associated with or could be explained by the reading motivation. Thus, the rest or 36% of students reading comprehension achievement might be influenced or explained by other factors variables.

4. CONCLUSION

First, the result of this study showed the level of students' achievements of reading motivation vary, but most of the students were on high category.

Second, the result of this study showed the level of students' achievements of reading test also vary, but most of the students were on average category.

Third, the coefficient correlation of students' reading motivation variable and reading comprehension achievement was 0.80 with the significance level 0.05. It meant there was a strong correlation between these variables.

Fourth, it was found out that the influence between students' reading motivation and reading comprehension achievement was 0.64. Thus, it was concluded that the variable gave contribution on reading comprehension achievement 64%. The rest 36% were from other variables.

Fifth, the students who have high reading motivation, they also got high reading comprehension achievement. And the students who have enough reading motivation, they also got enough reading comprehension achievement.

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