

THE CORRELATION OF STUDENTS' READING MOTIVATION, VOCABULARY MASTERY, AND READING COMPREHENSION ABILITY

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Abstract: Reading is one of the important skills in English because it can help students to get more knowledge. In comprehend a reading text, readers need to have a lot of vocabularies. Vocabulary is the main key in understanding reading. Vocabulary knowledge is one of the best predictors of learners' ability in reading comprehension. To have a good reading comprehension, readers also need motivation. Motivation is a very big desire that might come internally or externally from individuals or from other people. The aim of this study is to find out the correlation between reading motivation, vocabulary mastery and reading comprehension. To investigate there is correlation between three variables, researcher uses correlation research. The population of this research was the students in the fourth semester of English Department at University of Islam Malang in Academic year 2020/2021. The respondent of the research were 60 students from the total two classes. The instruments that used by the researcher were questionnaire and tests of vocabulary and reading comprehension. The questionnaire was used to gather information about students' reading motivation. Then the tests were used to measure students' vocabulary mastery and reading comprehension ability. In analyzing the data, researcher used SPSS 20.0. The result showed that the mean score

reading motivation was 74.02 by standard deviation was 10.432. The data reveals that mean score of vocabulary mastery was 75.45 by standard deviation was 8.276 and 73.17 was the mean score of reading comprehension by standard deviation was 9.140. Also, insignificant value was found 0.000. It means that the significant value was lower than 0.05. In other word, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) rejected. So, it can be concluded that there is significant correlation between students' reading motivation, vocabulary mastery and reading comprehension.

Based on the results of the research, it is aimed at lecturers being able to direct students to be diligent in reading books during the learning process and teachers to motivate students continuously on the importance of reading. Students' vocabulary mastery should be improved and students can read more texts because reading can add new vocabulary for students. In addition, the vocabulary obtained must be directly practiced in reading so that it can help students increase vocabulary. Then, conduct a similar study with non-EFL subjects by the future researcher.

Keywords: Correlation, Students' Motivation, Vocabulary Mastery, Reading Comprehension Ability

INTRODUCTION

English is a communication tool for people to convey with another around the world. In understanding English, we need to know that the English language has four skills, namely listening, speaking, reading, and writing. Reading is a crucial ability in English because it can help students to get more knowledge. The problems that commonly found in comprehending a reading text are lack of vocabulary mastery and reading motivation. In comprehend a reading texts, readers need to have a lot of vocabularies. Vocabulary is the main key in

understanding reading. Bahri (2018) it said that constructing a meaningful vocabulary is keys to foreign language learning especially in comprehend a reading text. When students lack the necessary vocabulary, they will struggle to read. According to Nation (2001), the most crucial impact to know about reading comprehension is vocabulary mastery.

To have a good reading comprehension, readers also need motivation. Motivation is a very big desire that might come internally or externally from individuals or from other people. According to Gambrel (2011), motivation helps students to get more confident in reading. There are two kinds of motivation, which are intrinsic and extrinsic motivation.

Intrinsic motivation encourages students to learn unforgivingly and depends on their consent. Besides that, extrinsic motivation is the desire to achieve a reward and avoid a punishment (Arnold, 2000). Therefore, students need motivation in doing something, especially in reading. Motivation is an essential part of reading. Students need a reading motivation to comprehend a text. According to Guthrie and Wigfield (2000), motivation has a positive impact on reading. Students can get a better understanding when they have good reading motivation. Reading motivation is a crucial factor that influences students to read more. Readers should increase their reading motivation to get better in understanding a text. Seymour and Wals (2006) argued that reading motivation is one of the most crucial components for second language students to help them comprehend a text effectively. It means that reading motivation has a significant influence on reading comprehension.

All in all, reading comprehension is an essential skill that students have to learn. According to Ahmadi (2013), Reading comprehension is one of the most essential aspects of English language learning for all students because it serves as the foundation for a significant amount of teaching and learning. In this case, Reading motivation and vocabulary mastery will assist students in improving their reading comprehension.

A previous study which relates to the present study is a research from Fatmawati (2012) who investigated the correlation between vocabulary mastery, learning motivation and reading comprehension of SMA Muhammadiyah Sragen. The result indicated that those three variables significantly correlated. In this case, the researcher wants to reinvestigate the same research with different subject. The previous research was conducted at the high school Muhammadiyah Sragen and this study, the researcher used fourth-semester students at University of Islam of Malang. The difference between the previous study and the present research is the reading motivation variable. This study used reading motivation as one of the variables to investigate its relation with reading comprehension.

To conclude, the researcher wishes to investigate the correlation between vocabulary mastery and reading motivation toward reading comprehension ability of the fourth semester students of English department at University of Islam Malang.

METHOD

This study used research on correlation. Fraenkel & Wallen (2000) stated that correlation research is the study of relationship between two or more variables. The researcher used a correlation design because this research has three variables which are independent variables and dependent variable. The independent variables were reading motivation and vocabulary mastery, and the dependent variable was reading comprehension.

The subject of the research was the fourth semester of English Department at University of Islam Malang. There are four classes in this semester, namely class A, B, C, D. Every class contains of 30 students. The researcher took a sample when the population was large. The researcher took 60 participants as sample members. The researcher used cluster random sampling techniques to determine participants. In this case, the researcher randomly selected 2 classes using paper.

In this study, the researchers used tests and questionnaire as the instruments. The test assesses the students' vocabulary mastery and reading comprehension. A questionnaire was then used to gather information about students' motivation in reading.

The first, the researcher distributed questionnaire to students in the form of Google Form. Students should offer a checklist in response to the questions in the answer column. One of them is based on personal experience with students. It is the choice of the students. The results of the respondents became the answer to determine the students' reading motivation.

The second, the researcher distributed test to student in the form of Google Form. The students take the test after completing the questionnaire. The test consists of multiple-choice questions. The final score is obtained from the number of correct answer x 4. So, the high score is 100 if the students can answer all the questions correctly.

The data obtained from the questionnaire and reading test were then analyzed using simple correlation or Pearson's Product Moment Correlation and simple linear regressions. SPSS 20.0 was used to conduct the analysis.

FINDINGS AND DISCUSSIONS

In this part, the researcher showed the results of the data that was collected and analyzed from each variable. The variables are reading motivation, vocabulary mastery and reading comprehension. The results of those variables will be explained as follow.

The Correlation between Reading Motivation and Reading Comprehension

The data of reading motivation and reading comprehension were collected through questionnaire and test. Thus, it is possible to statistically calculate the mean and the correlation of two variables through Pearson Product Moment. The data of two variables are presented in appendix 10. Then the researcher computed the data by applying IBM SPSS, and the descriptive and correlation result are showed in the following table.

Table 4.1: Descriptive Statistics of Reading Motivation and Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Motivation	60	50	94	74.02	10.432
Reading Comprehension	60	50	88	73.17	9.140
Valid (list wise)	N 60				

The table above showed that the number of participants were 60 students (N= 60). The minimum score of reading motivation is 50 and the maximum score is 94. The mean of reading motivation is 74.02, with a standard deviation of 10.432. In this case, there are 34 students whose scores above the mean and 26 students whose scores below the mean.

The minimum score of reading comprehension is 50 and the maximum score is 88. The table also showed that the mean score for reading comprehension is 73.17 with a standard deviation of 9.140. It means there are 30 students whose scores are higher than the mean and 30 students whose scores are lower than the mean.

Table 4.2: The Correlation between Reading Motivation and Reading Comprehension

		Reading Motivation	Reading Comprehension
Reading Motivation	Correlation	1	.415
	Sig. (2-tailed)		.001
	N	60	60
Reading Comprehension	Correlation	.415	1
	Sig. (2-tailed)	.001	
	N	60	60

Based on the table above, the Pearson Correlation (r) which represents the correlation between reading motivation and reading comprehension performance is 0.415. It means that the variables have a positive correlation. Afterward, the significance showed on the table is 0.001, it was indicated that the variables was significantly correlated because the P_{value} is lower than 0.05 level of significance ($0.001 < 0.05$).

To get the level of correlation, the researcher using the interpretation level of correlation. (See table 4.3). Then the result showed that reading motivation and reading comprehension was correlated at moderate level.

Table 4.3 the interpretation Level of Correlation

Product Moment (r)	Interpretation
0.80 – 1.00	Very High
0.60 – 0.80	High
0.40 – 0.60	Moderate
0.20 - 0.40	Low
0.00 – 0.20	Very Low

Source: Mistar, (2013)

The Correlation between Vocabulary Mastery and Reading Comprehension

The data of students' vocabulary mastery and reading comprehension were obtained from the test. Thus, it is possible to statistically calculate the mean and the correlation of two variables through Pearson Product Moment. The scores of two variables are presented in appendix 10. Then the researcher computed the data by applying IBM SPSS and the descriptive statistic of correlation results showed in the following table.

Table 4.4: Descriptive Statistics of Vocabulary Mastery and Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	60	48	88	75.45	8.276
Reading Comprehension	60	50	88	73.17	9.140
N	60				

The table above showed that the number of participants were 60 students (N= 60). The minimum score of vocabulary mastery is 48 and the maximum score is 88. The mean score of vocabulary mastery is 75.45 with standard deviation of 8.276. In this case, the students who scores above the mean were 37 students, and below the mean score were 23 students.

The minimum score of reading comprehension is 50 and the maximum score is 88. The table also shows that the mean score of reading comprehension is 73.17 with standard deviation is 9.140. It means there were 30 students who got scores above the mean and 30 students below the mean.

Table 4.5 The Correlation between Vocabulary Mastery and Reading Comprehension

		Vocabulary Mastery	Reading Comprehension
Vocabulary	Pearson Correlation	1	.436
	Sig. (2-tailed)		.001
	N	60	
Reading Comprehension	Pearson Correlation	.436	1
	Sig. (2-tailed)	.001	
	N	60	

Based on the table above, the Pearson Correlation (r) is 0.436. It means that the variables have a positive correlation. Afterward, the significance showed on the table is 0.001, it was indicated that the variables was significantly correlated because the P_{value} is lower than 0.05 level of significance ($0.001 < 0.05$). To get the level of correlation, the researcher using the interpretation level of correlation. (See table 4.3). Then the result indicated that vocabulary mastery and reading comprehension was correlated at moderate level.

The Correlation between Reading Motivation, Vocabulary Mastery and Reading Comprehension

The data of variables were obtained from questionnaire and test. Thus, it is possible to statistically calculate the mean and the correlation of three variables through Pearson Product Moment. The scores of three variables are presented in appendix 10. The researcher computed the data with multiple linear regressions with a descriptive, correlation, ANOVA and coefficient result showed in the following table.

Table 4.6 Descriptive Statistic of Reading Motivation, Vocabulary Mastery, and Reading Comprehension

	Mean	Std. Deviation	N
Reading Comprehension	73.17	9.140	60
Reading Motivation	74.02	10.432	60
Vocabulary	75.45	8.276	60

From the table above, the number of participants were 60 students (N = 60). The mean score for reading motivation is 73.17 with the standard deviation is 9.140. The data revealed that mean score of vocabulary mastery is 75.45 with standard deviation is 8.276. The mean score of reading comprehension is 73.17 with standard deviation is 9.140.

Table 4.7: The Correlation between Reading Motivation, Vocabulary Mastery and Reading Comprehension

		Reading Comprehension	Reading Motivation	Vocabulary
Pearson Correlation	Reading Comprehension	1.000	.415	.436
	Reading Motivation	.415	1.000	.523
	Vocabulary Mastery	.436	.523	1.000
Sig. (1- tailed)	Reading Comprehension		.000	.000
	Reading Motivation	.000		.000
	Vocabulary Mastery	.000	.000	
N	Reading Comprehension	60	60	60
	Reading Motivation	60	60	60
	Vocabulary Mastery	60	60	60

Based on the table above, the significance is 0.000 which means $P_{\text{-value}}$ is lower than 0.05 level of significance ($0.000 < 0.05$). To sum up, the result indicated that reading motivation, vocabulary mastery and reading comprehension are significantly correlated. It can be said that there is a positive correlation

between students' reading motivation, vocabulary mastery and reading comprehension.

Table 4.8: Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.488 ^a	.238	.211		8.118

a. Predictors: (Constant), Vocabulary, Reading motivation

The table showed that the R_{value} is 0.488 and the R Square is 0.238, which means that the reading motivation and vocabulary mastery contribute as much as 24% to the reading comprehension.

Table 4.9: ANOVA

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	1171.715	2	585.858	8.889	.000 ^b
	Residual	3756.618	57	65.906		
	Total	4928.333	59			

Table 4.10 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	31.398		3.104	.003
	Reading Motivation	.225	.119	.257	.063
	Vocabulary	.333	.150	.301	.030

Based on the table, both predictors which are reading motivation and vocabulary mastery have a big impact to reading comprehension. It was proven with the F_{obtained} is 8.889 and significance value is 0.000. The table of coefficient

also showed that the t_{obtained} of vocabulary mastery is 2.220 and t_{obtained} of reading motivation is 1.896. It means that the vocabulary mastery affects the students' reading comprehension more than reading motivation.

The correlation between reading motivation and reading comprehension, it was found that there was a statistically significant relationship between reading motivation and reading comprehension. It means that the alternative hypothesis is accepted. It can be concluded that reading motivation and reading comprehension are correlated. It was proven by the results of the students' questionnaire which showed that the readers have a high motivation in reading because of their hobbies. In this case, the students get better in reading when they like to read a book and it was the factor which affects their motivation. Guthrie (2004) said that the curious of students about the content of the text will be one of the factors that build their motivation in reading. , reading motivation is really important for students to get better understanding in reading. It means the reading motivation has contributed to the result of reading comprehension.

The correlation between vocabulary mastery and reading comprehension. Based on the statistical results, the variables were significantly correlated. It means that the alternative hypothesis is accepted. It means that vocabulary mastery and reading comprehension are correlated. It was indicated that the students need vocabulary mastery to understand a passage in the text. Vocabulary is one of the most important think for readers to get better understanding in reading a text. It was supported by Furqon (2005) who stated that vocabulary and reading comprehension had a strong relationship because the vocabulary helped the students to comprehend a text easier.

The correlation between reading motivation, vocabulary mastery, and reading comprehension. The result indicated that the variables were significantly correlated. It means that the students who have high reading motivation and vocabulary mastery will get better comprehension in reading text. Those three previous studies were showed the same result with the present research. The studies indicated that reading motivation, vocabulary mastery and reading

comprehension were significantly correlated. It means that the theory which stated that reading motivation and vocabulary mastery influenced the students' reading comprehension was proven.

CONCLUSION AND SUGGESTION

Firstly, according to the analysis description, the reading motivation and reading comprehension of fourth semester students of English Department at University of Islam Malang was correlated. It means that the reading comprehension can depend on the reading motivation. It also means that the students' reading motivation is contributed to their reading comprehension.

Secondly, vocabulary mastery and reading comprehension of fourth semester students of English Department at University of Islam Malang was significantly correlated. It means that the reading comprehension can depend on the vocabulary mastery. It also means that the students' vocabulary mastery is contributed to their reading comprehension.

Thirdly, reading motivation, vocabulary mastery and reading comprehension of fourth semester students of English Department at University of Islam Malang was correlated. It means that the reading comprehension can depend on of reading motivation and vocabulary mastery. It also means that the students' reading motivation and vocabulary mastery are contributed to the students' reading comprehension

It means that, reading motivation and vocabulary mastery is really important for the readers because it's contributed to the students' reading comprehension.

Lecturers can direct students to read books diligently during the learning process, and lecturers can constantly motivate students to read. Teaching of vocabulary should be improved.

Student should read more texts because reading can add new vocabularies for students. In addition, the vocabulary obtained should be directly practiced in

writing or speaking so that it can help students increase the vocabulary. Moreover, the students read the text based on their reading interest to improve their motivation in reading.

It is suggested for further researchers to conduct similar research with non-English students as subjects. If possible, it is better to collect data directly and check the reliability of the instrument in the study. The researcher found that the results of the analysis were still far from perfect, but the researchers hoped that it could help in further research. In addition, this study can be used as a reference for similar research.

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