

**THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN READING AND THEIR COMPREHENSION ABILITY; STUDY OF THE SECOND-GRADE STUDENT OF SMPN 1 DAU**

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**Abstract**

The purpose of this article is to investigate whether there is a significant correlation between students reading motivation and reading comprehension of second-grade students of SMPN 1 Dau. The research design was quantitative correlation study. The participants were 32 students of second-grade at SMPN 1 Dau. The instruments of the data were motivation reading questionnaire adopted from and reading comprehension test adopted from. This study conducted once. Motivation reading questionnaire consisted of 32 items, and 15 questions for reading comprehension test. The research started by administering the reading questionnaires first to the students and followed by reading comprehension test. The result of this study showed that it was rejected. From the result of the study, it can be concluded that there was no correlation between students' motivation and their comprehension ability as the study proved that no correlation emerging in this study.

**Keywords:** Reading motivation, students, reading comprehension.

**INTRODUCTION**

In this 4.0 era, English becomes as the most important language because some sector using English. As a country that uses English as a foreign language (EFL), students in Indonesia must learn English because English is an international language. Because many books on science study are written in English, students need to master reading comprehension skills. Reading is one of the most important skills that should be mastered. Reading is an activity that helps someone to get to know the world more broadly. Sulisty (2015) stated that reading is an open language process where reading is a psychological process that allows one to understand the language and performance of the nervous system, the physiology associated with human behavior and begins with the study of linguistics. According to Grabe and Stoller (2002), reading is the ability of a person to draw up important meaning from the reading text and explain it correctly. Therefore, someone adds new knowledge and associate's

information in the text with the other texts to find the real facts from the information obtained from the reading activity. As an important skill in language skills, reading has several main objectives. According to Grabe (2009), he has divided the main purpose of reading into six main goals; search information (scanning and skimming), for quick understanding (skimming), read to learn, read to integrate information, read to evaluate, critique, and use information, and read to get general comprehension.

By reading, someone does not need to go from one place to the other place to find or learn something new. Anderson (2004) stated that a student learning success can be determined by how much a person's ability to read because reading is the most important ability that must be mastered by EFL learners. It means that reading is an activity that helps someone to get to know the world broader.

Although people know well how important and useful reading activity is, there are still many students who are unable to make reading activities as a routine. Mastering reading is not easy because there are some problems that faced by students such as: lack of vocabulary, reading interest, genre of topics and the most common problem is reading motivation. It means that the students are lack in motivation in reading. This problem is based on the students feeling in this study. According to Takaloo and Ahmadi (2017), Motivation is the first thing students must have because when they have motivation in reading, students will be more comfortable and interested in continuing to look for new readings and make them more insightful.

Guthrie, *et.al* (2006) said that motivation is an important component to determine the students' level of success students in reading achievement. Grabe and Stoller (2002) point out how student motivation in reading is needed to understand and improve students' reading comprehension in understanding the contents of a reading text. Wigfield and Guthrie (1997) Stated that the motivation to read does not only judge that students read more than others but how their activities can make others interested in reading too.

According to Harmer (1991), basically, motivation is divided into 2, namely extrinsic and intrinsic motivation.

Extrinsic motivation is the growth of personal motivation to reach for something triggered by factors outside of him. For example, Budi studied diligently so he could study abroad. Gage & Berliner (1984) said that there are at least three factors that trigger the growth of someone's extrinsic motivation, namely the surrounding environment, parents, and teachers. According to Hartati, Erni, and Syafri (2016) directed that extrinsic motivation are achievement goals' gained form outside of the individual.

According to Legault (2016) Intrinsic motivation refers to things that are inherent in a person so as to give encouragement to someone to take action so that they can make the person feel satisfied and happy. If extrinsic motivation is a motivation that arises from someone's external factors, then intrinsic motivation is the motivation that arises from factors in a person. Intrinsic motivation itself has several elements that influence motivation in a person, including needs, interests, goals, and hobbies.

Having problem with the motivation in reading deals with the comprehension of the students itself. When reading without having motivation, students are difficult to figure out what the text is talking about. It is because the condition of themselves are not in a good mood to read. Having no motivation also cause students are lazy to read as they regard that reading activity is a kind of bored activity to do. Whereas, reading takes crucial role in studying and enriching students' knowledge in the education world.

Lems, Miller, and Sorro (2010) stated that reading comprehension is a process of someone in finding the meaning of a reading text. According to Rawson and Kintsch (2005), reading comprehension is not just a sum of processes that are passed, but rather holistic coordination and the involvement of several processes in reading comprehension. Ahmadi and Pourhossein (2012) propose that reading comprehension is a shared knowledge between the linguistic understanding of the reader (knowledge of the world) and knowledge of the subject they get. Reading comprehension is a step-in communication where the reader interacts with the reading text when the ability to understand their background is operated.

There are three previous studies that the writer takes related to his research. They are Tiara, Supardi, and Salam (2016), Ningrum, Matondang (2017), and Sari (2017). The first study was done by Tiara, Supardi, and Salam (2016), This study was investigating the correlation between students' motivation and their English learning achievement at the Eighth grade of SMP Negeri 2 Sambas in academic year 2016/2017. The sample of this study was the 38 students in class VIIIA. To collect the data, the researcher used questionnaire and students English learning achievement from their midterm test. The study indicates that there is no significant correlation between students motivation and English learning achievement.

The second previous study was carried out by Ningrum and Matondang (2017). The population of the study was the second-year students of Senior High School Nurul Hasanah Tembung, Deli Serdang Indonesia in academic year 2015/2016 with total number 119 students distributed into 3 classes and the sample of this research is 30 students. The object in this research is to know the correlation between students' motivation and their achievement in reading. Instruments for data collection were the questionnaire to know students'

motivation and the reading comprehension test. It was found that there is a significant correlation between students' motivation and their achievement in reading.

The last previous study was conducted by Sari (2017). The population of the research is all the fourth semester students of the State Islamic Institute of Surakarta. By using cluster random sampling techniques, the research takes consists of 35 students. The instruments of collecting data are questionnaires and test. The result of the study shows that there is a positive correlation between students' motivation and Reading comprehension.

Those previous studies and the present study are in matters of subject and content. The first previous studies were conducted at the junior high school, the second previous studies was conducted at the junior high school, and the last previous study was conducted at the fourth semester university students.

Therefore, the researcher conductsto investigate the correlation between students' motivation in reading and their comprehension ability. The research question is formulated as follows: Is there any significant correlation between students reading motivation and reading comprehension of the second-grade students' of SMPN 1 Dau?

## RESEARCH METHOD

This study used a quantitative correlation research design. By the quantitative research method, the researcher wanted to analyze there is has a significant correlation between both variables on the second grade of SMPN 1 Dau. This research was designed to find out students' motivation in terms of reading and in this case the researcher also wanted to find out whether students who were motivated to read would also influence their reading comprehension. There were two variables was examined in this research; Independent and dependent variables there are Students reading motivation and reading comprehension ability. The calculation of the results of the data collection using *Pearson Product Moment* SPSS V.20.

In the data collection process, this study took the second-grade students of SMPN 1 Dau as setting of current study. The subject of this research was 32 students consisting of 17 males and 15 females.

The instrument of this study used two instruments are questionnaire and reading comprehension test. The questionnaires are to find out the kind of students reading motivation and reading comprehension test to measure students reading comprehension ability.

The researcher used Motivation of Reading Questionnaire (MRQ). The questionnaire consists of eight main items and thirty-two sub-items. All items are answered on a scale from 1 to 4, with 1 (very different from me), 2 (a little different from me), 3 (a little like me), and 4 (a lot like me). The questionnaire was translated by Ulfa () to Indonesian version to facilitate participants in understanding the questions of each sub-item.

The questionnaire was adopted from Watkins and Coffey (2004) as has been added in their article with the title *Reading Motivation: Multidimensional and Indeterminate*. They explain eight dimensions of reading motivation, they were social, grade-compliance, curiosity, competition, involvement, reading work avoidance, efficacy, recognition.

The reading test are included with several questions to find out the student's ability in reading comprehension. the researcher used an objective test which is adapted from final test of English subject at the second-grade students of junior high school. The question consists of fifteen multiple choice. The researcher asks English teacher of SMPN 1 Dau to valid the reading comprehension test.

To collecting the data the researcher distributed the questionnaire about reading motivation to the participants to find out the kind of student's motivation in reading. The next is the researcher give a test for students to measure their ability in reading comprehension.

The data analysis used Statistical Package for the Social Science (SPSS) version .20 to find out the results of the correlation between students' reading motivation and their reading comprehension ability based on the results of the questionnaire and the results of the reading comprehension test they had done. The researcher use using *Pearson Product Moment* to find out the result of this study. Then, to know the level of significance, the researcher used the following table.

**Table 1. Level of Significance (r table)**

| N  | Level of Significance |           |
|----|-----------------------|-----------|
|    | 0.05 (5%)             | 0.01 (1%) |
| 30 | 0.361                 | 0.463     |
| 31 | 0.355                 | 0.463     |
| 32 | 0.349                 | 0.449     |
| 33 | 0.344                 | 0.442     |

(Source: Kamilah, 2015 )

## RESULTS AND DISCUSSIONS

To respond to questions posed by researchers in the previous chapter, it will be answered in this chapter. In this Chapter, the researcher aims to describe his findings based on the data obtained to investigate the correlation between students' motivation in reading and reading comprehension ability of the second-grade students' of SMPN 1 Dau. To assist researchers in processing data, researchers used IBM Statistical Package for Social and Science (SPSS). The correlation between of two variables was analyzed through the Pearson Product Moment Correlation.

After the researchers obtained the results of the questionnaire answers and reading comprehension tests, the results of both were obtained and described in table 2.

**Table 2: Descriptive Statistic of Reading Motivation Score and Reading Comprehension Score**

|                       | Mean  | Std. Deviation | N  |
|-----------------------|-------|----------------|----|
| Student Motivation    | 90.94 | 6.919          | 32 |
| Reading Comprehension | 57.28 | 13.436         | 32 |

Participants in this study were 32 students (N = 32). The mean value of students' reading motivation is 90.94 with a standard deviation of 6.919.

For the results of reading comprehension skills, the mean value of students is 57.28 with standard deviation 13.436. The comparison between the mean values of Students 'Reading Motivation and Students' Reading Comprehension Skill is 33.66 and the comparison of the standard deviation is 6.517.

After the researchers obtained a list of scores from the students reading motivation questionnaire and reading comprehension tests. The scores from both began to be analyzed using the Pearson product moment correlation by applying SPSS V. 20. The following is a table listing the results of the analysis using the Pearson Product Moment Correlation:

**Table 3: Pearson Product Moment Correlation Result**

|                       |                 | Student | Reading |
|-----------------------|-----------------|---------|---------|
| Student Motivation    | Pearson         | 1       | -.161   |
|                       | Sig. (2-tailed) |         | .378    |
|                       | N               | 32      | 32      |
| Reading Comprehension | Pearson         | -.161   | 1       |
|                       | Sig. (2-tailed) | .378    |         |
|                       | N               | 32      | 32      |

From the above data, we can conclude that there is no correlation between the two variables. This is based on the results of the correlation coefficients obtained, namely -0.161.

Significant levels of efficiency correlation can be determined using a table of significance or commonly called *r* table. With this table, researchers can find significant correlation coefficients at 0.05 (5%) and 0.01 (1%) of the significance level. To get df; 32 samples minus 2 (N-2) were 30 and the *r* critical was 0.361.

Mistar (2013) stated that, if the *r* correlation higher than *r*-critical (*r*-correlation > *r*-critical), the correlation is significant and if the *r*-correlation less than *r*-critical (*r*-correlation < *r*-critical), the correlation is not significant. Related to the statement, the results of the correlation between *r*-correlation and *r*-critical state that, *r*-correlation is less than *r*-critical ( $-0.161 < 0.361$ ). It showed that there's no correlation between the variables.

From these results, we can conclude that the correlation coefficient obtained by researchers from the results of the Pearson Product Moment Correlation using SPSS is -0.161 lower than the *r* critical that is 0.361 which indicates that the correlation of the two variables is not significant.

## DISCUSSIONS

Based on the results of the findings, it can be concluded that there is no motivation between students and students' reading ability at second-grade junior high school students of SMPN 1 Dau, Malang. In this study shows that extrinsic motivation dominates students. Their reading motivation comes from external factors because they will only read when instructed by the teacher or when they learn to face the exam, so they have a low reading comprehension. Because students' reading motivation comes from outside factors is not based on students' willingness, students only read without understanding the contents of the reading text.

The student who have motivation in reading not necessarily have an understanding in reading. In this session, the researcher discussed the findings based on the data of two variables to be described. Participants in this study were 32 students ( $N = 32$ ). The mean value of students' reading motivation is 90.94 with a standard deviation of 6.919. For the results of reading comprehension skills, the mean value of students is 57.28 with standard deviation 13.436. The comparison between the mean values of Students 'Reading Motivation and Students' Reading Comprehension Skill is 33.66 and the comparison of the standard deviation is 6.517.

Significant levels of efficiency correlation can be determined using a table of significance or commonly called  $r$  table. With this table, researchers can find significant correlation coefficients at 0.05 (5%) and 0.01 (1%) of the significance level. To get df; 32 samples minus 2 ( $N-2$ ) were 30 and the  $r$  critical was 0.361. From these results, we can conclude that the correlation coefficient obtained by researchers from the results of the Pearson Product Moment Correlation using SPSS is -0.161 lower than the  $r$  critical that is 0.361 which indicates that the correlation of the two variables is not significant.

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In line with Tiara, Supardi, and Salam (2016) stated that the there is no a significant correlation between motivation and English achivement. These study use sampling from Junior High School It is mean the students who have higher motivation does not mean the students have good score in reading comprhention. It suggestion that the students' response to the intrinsic motivation statement is higher than extrinsic motivation. Another factor is subject. It was shown that the students got motivated by their own desire. Unfortunately, the factor that influenced this study rejected were coming from the participants. In addition, the previous and present findings were slightly equal that junior high school students' level of students' motivation did not correlate with their reading comprehension level.

Compare with the previous study was conducted by Ningrum and Matondang (2017) use sampling from Senior High School investigated total number 119 students distributed into 3 classes and the sample of this research is 30 students. The result of this study there is a significant correlation between students' motivation and their achievement in reading. The correlation coefficient is 0,78 or high correlation. It is different from this study, reported that



there is no correlation between students' motivation in reading and their comprehension ability. The things that make this study different from the previous study because of different subject quality factors. If he uses selection sampling, this research does not. This is because the time given is limited and the subject is limited.

The last study was conducted by Sari (2017). The population of the research is all the fourth semester students of the State Islamic Institute of Surakarta. By using cluster random sampling techniques, the research takes consists of 35 students. The instruments of collecting data are questionnaires and test. The result of the study there is positive correlation between students' motivation and students' reading comprehension of fourth semester students of the state Islamic Institute of Surakarta in the academic year of 2015/2016 with  $r_{xy} = 0,879$ .

## CONCLUSION

From the result of study, the researcher describes conclusion as follows:

1. There is no correlation between students' motivation in reading and their comprehension ability of second-grade students of SMPN 1 Dau.
2. Extrinsic motivation dominates students will only read when the teacher instructs to read or when students will face the exam.
3. Based on finding as already discussed, to get df; 32 samples minus 2 (N-2) were 30 and the r table was .361 and the r observed was -.161. From these results, it concludes that r observed lower than r table ( $-.161 < .361$ ). If the r observed lower than r table, the correlation is not significant. The significant level at .378. These results are very far from the significant limit which is at point .05 which means the correlation is absolutely not significant. It means that the correlation between students' motivation in reading and their comprehension ability of second-grade students of SMPN 1 Dau is not significant.

Because the result is rejected, the habit of reading activity should be done by students in the school. Selection sampling plays an important role in getting relevant data.

## SUGGESTION

After delivering the conclusions above, the researcher has several suggestions for the advancement of English language teaching and future studies.

Here are some suggestions from researchers:

1. For the teacher/lecturer
  - a. Teacher should give motivation for their students to learn English.  
So, the students have the spirit in learning.

- b. Besides motivation, the teacher should be able to understand each student's abilities, so that the teacher can provide some text that relevant with the student like to improve their habit to read.
2. For the students
  - a. By knowing kind of motivation, it can help the students find the appropriate kind of topic that they want to read.
  - b. The students should master English is to practice habits that are closely related to English. Starting from small things like reading short English articles, listening to English music, watching English films, etc. After that, if you find a new vocabulary, then try to find out the meaning in the dictionary so that the English vocabulary is increasing.
3. For the next researchers
  - a. To make this research even better, it is expected that further researchers will add more population to get a clearer comparison.
  - b. To make research even better, researchers must be able to create new innovations example give more the number of the test in order to get the reliability since this study only give fifteen question which is not enough to measure reliability, so that the research can contribute to education.

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