



# BRIGHT VISION

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## THE CORRELATION BETWEEN THE STUDENTS' MOTIVATION IN LEARNING ENGLISH AND THEIR READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMPN 2 LEMBDAH MELINTANG

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### ABSTRACT

This research aimed to find out there is correlation between students' motivation in learning English and their reading comprehension students of SMPN 2 Lembah Melintang. The research methodology was quantitative research by using correlational method. The population of this research was eighth grade students of SMPN 2 Lembah Melintang. The samples of this research were 30 students of SMPN 2 Lembah Melintang used simple random sampling. The instruments of this research students' motivation questionnaire and reading comprehension test. After analyze the data used statistic calculation, the results of this research showed that there was positive significant correlation between the students' motivation in learning English and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang. Which  $r_{\text{value}} = 0,963 > r_{\text{table } 5\%} = 0,361$ .

**Keyword: Students' motivation, Reading comprehension**

### INTRODUCTION

According to curriculum 2013, the objective of teaching reading comprehension for junior high school students is that the students are expected to be able to respond the meaning and the rhetoric in a short essay accurately, fluently, and acceptable to communicate in daily life in the descriptive, recount, narrative, report, and procedure text. The students are expected to have skills in reading such as: finding the main idea of paragraph, understanding the supporting idea, and making concluding sentence, and etc.

However, the above objective has not yet been achieved because students have low reading comprehension. This can be proved by the fact that it is still difficult for students to locate the key concept of the paragraph. Finding the main idea of a paragraph is one of the most essential specific skills of comprehension. The main idea is the meaning of the paragraph, or rather what the author is trying to get across the reader. In other words, that's what the author wants the reader to know about. The main idea is the important idea that the author has developed throughout the paragraph. An example of finding a key idea can be illustrated in the following question: what words are the main ideas of the text.

In addition, the supporting idea of the paragraph is still difficult for students to understand. Supporting or specific information shall develop the theme sentence by providing definition, examples, comparison of facts, analogy, cause and effect statistics and quotation. The question of finding supporting facts is as follows: who the text's character is. The students can't make concluding sentence. The last sentence in the paragraph is the concluding sentence. It refers the readers' attention to the topic sentence, and if there are more paragraphs that follow, the concluding sentence may offer some kind of a transition to the next paragraph. The purpose of concluding sentence is to summarize the argument you just made in your preceding paragraph.

There are several factors that can affect students' poor reading comprehension abilities. Externally, there are several factors: teaching According to curriculum 2013, the objective of teaching reading comprehension for junior high school students is that the students are expected to be able to respond the meaning and the rhetoric in a short essay accurately, fluently, and acceptable to communicate in daily life in the descriptive, recount, narrative, report, and procedure text. The students are expected to have skills in reading such as: finding the main idea of paragraph, understanding the supporting idea, and making concluding sentence, and etc.

However, the above objective has not yet been achieved because students have low reading comprehension. This can be proved by the fact that it is still difficult for students to locate the key concept of the paragraph. Finding the main idea of a paragraph is one of the most essential specific skills of comprehension. The main idea is the meaning of the paragraph, or rather what the author is trying to get across the reader. In other words, that's what the author wants the reader to know about. The main idea is the important idea that the author has developed throughout the paragraph. An example of finding a key idea can be illustrated in the following question: what words are the main ideas of the text.

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There are several factors that can affect students' poor reading comprehension abilities. Externally, there are several factors: teaching method, teaching material, teacher performance, media, and etc. While internal factors include: talent, interest, IQ, including motivation.

Motivation is closely correlated with reading comprehension because the students need motivation in learning process especially in reading comprehension. When students are motivated to read, they are more likely to be engaged in reading and therefore comprehend better. If students can understand the text, they will increase their reading comprehension. Students who are highly motivated to read will have better reading comprehension, while those with low motivation will have less reading comprehension. Therefore, the researcher is interested in conducting a study on: ***“The Correlation between the Students' Motivation in Learning English and Their Reading Comprehension at the Eighth Grade Students of SMPN 2 Lembah Melintang”***.

## **LITERATURE RIVIEW**

### **Definition of Reading Comprehension**

Reading comprehension is the ability of the reader to understand the text they are reading. The reader needs a great deal of effort to understand the text, because each person has different background knowledge. According to Debbie Miller, reading comprehension is the creation of the context of a written text through a mutual exchange of ideas between the reader and the message in a specific text. This process takes place in the mind of the reader, in which the ideas of the reader and the ideas of the text interact in order to construct meaning.

Reading comprehension is the ability to convey ideas from a written text. Reading comprehension is not a static competence, it varies according to the purpose of reading

and the text in question. Kennedy says that, there are three primary skills of reading comprehension namely: (1) Literal comprehension is refers to the ideas and facts that are directly stated on the printed page. Literal reading places a lot of emphasis on what the writer says. It requests the ability to locate specific facts, to identify events directly described, to answer questions on the basis of the facts, to classify or categorize the information provided and to summarize the details expressed in the selection. (2) Inferential comprehension is referred to as "cross-line reading". This means that students want to get inferences, imply meaning, and have to read between lines from the reading material. (3) Critical comprehension requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and an active creative search for false statements through judgment. This means questioning, comparing and evaluating

### **Definition of Students' Motivation**

Santrock, says that motivation related about the process with power, direct and support behavior. Motivation is inferred from the foregoing conditions and the consequent response. S. Nasution says Motivation is an attempt to provide conditions such that something is accomplished by another. This condition will bring him to his goal. He tends to do anything until he gets what he wants.

According to Purwanto Motivation is a conscious attempt to move, direct, and sustain the actions of someone so that he is motivated to accomplish objectives. He knows what his goals are, then his consciously does his best to achieve his goals. The purpose of motivation is to awaken and keep desirability in doing activities toward goal till it is achieved. It can also be said that motivation is a push when someone is in a bad situation.

Abdur Rachman Abror says that motivation considered of its formation can be divided into two, innate motivation and learned motivation. Innate motivation is considered to be a motivation that has been consistent with someone since he or she was born without necessarily learning. The examples of this motivation such as: motivation to eat, to drink, to work, to rest, etc. This motivation is also named as Psychological Drives. Learned motivation comes from a need to learn, for instance, to learn a certain branch of science. This motivation is often referred to as the needs of an affiliate.

Gardner and Lambert stated that, generally there are two types of motivation: integrative motivation and instrumental motivation. Instrumental motivation is a desire to learning language for reach out the instrumental goals, such as: position, good job, status, a career. Integrative motivation is related to a desire to integrating into target

language. While integrative motivation, students want to be interested by the culture of target language community, then strong of integrative motivation, the students hope to integrating them into the culture.

Ur, states that there are some others characteristics of motivated learners those are: (a) Positive Task Orientation: the students are ready to complete task and challenge, and have confident in their goals. (b) Ego- Involvement: Students feel involved in achieving the target or learning to boost their positive image. (c) Need for Achievement: students need to be able to perform, overcome challenges and excel in what they set out to do. (d) High Aspiration: students are very competitive in terms of career challenges, high skills, and high grades. (e) Target Orientation: students are very aware of learning objectives or unique learning experiences and direct their own efforts to achieve them.

## RESEARCH METHODOLOGY

The researcher used a correlational method. The correlation method is a method used to find out the relation between two or more variables, characteristics or events. The reason for using this approach is that the researcher wants to know the strength of the relationship between two or more variables based on the coefficient of correlation. The researcher used a test to measure the students reading comprehension. The researcher used an objective evaluation or different options to understand the students' ability to reading comprehension. The test is made up of 25 objects. The reading comprehension test consists of 2 indicators: literal reading and inferential reading.

The questionnaires that used in this research consist of 30 items. Each object consists of five 1-5 scale choices. The questionnaire uses four scales based on the Likert Scale Type. Likert Scale is a scale used to measure someone's perception or opinion of the statement or question. Usually, the scale is at least three but no more than seven. The numbers of scale is from 1-4. By asking respondents to show whether they strongly accept, agree, are unsure, disagree, or strongly disagree with each of the statements about the subject, a Likert scale measures attitudes relevant to the subject. There are SS (Sangat Setuju) with the score is 5, S (Setuju) with the score is 4, R (Ragu) with the score is 3, TS (Tidak Setuju) with the score is 2, and STS (Sangat Tidak Setuju) with the score is 1.

Theory	The indicator	The item number	Total

<p>According to Deci he says that, in general there are two dimension of the Whole motivation namely: intrinsically and extrinsically motivation.</p>	<p>1. Intrinsic goal orientation :</p> <p>a. Task value: Task value is the assessment of how interesting, significant, and valuable the assignment is for the students.</p> <p>b. Self-efficiency: is a self-valuation of skill to mastering the task.</p> <p>2. Extrinsic goal</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>	<p>15</p>
	<p>orientation</p> <p>a. Regulation values in learning</p> <p>b. Anxiety test</p>	<p>24, 25, 26, 27, 28, 29, 30</p>	
<p>Total items</p>			<p>30</p>

## FINDING AND DISCUSSION

### The Result of Reading Comprehension

No.	Students Name	Score Reading Comprehension
1	DAZ	84
2	DSH	36
3	FA	48
4	FND	72
5	HN	44
6	KH	76
7	MAF	84
8	MF	80
9	MR	88
10	MT	92

11	NA	52
12	NR	72
13	PSB	36
14	RD	40
15	RE	92
16	RF	80
17	RHD	84
18	RJ	84
19	RM	36
20	RP	92
21	RSI	64
22	RZ	88
23	SA	96
24	SH	88
25	SY	80
26	TM	40
27	VLR	92
28	WA	44
29	WI	72
30	ZI	88

Based on the table above the highest score of the test is 96 and the lower score is 36. The mean of reading score is 70.80 and the standard deviation was 20.749. Then, the table frequency distribution as follows:

**Table 4.2 Distribution Frequency Table of Reading Comprehension**

Category	Interval Score	Frequency	Percent	Valid percent	Cumulative Percent
Very good	86-100	9	30.0	30.0	30.0
Good Average	73-85	8	26.7	26.7	56.7
Poor	56-72	4	13.3	13.3	70.0
Very poor	41-55	4	13.3	13.3	83.3
Total	0-40	5	16.7	16.7	100.0
			100.0	100.0	

It can be seen, based on the table above, that the students are divided into five categories. 9 of 30 students got very good score in reading comprehension (30%). 8 of 30 students got good score in reading comprehension (26,7%). 4 of 30 students got average score in reading comprehension (13,3%). 4 of 30 students got poor score in reading comprehension (13,3%). Then, 5 of 30 students got very poor in reading comprehension (16,7%). The histogram of reading comprehension score of the students as follows:

### The Result of Students' Motivation

No.	Students Name	Score

1	DAZ	77
2	DSH	66
3	FA	69
4	FND	91
5	HN	68
6	KH	10
7	MAF	93
8	MF	79
9	MR	82
10	MT	84
11	NA	62
12	NR	98
13	PSB	76
14	RD	94
15	RE	90
16	RF	86
17	RHD	10
18	RJ	8
19	RM	3
20	RP	9
21	RSI	6
22	RZ	8
23	SA	9
24	SH	8
25	SY	8
26	TM	4
27	VLR	9
28	WA	4
29	WI	7
30	ZI	8

Based on the table above the highest score of the test is 108 and the lower score is 62. The mean of students' motivation score is 86.80 and the standard deviation was 12.901. Then, the table frequency distribution as follows:

**Tabel Distribution Frequency Table of Students' Motivation**

Category	Interval Score	Frequency	Percent	Valid percent	Cumulative Percent
High	80-108	20	70.0	70.0	70.0
Medium	53-79	10	30.0	30.0	100.0
Low					

It can be seen, based on the table above, that the students are divided into five categories. 20 of 30 students got high score of students' motivation (70%). 10 students got



medium score of students' motivation (30%). The histogram of students' motivation score as follows:

**Table 4.5 Normality Testing**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized
N		30
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	17.15099455
Most Extreme Differences	Absolute	.096
	Positive	.083
	Negative	-.096
Kolmogorov-Smirnov Z		.525
Asymp. Sig. (2-tailed)		.946

a. Test distribution is Normal. b. Calculated from data.

From the table above, the value of Kolmogorov-Smirnov Z is 0,525 with the asymp sig (p) is 0,946. From the calculation, the asymp sig (p) is higher than  $\alpha = 0.05$  ( $0,946 > 0.05$ ). So, the data in this research is in normal condition.

**Table 4.6 Homogeneity Testing**

**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
1.457	7	17	.248

Based on the table above, the sig. value is 0,248 and it was bigger than 0,05. It means that H0 rejected and Ha is accepted. It can conclude that the data is homogeneity.

**Table 4.7 Linearity Testing**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			11498.133	24	479.089	2.428	.164
Reading comprehension	Between Groups	Linearity Deviation	3954.258	1	3954.258	20.038	.007

* Students' motivation	from Linearity					
	Within Groups	7543.875	23	327.995	1.662	.301
	Total	986.667	5	197.333		
		12484.800	29			

From the table above, it can be known all of variables are linear. The sig. deviation linearity from the output of SPSS 20 Windows Program is higher than the significant 0.05. The result shows that, the deviation from linearity between the students' motivation and their reading comprehension was 0.301. Therefore, all of the data were linear for each correlation and regression. So, there is a correlation between two variables involved in this research.

**Table 3 The Correlation between the Students' Motivation and Their Reading Comprehension.**

		students motivation	reading comprehension
Students' motivation	Pearson Correlation	1	.963**
	Sig. (2-tailed) N		.000
Reading comprehension	Pearson Correlation	.963**	1
	Sig. (2-tailed) N	.000	
		30	30

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

The results from Pearson Product Moment Correlation Coefficients, It can be indicated as fair that correlation between students' motivation and their reading comprehension the values is 0,963 more than higher with rtable 0,361, then the level of probably (p) significant sig 2 tale was 0.000, which means that p 0.000 was lower than 0.05. It means that there is a significant correlation between the students' motivation and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang.

## Discussion

The result of the Pearson Product Moment showed that rvalue > rtable = 0.963 > 0.361 with the significant p = 0.000 < 0.05. Furthermore, the researcher can conclude that this analysis there is a significant correlation between the students' motivation in learning

English and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang.

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