

THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN LEARNING ENGLISH AND READING COMPREHENSION

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Abstract

The purpose of this research is to find the correlation between the Students' Motivation in Learning English and Reading Comprehension (A Correlation Study at the Eight Grade Students of SMP Negeri 1 Pamijahan Bogor). This research was a quantitative approach and method was correlation research. The population in this research with sample 31 students. In collecting the data there were 2 instruments which were used. The data of the students' motivation in learning English were collected by using the questionnaire which was adopted from Likert scale, while the data of students' reading comprehension were collecting by reading comprehension test multiple choice. The result of the research showed that there was no positive correlation between students' motivation in learning English (Variable X) and students' reading comprehension (Variable Y). It could be proven from result of $r_{count} = 0,15$ was less than $r_{table} = 0,355$ and $t_{count} = 0,817$ was less than $t_{table} = 1,6991$. Coefficient determination show that $(0,15)^2 \times 100\% = 0,0225 \times 100\% = 2,25\%$. It meant that the students' motivation in learning English contributed 2,25% to students' reading comprehension. Students should always learn more, even though they have high motivation, but they must have a desire to be able to increase their achievement.

Key Word: correlation, motivation, reading comprehension.

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INTRODUCTION

The student will not motivate full in study, after physical needs have fulfilled, and then move to the next needs it is feeling save. As an example, where a student feels threatened by his friends or teacher, so he will be motivated to be better in study. The teacher as an educator must know what the student wants, as need to achieve, because students have different need in their study.

The students have low motivation, they afraid of fail and doesn't want to get risk in reaching their high achievement in learning. The students have high achievement motivation if they want to success and real come from themselves. The students will work hard by themselves or in competing with another people. The ability of reading comprehension will not be achieved optimally if students do not have the motivation to learn, especially in SMP Negeri 1 Pamijahan because the conditions in the field of student motivation are still lacking that is given by the teacher, so the low motivation to learn in learning to read comprehension is a problem that occurs in SMP Negeri 1 Pamijahan, especially in class IX which until now has not been solved. Several interactive-based learning methods or strategies have been tried out, but the results are still unsatisfactory.

There are so many factors that influence students' learning process. One of them is motivation. Nasution (2006) stated, "Motivation is an essential condition of learning". Meanwhile, (Harmer, 2001) motivation is some kind of internal

drive, which pushes someone to do things in order to achieve something. The students with higher motivation to learn English will show effort to learn more than students with lower motivation. The students' motivation in language learning also affects their achievement in English. Therefore, the student who is well motivated will be more successful to get good achievement than the student who is unmotivated to learn.

Therefore, the basic purpose of this study is to examine relationship between learning motivation with students' reading comprehension ability. This means that the higher motivation of student learning, the better the ability to read students' understanding at school. Likewise, with the opposite the lower the motivation, the lower the ability to read students' understanding at school.

THEORETICAL FRAMEWORK

Reading Comprehension

Serravallo (2012) stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Furthermore, Armbruster (2010) also defined that comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

Motivation Learning

According to Philip G. Zimbardo (1980), "Motivation is the source of energy within an organism assumed to affect its tendency toward action. Motivation that arises from state of deprivation makes reinforces effective, but motivation may also arise from one's values and beliefs, as in aesthetic or religious activities". Brophy (2004) said, "Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so".

RESEARCH METHODOLOGY

The objective of the research intends to find out the correlation between students' motivation in learning English and their reading comprehension for the nine grade of SMP Negeri 1 Pamijahan Bogor.

The research uses quantitative approach with correlational method. According to Suharsimi Arikunto (2010), this kind of method is research conducted by researchers to determine the level of relationship between two or more variables, without changing, adding or manipulating existing data. In this research writer want to proof the correlation between students' motivation in learning English and their reading comprehension using quantitative research which using statistic to count the correlation of variables.

The writer determines 31 students as a sample from 287 students of nine grade class. The Sampling Technique of researcher use is by using random sampling. According to Louis Cohen(2000), that the method involves selecting at random from a list of the population (a sampling frame) the required number of subjects for the sample.

The data analysis use test of correlation by Pearson Product Moment. It is used to know the rate of correlation between two interval symptoms (Arikunto, 2010).

Validity test for variable Y using biserial point correlations to looking for correlations between items and all tests (Cohen, 2000) and validity test for variable X using using Pearson Product Moment correlation formula (Arikunto, 2010).

RESEARCH FINDING AND DISCUSSION

Sebelum menuliskan judul hasil dan pembahasan, berikan jarak 2 spasi baris 12pt. Hasil penelitian merupakan uraian berdasarkan jenis-jenis data yang dikumpulkan menurut metode penelitian. Hasil dan pembahasan harus bersesuaian.

Finding

From the calculating the data, we get the correlation coefficient of each variable is “r” = 0,099, meanwhile the “r” table in which $df = N - 2 = 31 - 2 = 29$ is significance level 5% is 0,355 and significance 1% is 0,456.

Since “r” observed is less than “r” table ($0,099 < 0,355$), so we can conclude that value is significant, and it means there is H_0 is accepted and it means there is no positive correlation between students’ learning motivation and reading comprehension at nine grade of SMP Negeri 1 Pamijahan.

Discussion

Based on the result of the calculation coefficient correlation, the writer has decided the formula for the degree of freedom $df = n - 2 = 29$, and level significant chosen is 5% it is obtaining that “r” observed is 0,099 ($r_{count} < r_{table}$). It means there is **no positive** correlation between students’ learning motivation and reading comprehension.

The writer has started the criteria as follow:

Table 1. List of Interpretation of Product Moment

| “r” Product Moment | Interpretation |
|--------------------|------------------------|
| 0,800 – 1,000 | High Correlation |
| 0,600 – 0,799 | Sufficient Correlation |
| 0,400 – 0,599 | Low Correlation |
| 0,200 – 0,399 | Lower Correlation |
| 0,000 – 0,199 | Very Low Correlation |

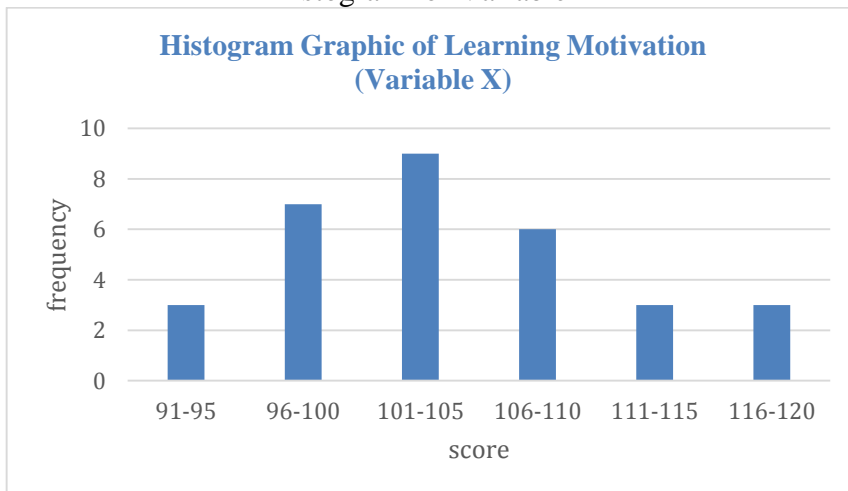
Based on table above, so coefficient correlation was found is 0,099 and list between 0,000 – 0,199 so the correlation is very low correlation.

Based on research, it is clear that there is no correlation between students' learning motivation and reading comprehension at nine grade of SMP Negeri 1 Pamijahan.

Table 2. The Distribution of Frequency for Variable X

| No | Class Interval | Midle Point (Xi) | Frequency (Fi) | FiXi |
|-------|----------------|------------------|----------------|------|
| 1 | 91-95 | 93 | 3 | 279 |
| 2 | 96-100 | 98 | 7 | 686 |
| 3 | 101-105 | 103 | 9 | 927 |
| 4 | 106-110 | 108 | 6 | 648 |
| 5 | 111-115 | 113 | 3 | 339 |
| 6 | 116-120 | 118 | 3 | 354 |
| Total | | | 31 | 3233 |

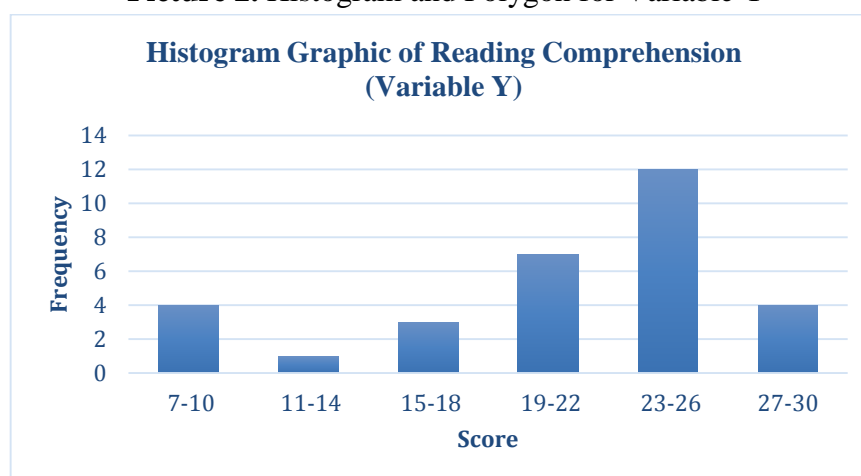
Picture 1
Histogram for Variable X



Based on the graph above show that the highest frequency is the class interval 101-105. This suggest that students' reading comprehension that are at the range 101-105 high for most respondent.

Table 3. The Distribution of Frequency for Variable Y

| No | Class Interval | Midle Point (Xi) | Frequency (Fi) | FiXi |
|-------|----------------|------------------|----------------|-------|
| 1 | 7-10 | 8,5 | 4 | 34 |
| 2 | 11-14 | 12,5 | 1 | 12,5 |
| 3 | 15-18 | 16,5 | 3 | 49,5 |
| 4 | 19-22 | 20,5 | 7 | 143,5 |
| 5 | 23-26 | 24,5 | 12 | 294 |
| 6 | 27-30 | 28,5 | 4 | 114 |
| Total | | | 31 | 647,5 |

Picture 2. Histogram and Polygon for Variable Y

Based on the graph above show that the highest frequency is the class interval 23-26. This suggest that students' reading comprehension that are at the range 23-26 high for most respondent.

CONCLUSION

Based on the research finding, the researcher can make conclusion that there is no positive significant correlation between students' learning motivation and reading comprehension. It can be showed through the quantitative product moment by Pearson and t-test which was calculated by the researcher. The researcher obtains the result of quantitative product moment $r_{count}=0,15$ and $r_{table}= 0,355$, so that r_{count} is lowest than r_{table} . So, coefficient correlation was found is 0,15 and list between 0,000 – 0,199. So, the correlation is very low correlation. The researcher obtains the result of t-test, meanwhile t_{table} is $df = N - 2 = 31 - 2 = 29$, $t_{table} = 1,6991$. So, t_{count} is smaller than t_{table} or $0,817 < 1,699$. The researcher obtained coefficient determination between student's motivation learning English and reading comprehension was 2,25%. It means that student's motivation learning English contributes 2,25% to students' reading comprehension. So that the null hypothesis (H_0) is accepted and the hypothesis alternative (H_a) is rejected. It can be concluded that there is no positive correlation between students' learning motivation and reading comprehension. It does not mean just learning motivation cannot determine students' reading comprehension. Many other factor that may influence students' reading comprehension, but at least this study demonstrate that no positive correlation between students' motivation in learning English and reading comprehension.

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