

The Correlation Between Students' Learning Motivation and Their Reading Comprehension

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Abstract

The purpose of this study was to obtain empirical data on the relationship between Students Learning Motivation and Their Reading Comprehension at Eight Grade of SMP Citra Bangsa Tangerang. This research used a quantitative approach with correlation technique and survey method. This research population is the all of eight grade students SMP Citra Bangsa with the sample 30 students the research used random sampling technique to take sample. Variable X using instrument motivation questionnaire in from Likert Scale and Reading test for Variable Y. Before the instrument is used, the validity test followed by reliability test is made and continued with calibrate process that is calculation of item score correlation coefficient with total score and also reliability of K-20 formula. This is evidence by the value of the correlation coefficient (r_{xy}) is 0.721 and the value of r_{table} was 0.361 in level of significance 5 %. The result of r computation was bigger than r table ($0.721 > 0.361$). It could be concluded that there was a positive high correlation between students motivation in learning english as the independent variable (X) and reading comprehension as the independent variable (Y).

Keywords: correlation, learning motivation, reading comprehension

Introduction

Language is a tool for communication between people, because language is one of interrelated means between people, so they can understand one another as we know that English is an international language that is used almost all of the countries in the world, as an international language it is used in international activities as a means of communication. As the researcher know that English is an international language that is used almost all of the countries in the world, as an international language. This is especially for students, because English is necessary as a means of getting knowledge. Ability and word recognition skills are basic study skills, skills in adjusting the rate of comprehension and in oral reading. At school reading ability is the most useful and important skill since it is used as a means for learning at other subject, we ought to read books on social studies, science, arithmetic or to know the meaning of words on a dictionary. As a matter of fact most of them have difficulties in reading English. It is known that one will succeed in what he is doing when he is well motivated. Success in mastering a foreign language would depend not only on intellectual capacity and language attitude but also on the learner's attitude and their interest and their interest in learning the language.

Reading is one of the important ways to improve general language skills in learning English. It is important because by having ability to read, students can learn thinking in English, increase English vocabulary, improve writing, and find out about new ideas, facts and experiences. Comprehension is not a single unitary process, the first step is moving the word on page to mind or decoding process which involves perceptual and conceptual components. Without the ability to read high understanding, it is impossible to answer the students' questions. This is where the important role of reading comprehension to determine the correct answer. Not to mention the lack of a standard passing score, this triggers an

English teacher in particular to be able to achieve the target value. The author would put it in this thesis with the title “The Correlation Between The Students’ Learning Motivation and Their Reading Comprehension at Eight Grade of SMP Citra Bangsa Tangerang”.

Method of Research

The objective of the research is to prove that there is correlation between the students’ learning motivation and their reading comprehension at eight grade of SMP Citra Bangsa Tangerang. This research will be conducted at SMP Citra Bangsa Jl. Prabu Kiansantang, Sangiang Jaya, Periuk, Tangerang This research will be carried out on July 2019 until September 2019, in the first semester, 2019/2020 Academic Year. The correlation study of this research is quantitative research using association between variable technique. It is used to describe the correlation between two variables, they are variable X for “Learning motivation”, and variable Y for “Reading comprehension”. In this study the population is meant as a whole research subjects, namely students of SMP Citra Bangsa School, Tangerang class VIII who numbered 40 students. That sample technique the researcher use simple random sampling technique. This sample taken from population, with total are 30 students. Reading comprehension uses reading test and learning motivation using the technique questionnaires and classroom observation. That data collection techniques using a list of question, the question is detailed and completed. There are questionnaires and classroom observation. Both of questionnaire and reading test that is instrument to collect the data, in this research were tested the validity and reliability first. After all data are collected and classified according to the type of data, the next step is analyzing the data. This research use the quantitative method, the data is analyzed based on the statistic calculation. The result of correlation between X and Y variables will be compared with the value (r_{table}). The table value is 5%. If $r_{xy} > r_{table}$ is significant or there is a correlation between students’ learning motivation and their reading comprehension. If $r_{xy} < r_{table}$ is not significant, it means that there is no correlation between students’ learning motivation and their reading comprehension at the eighth grade of SMP Citra Bangsa School Tangerang.

Result of Research

In this presentation, the researcher presents and describes the result of the on field research that has been done in the second semester students of SMP Citra Bangsa Tangerang. The data of their reading comprehension were collected by using test. It was also conducted to 30 students of second semester by research on students’ reading comprehension with the highest score is 80 and the lowest score is 64 it is seen that the average score is 73,6 and standard deviation is 12,7.

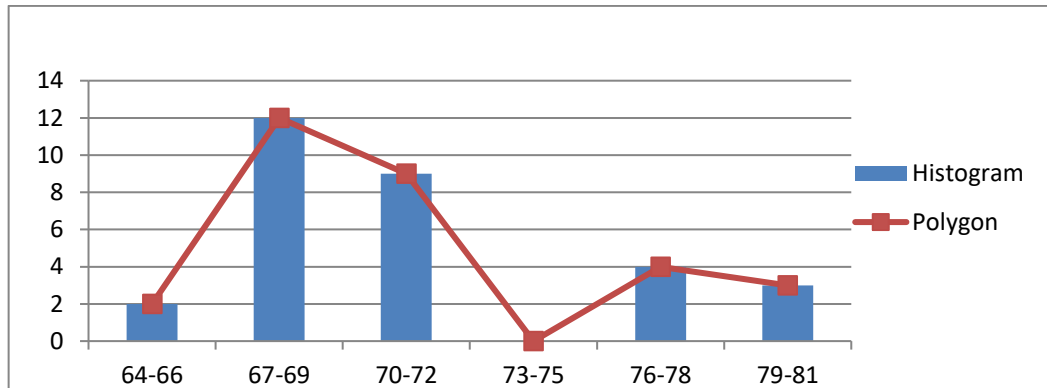


Figure 1 : Graph polygon score of students' reading comprehension

The tables and the graph above shows that the students' reading comprehension based on the categories are no students are in poor category, 14 students are in fair category (46.7%), 13 students are in good category (43.3%) and 3 students are in excellent (10%). The mean score 73.6 shows that the students' reading comprehension level is good. The data of students' learning motivation were collected by using questionnaire. It was conducted to 30 students of first semester of SMP Citra Bangsa. Based on calculation of data obtained by research on students' learning motivation with the highest score is 138 and the lowest score is 93 it is seen that the average score is 114.4 and standard deviation is 14.7.

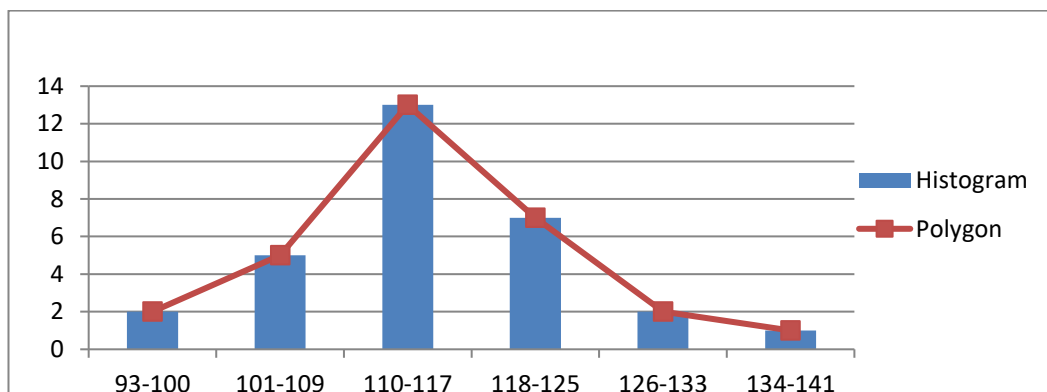


Figure 2: Histogram and Polygon

Data Analysis Requirement

1. Normality Test

For reading comprehension, after calculation of 9.67 was obtained Chi-Kuadrat counted with Chi-Kuadrat table at the level significance = 0.05 and $n = 30$ obtained critical of Chi-kuadrat is 11.07. Thus H_0 is accepted because Chi-kuadrat by count is 9.67 and it is less than 11.07 as the critical of Chi-kuadrat, so it can be conclude is normal distribution.

For students' learning motivation, after calculation of 9.06 was obtained Chi-Kuadrat counted with Chi-Kuadrat table at the level significance 0.05 and the number of sample is 30 obtained the critical of Chi-kuadrat table is 11.07. Thus H_0 is accepted because the Chi-kuadrat by count is 9.06 and it is less than 11.07 as the critical of Chi-kuadrat table, so it can be conclude is normal distribution.

2. Linearity Regression Test

Regression significance test was conducted with the test analysis of variance.

$$F_{\text{value}} = \frac{S^2_{\text{reg}}}{S^2_{\text{reg}}} = \frac{71.176}{17.34} = 4.105$$

Based on the calculation obtained $F_{\text{value}}=4.105$ and 4.20 at level F_{table} significance = 0.05 and $n = 30$. With the H_0 is accepted if the test criterion $F_{\text{value}} < F_{\text{table}}$ means regression is not significance. The Regression Linearity Calculation Test like below.

$$F_{\text{value}} = \frac{S^2_{TC}}{S^2_E} = \frac{17.41}{17.2} = 1.01$$

Based on calculation, it is obtained $F_{\text{value}}=1.01$ and $F_{\text{table}} = 2.42$ at the level significance = 0.05, $n=30$, dk TC = 19 and dk E = 9 with H_0 is accepted if the test criterion $F_{\text{value}} < F_{\text{table}}$ means is linear regression model.

3. Hypothesis Test

Because of the data are normal and linier, the researcher can use Pearson product moment formula in order to know the correlation between students' learning motivation and their reading comprehension on first semester students of SMP Citra Bangsa School Tangerang. The next step is analyzing the data by using Pearson product moment formula. Based on data above $r_{\text{count}}=0.721 > 0.361 = r_{\text{table}}$ or $r_{\text{count}} > r_{\text{table}}$ therefore, the hypothesis Null is rejected hypothesis is accepted.

Based on data analysis, $t_{\text{count}}=7.57 > 1.697 = t_{\text{table}}$ or $t_{\text{count}} > t_{\text{table}}$ so, refused H_0 . It means in significant level $\alpha=0.05$ or level of confidence 95%. Its mean that there is a correlation between students' learning motivation and their reading comprehension at eight grade of SMP Citra Bangsa School.

As the objective of the research in chapter three, this research is going to prove empirically about the correlation between students' learning motivation and their reading comprehension at the eighth grade students of SMP Citra Bangsa School Tangerang. The analysis has been accomplished in order to answer the research hypothesis. This part present some points concerning in research design, collecting data method and analyzing data based on the result findings in connection with the related literature. In this study, the researcher had conducting the data collecting. The first was a questionnaire sheet that given to all students as sample in this research. The second instrument used was reading test. First, the researcher found that the result of students learning motivation through questionnaire, the minimum score of learning motivation was 97 and the maximum score was 138. There are 2 students in low category. The mean score 114.4 shows that the students learning motivation is in fair level. Second, the reading comprehension there is no students who got score less than 60 (low category) and less than 50 (poor category). 14 students (46.7%) who got score between 60-69 (fair category), 13 students (43,3%) who got score between 70-79 (good category) and 3 students (10%) who got score 80 (excellent category).

It means there is a positive correlation between students' learning motivation and their reading comprehension. Therefore, when the learning

motivation increase, the students' reading comprehension increase as well. Students were higher level of learning motivation were ready to speak English as well and lack of general learning motivation resulted in lack of interest to strive for high quality oral performance. Also, the researcher hypothesis that, there is a correlation between students' learning motivation and their reading comprehension at eighth grade of SMP Citra Bangsa School Tangerang.

Conclusions

Based on the description of the data which described in the previous chapter, it can be concluded that there is significant correlation between students' learning motivation and their reading comprehension. After analyzing both variables it is found that $r_{xy} = 0.721$ based on the result of coefficient determination 95%. It is considered that there is very strong correlation between students' learning motivation and their reading comprehension. Beside that by looking at calculation above, there is positive correlation between X variable and Y variable. It means that students with higher learning will get better reading than the lower one.

Motivation can make teaching and learning easier and more interesting. It is very good if both of teacher and students motivated each other in teaching and learning process. The teacher should create an interesting and comfortable situation in the classroom in order to make students speak up confidently. Beside students also should have motivation from inside themselves to learn reading. It can encourage students to learn and achieve their goals. The researcher also would give suggestion in the following points for English teacher, they are expected to improve their students' learning motivation, especially in reading comprehension because motivated students will concentrate and enjoy the teaching and learning process. Besides, teachers should tell the important of English knowledge to their motivation in learning English, especially reading comprehension. Besides, the headmaster should enrich the facilities of teaching and learning process that can encourage students' motivation in learning English.

Finally for further researcher are expected to take the larger sample in their study because the sample of this study is only 30 respondents. They are also conduct their study in a longer time in order to get more valid and more reliable data in their study because this study was conducted only within a month. Besides, they are expected to add the instrument in collecting data for their study only used questionnaires and classroom observation in assessing students learning motivation and test in assessing students' reading comprehension.

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