THE CORRELATION BETWEEN READING MOTIVATION AND READING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 MENGWI IN ACADEMIC YEAR 2020/2021

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ABSTRACT
This correlation study is aimed to find out the correlation between reading motivation and reading achievement of the eighth grade students of SMP Negeri 3 Mengwi in academic year 2020/2021. The sample was chosen by cluster sampling as many as 64 students. The instrument used in this study was questionnaire and test; reading motivation questionnaire and reading achievement test. Reading motivation questionnaire is used to know the students' reading motivation while reading comprehension test is used to find out the students' reading achievement in understanding a text. The obtained data were assessed by using Product Moment's formula and analyzed by using SPSS 23.0. Based on data analysis, it showed that there is high, significant and positive correlation between reading motivation and reading achievement of the eighth grade students of SMP Negeri 3 Mengwi in academic year 2020/2021. Therefore, it answered the research question that there is a fair correlation between reading motivation and reading achievement.

Keyword: *Correlation, Reading Motivation, Reading Achievement.*

ABSTRAK
Tujuan dari penelitian ini adalah untuk mengetahui hubungan signifikan antara motivasi membaca dan keberhasilan membaca siswa kelas delapan SMP Negeri 3Mengwi pada tahun akademik 2020/2021. Sampel ini dipilih menggunakan cluster sampling. Sampelnya berjumlah 64 siswa. Instrumen yang digunakan dalam penelitian ini adalah kuesioner dan tes; kuesioner motivasi membaca dan tes keberhasilan membaca. Kuesioner motivasi membaca digunakan untuk mengetahui motivasi membaca siswa sedangkan tes pemahaman membaca digunakan untuk mengetahui prestasi membaca siswa dalam memahami teks. Data yang diperoleh dinilai dengan menggunakan rumus Product Moment dan dianalisis dengan menggunakan SPSS 23.0. Berdasarkan analisis data menunjukkan bahwa terdapat hubungan yang tinggi, signifikan dan positif antara motivasi membaca dengan prestasi belajar siswa kelas VIII SMP Negeri 3 Mengwi tahun pelajaran 2020/2021. Oleh karena itu, pertanyaan penelitian menjawab bahwa ada hubungan yang seimbang antara motivasi membaca dan prestasi membaca.

Kata Kunci: Korelasi, Motivasi Membaca, Prestasi Membaca

INTRODUCTION

In learning language, students should master all language aspects; writing, reading, listening and speaking. Reading is one of the language skills that is necesarry to be mastered by students. Reading is not only to read word by word, sentence by sentence, or paragraph by paragraph but also to recognize the information from the text that have been read. In the other hand, the purpose of reading is building the meaning throughout the text. According to Pang et al. (2001:6), reading consists of two related processes, such as word recognition and comprehension. Based on Department for Education and Skills (2005:2), reading comprehension is an essential part of the reading process. Comprehension is the process of making sense of words, sentence, and connected text. Meanwhile, Bahjat, Yamini, and Bagheri (2012:99) state that the main concept in reading skill is comprehension. The most successful readers are those who use cognitive strategies to comprehend the text better.

To make successful comprehension in reading text is necessary for the students having a skill of reading. Therefore, to make the students have a good comprehension in reading text, it needs some supports. One of the supports is motivation. To understand and master reading comprehension, students must have a motivation on attitude, self-concept and experienced. Because motivation does not come by itself but must achieved through a process of reading experience. Amundson (2015:7) states that reading motivation and comprehension are two main aspects of creating successful readers. This argument is similar with the opinion of Guthrie, et. al. (2007:310) study (as citied in Saddhono and Slamet, 2012:91) state that reading comprehension would be more effectively if it is being supported by motivation. Motivation means to make somebody willing, to make somebody feel enthusiastic, interested, and committed to something. In other words, motivation can be used by the students to achieve the knowledge, comprehension, or skill.

Motivation consists of intrinsic and extrinsic motivation Sardiman (2010) states that the intrinsic motivation comes from inside factor while the extrinsic motivation comes from outside factor. For example, students want to achieve the goals caused by self-driven themselves called intrinsic motivation. If the students want to achieve the goals because of other person called extrinsic motivation. In addition, McClelland (1960) as cited in Siagian (2004:167,171) classifies intrinsic and extrinsic motivation into three indicators, they are: achievement, affiliation, and power. Both of motivations are crucial to give encouragement to the students in doing activity especially to make students successful to comprehend the content of text.

Actually, in understanding an English text, the reader should have interest in reading which means that being interested or having an interest in reading is the basic motivation of a person in reading (Maharani, Arsana, and Sawitri, 2015). Based on Gambrell (2011), the fact is in Indonesia, students with high motivation will prefer to read more books, ask many questions, do the exercises, expose themselves to English language using,

trying to use their English skill to communicate with other, or happily in the process of teaching learning English. Teachers will be easy to recognize students with a high motivation. Students with low motivation usually have no willingness to engage in the process of teaching and learning English. Students with low motivation rarely ask questions even though students do not understand.

Students will have to be forced by teacher to read the book, do the exercise, of do task from teacher. Students with low motivation usually assume English subject as a difficult or even the most difficult subject to be learned. Therefore, teacher as a guide should tell the students to be successful in reading activities. By doing this, the students will get a strong motivation improving their skill in reading.

Based on observation and interview with one of the English teachers of SMP Negeri 3 Mengwi, it seems motivation play an important role in improving the students' motivation in reading comprehension. There were some found in the eighth grade students of SMP Negeri 3 Mengwi. Considering on those notion, the researcher is interested in finding researching "The Correlation between Reading Motivation and Reading Achievement of the Eighth Grade Students of SMP Negeri 3 Mengwi in Academic Year 2020/2021".

RESEARCH METHOD

This study used correlational research design. The subjects of this study were the eighth grade students of SMP Negeri 3 Mengwi in academic year 2020/2021. In this study, 64 students were determined as the samples of the study from 339 students

as the population with cluster sampling method. In order to collect the data, the researcher used questionnaire for reading motivation and reading test for reading achievement. The questionnaire is adopted from Mori (2002, vol.14) and reading achievement, the scoring scale is adopted from Brown (2004). Therefore, there are 30 items of questionnaire that provided by the researcher. In addition, for reading test, each student has to answer the questions based on the text. By those instruments, it would be seen the correlation between two variables. In order to analyzed the data, the researcher using *Statistical Package for Social Science (SPSS) 23.0.* which consists of: Normality test, Homogeneity test, Pearson Product Moment, and T-testing. For Normality test, the researcher used one sample Shapiro Wilk test with the provision that when Aiymp. Sig. > 0.05. According to Pallant (2007:62) when the result of data is more than 0.05 indicates normality, meaning the data is assumed to be normal.After the Normality test, the researcher determined the Homogeneity of the test. This test is intended to test whether the data obtained from the sample homogenous or not. As the test criteria, when the value of sig. > 0.05, the variances is assumed to be homogeneous (Gray and Kinner, 2012:188). Furthermore, Pearson Product Moment correlation was used to analyzed the data in the present study. The interpretation of Correlation adopted from Arikunto (2010: 319) which consists of: high, sufficient, fair, low, and very low. After finding out the correlation coefficient, hence the researcher found the T-testing. The T-test is used to test mean differences between two groups (Marczyk et al.

(2005:220). In this research, the researcher used One Pair Sample Test with SPSS 23.0.

FINDING AND DISCUSSION

As it mentioned, the test consisted of 30 items which referred to reading motivation rated on 5 point, from one to five, ranging from satisfied agree to satisfied disagree. For the reading achievement it used scoring scale from Brown (2004) which consist of some items: general information, specific information, textual meaning, and textual reference. Based on the reading test and questionnaire which were given to the students, the total score of The Eighth Grade Students of SMP Negeri 3 Mengwi are 5.785 for questionnaire and 5.043 for the reading achievement. After that, the researcher analyzed the data using SPSS 23.0 which consists of: Normality test, Homogeneity test, Pearson Product Moment, and T-testing.

Classification of Normality Test

The researcher obtained the result as follow:

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Reading Motivation (x)	.104	64	.082	.964	64	.059
Reading Achievement (y)	.105	64	.076	.967	64	.082

a. Lilliefors Significance Correction

Based on the table above, it can be seen that probability number (Asymp.Sig) of reading motivation is 0.059> 0.05 and for the reading test is 0.082> 0.05, which means that the data distribution is normal.

Classification of Homogeneity Testing

The researcher obtained the result as follows:

Table of Homogeneity Test

Reading Achievement (y)

Levene Statistic	df1	df2	Sig.
1.977	12	35	.058

Based on the table above, the data shows that the homogeneity is 0.058 which means that 0.058 > 0.05. It means the variances can be assumed to be homogenous.

Classification of Pearson Product Moment

The researcher obtained the result as follow:

Correlation between Reading Motivation and Reading Achievement

		Reading Motivation (x)	Reading Achievement (y)
Reading Motivation (x)	Pearson Correlation	1	.483**
	Sig. (1-tailed)		.000
	N	64	64
Reading Achievement (y)	Pearson Correlation	.483**	1
	Sig. (1-tailed)	.000	
	N	64	64

**. Correlation is significant at the 0.01 level (1-tailed).

Based on the table above, the data shows that correlation coefficient is 0.483 and the significance value (ρ) is 0.000. Hence, it can be concluded that there is positive correlation between two variables. According, the correlation between variable X and Y variables are considered as a fair correlation because 0.483 > 0.400 (Arikunto, 2010:319). It means that there is positive correlation between reading motivation and reading achievement

Classification of T-Testing

The researcher obtained the result as follow:

Table of Paired Samples Test

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	Paired Differences							
				95% Confidence Interval of the Difference				
		Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
	Mean							
Pair 1 Reading Motivation (x) - Reading Achievement (y)	11.688	13.459	1.682	8.326	15.049	6.947	62	.000

Based on the table above, the Sig (2-tailed) is 0.000. The result of the t-test is significantly accepted because 0.000< 0.05 (Pallant, 2007:239). Furthermore, the result of t counted on the table 4.5 was 6.947 and the result of degree of freedom was 62. Moreover, based on the table degree of freedom it can be seen 62 means 1.670. Therefore, the result of t counted was 6.947 > 1.670. It means that Ha is accepted.

The result of this study showed that Ha was accepted. It means that there is a significant correlation between reading motivation and reading achievement of the Eighth Grade Students of SMP Negeri 3 Mengwi in academic year 2020/2021. The students' reading motivation of the Eighth Grade Student of SMP Negeri 3 Mengwi in Academic Year 2020/2021 on most of the students' have high score of reading motivation and also have high reading achievement. Based on the calculation about the correlation between reading motivation and reading achievement in SMP Negeri 3 Mengwi, the result of each tests were good which are Normality test, Homogeneity test, Pearson Product Moment, and T-test. For the Normality test, it got the result 0.059 for reading motivation and it got the result 0.082 for reading achievement. It means that the data distribution is normal because the results is greater than 0.05.

Furthermore, for homogeneity test was good because the data was homogeneous accepted. It got the result 0.058 which is greater than 0.05. Moreover, for Pearson Product Moment it got the result 0.483. According to Arikunto (2010:319), the result 0.483 considered as fair correlation between variable X (reading motivation) and variable Y (reading achievement) because 0.483 is greater than 0.600.and the last for the T-test it got the result that Ha is significantly accepted because the result 0.000 < 0.05. Therefore, it means there is positive correlation between reading motivation and reading achievement of the eighth grade students of SMP Negeri 3 Mengwi in academic year 2020/2021

CONCLUSION

The research findings lead the researcher to conclude that this study was successfully done. As mentioned in the previous chapter, in this present study the goal was to find out how the correlation between reading motivation and reading achievement of the eighth grade in SMP Negeri 3 Mengwi. In this research, there were two tests which were questionnaire for reading motivation and reading test for reading achievement. Those tests were already done in 64 samples. As the test that had been conducted, the data was analyzed by using Pearson Product Moment. It got the result was 0.483 that means the correlation of both variables are considered as fair correlation. Moreover, the hypothesis (Ha) in this present study was accepted because the result of the T-testing was 0.000 < 0.05.

Based on the data that presented previously, this study found that there was

significant relationship between reading motivation and reading achievement in SMP Negeri 3 Mengwi in academic year 2020/2021. It means that this study answered the research mentioned in Chapter I which reading motivation and reading achievement of the eighth grade students of SMP Negeri 3 Mengwi in academic year 2020/2021.

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