THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND READING COMPREHENSION

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ABSTRACT

This research used ex-post facto research with correlational design, which was aimed to figure out whether there is a significant correlation betweenmotivation and reading comprehension of the ninth-grade students of SMPN 2 Mengwiin the academic year 2020/2021. The sample of this study was 60 students taken from the ninth-grade students of SMPN 2 Mengwi that were chosen by random sampling method with a lottery system. The data were collected through administering the research instruments which were in the form of a structured questionnaire and narrative text in the form of short answer text. In analyzing the data, the questionnaires were assessed by Likert's scale rating, and short answer text was measured by using a scoring rubric adopted from Brown 2004. The collected data were analyzed by using SPSS 22 with means of Pearson Product Moment Correlation Test and T-test. The result of the datashowed that the significant value of Pearson product-moment correlation was 0.000 and there was clearly revealed the alternative hypothesis was accepted. In other words, the research finding confirmed that there was a significant correlation between motivation and reading comprehension of the ninth-grade students of SMPN 2 Mengwiin the academic year 2020/2021.

Keywords: correlation, motivation, and reading comprehension.

ABSTRAK

Penelitian ini menggunakan penelitian ex-post facto dengan desain korelasional, yang bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara motivasi dengan pemahaman membaca siswa kelas IX SMPN 2 Mengwi tahun pelajaran 2020/2021. Sampel penelitian ini adalah 60 siswa yang diambil dari siswa kelas IX SMPN 2 Mengwi yang dipilih dengan metode random sampling dengan sistem undian. Pengumpulan data dilakukan melalui pemberian instrumen penelitian berupa angket terstruktur dan teks naratif berupa teks jawaban singkat. Dalam menganalisis data, kuesioner dinilai dengan rating skala Likert, dan teks jawaban singkat diukur dengan menggunakan rubrik penilaian yang diadopsi dari Brown 2004. Data yang terkumpul dianalisis dengan menggunakan SPSS 22 dengan alat Uji Korelasi Pearson Product Moment dan T- uji. Hasil data menunjukkan bahwa nilai signifikan korelasi product-moment Pearson adalah 0,000 dan dengan jelas terungkap hipotesis alternatif diterima. Dengan kata lain, hasil penelitian menegaskan bahwa ada hubungan yang signifikan antara motivasi dan pemahaman membaca siswa kelas sembilan SMPN 2 Mengwi tahun ajaran 2020/2021.

Kata kunci*: korelasi, motivasi, dan pemahaman bacaan.*

INTRODUCTION

English is one of the foreign languages taught throughout Indonesia. Currently, English plays a very important role as an international language, namely as the language of science, technology, art, culture, and international relations. In

Indonesia, English has been included in the school curriculum in Indonesia (Astawa et al., 2018). Learning English is one of the most important lessons and is expected to be a vehicle for students to learn it in their daily lives. It is said that because each country has a different language that is used as a medium of communication as early as possible. So that students have the capital to become Indonesians who are smart, skilled, obedient, and ready to participate in national development.

Learning a language is learning how to use language, either in written or spoken form, and how to think the way native speakers think. Language is a means to communicate, share experiences, learn from each other, and improve intellectual abilities (Handayani & Widiastuti, 2019). Language skills include four aspects, namely listening, reading, speaking, and writing. The four aspects of language skills are in fact closely related to each other. That is, one aspect is closely related and requires the involvement of other aspects. It is said so because the aspects are closely related and cannot be separated (Mantra & Maba, 2018).

One of the four skills that must be learned in order to learn the English language is reading. Reading is a process of acquiring and understanding the message and information from the written or printed material that is made by the author to the readers, and it has a significant impact on enhancing language abilities (Mantra et al., 2020). Reading is a crucial activity in life for keeping one's knowledge up to date. Reading is also a fantastic way for students to practice other language skills like writing and speaking. Because students learn more by reading, such as gaining new vocabularies and learning how to write

those vocabularies, which is necessary for developing speaking and writing skills (Handayani et al., 2019).

The primary objective of reading skills is comprehension. It is vital for students to acquire reading abilities in order to comprehend literature successfully. As a result, several aids, one of which is motivation, are required to ensure that children have appropriate comprehension when reading English literature (Mantra & Kumara, 2018). Motivating someone entails making them eager, passionate, interested, and devoted to something. Motivation is a crucial aspect of language acquisition since it pushes learners to be more effective and efficient in their learning activities (Islam et al., 2018). In other words, students can employ incentives to gain knowledge, comprehension, or competence. Motivation is defined as a conscious effort to influence a person's behavior, in this case students' effort in improving their achievement in learning is considered to be one type of learning motivation. Having high motivation is very important to be successful in learning (Law et al., 2019).

School students are humans who enter the early stages of their lives, they are children and teenagers who really need direction always. Therefore, environmental factors greatly affect their mindset which also affects the motivation that exists within them (Suparsa et al., 2017). Parents and teachers do more or less influence students' motivation in learning. Students who grow up in a good environment are certainly able to provide good motivation to students. Likewise, the motivation or encouragement of kindness can be given by a teacher to his students. When a student is motivated, then

what he will do will also be well directed (Rafiola et al., 2020).

However, there are also many students who seem unmotivated. This can be seen in their behavior in the classroom. For example, often sleeping in class, not doing assignments, often not coming in, not responding to lessons well, being lazy, and so on. Of course, there are many things that affect it but this certainly affects their achievement in class. The learning process is a complex thing and it is the students who determine whether or not learning occurs, so to act in learning students face problems internally, which if they do not overcome them, students cannot learn well. One of the internal factors experienced and internalized by students that affect the learning process is learning motivation.

Motivation is very important for the students to be nurtured in reading comprehension. The reason why motivation is such a vital viewpoint in students' reading comprehension is that motivation contains a near relationship with students' capacity to comprehend content since it helps students feel at ease when reading (Dilek Belet Boyaci & Güner, 2018). Besides, data is presently conveyed to people all around the world in an assortment of ways. Individuals have been uncovered to an abundance of information amid the final few a long time. Whereas books are still being distributed, there is a considerable sum of information accessible on the web. This has an effect on individuals and pushes them to study more.

Student motivation and reading ability are both imperative components in advancing students' accomplishments and life-long learning. Making somebody feel enthusiastic, interested, and devoted to

something is what motivation is all around (Law et al., 2019). Reading comprehension is additionally exceptionally noteworthy since when students are profoundly persuaded to study their materials, they are able to get a handle on more components of their subject or lesson. It may have an effect on their comprehension and execution of their subject or lesson. The relationship between students' motivation and reading comprehension features a favorable relationship. It was found that motivating force to read had a significant favorable effect.

There are some factors that influence the reading ability of the students. The first factor that affects reading skills is the learning styles, learning strategies, goals, feelings, motivation, and intelligence of students. The second factor is that there are still many teachers who do not use learning media so most students are not involved in the learning process and are less interested in learning English, especially in reading skills. The third factor, namely the environment around students, both the family environment and the community environment, who do not know the importance of learning English also causes students' low motivation to learn English.

Reading comprehension involves not as it was reading every single word but moreover comprehending the substance of the content, and not all students are similarly energized; motivation could be analyzed critically. As a result, their reading comprehension levels extend. Considering the phenomenon above, the researchers were motivated in conducting a study to investigate the relationship between students' motivation and their reading comprehension.

RESEARCH METHOD

The present study made use of a quantitative approach with a correlation method. A correlation method or ex post facto research was appropriate for this study because it allowed two variables to show whether they have a positive or negative relationship between two variables. The ex post facto research is conducted after variation in the variable of interest has already been determined in the natural course of events. Ex post facto research is a systematic empirical inquiry in which the researcher does not have direct control of independent variables because the manifestations have already occurred or they are inherently not manipulated.

Based on the results of the preliminary observation, the subject of the present ex post facto research were the ninth-grade students of SMPN 2 Mengwi in the academic year 2020/2021. There are 353 students from the whole ninth-grade students. Furthermore, 353 students are considered as the population. The researcher used 60 students as the samples who were chosen by using a random sampling method with a lottery system. In the present research, the researcher made use of two research instruments; they were a questionnaire and short answer text. The questionnaire was used for students' motivation and in this study was limited to the ability of the students in positive task orientation, ego-involvement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity. This instrument used a five-point Likert scale ranging from "strongly disagree" to "strongly agree". Furthermore, short answer texts are focused on identifying general information, specific information, textual reference, and textual meaning. Then the answer was scored by using a scoring rubric of reading comprehension.

FINDING AND DISCUSSION

The present ex post facto research distributed questionnaire and short answer text to get the data. From the data collected, the researcher provided information about the result of students' motivation and students' reading comprehension of the ninth-grade students of SMPN 2 Mengwi in the academic year 2020/2021. Then each data was analyzed to see the correlation between students' motivation and reading comprehension by applying the formula of Correlation Product Moment by Pearson.

Based on the data, the highest score for the motivation questionnaire is 122 and the lowest score is 90. However, the highest score for reading comprehension is 92 and the lowest score is 70 from the data above, the total score of the motivation questionnaire is 6285 and the reading comprehension is 4823. After collecting the data, the researcher makes sure that the data distribution is normal and homogeneous before doing the hypothesis testing. After the data that was required in the present research were collected, the researcher then analyzed the data through two important steps of statistical analyses; they were pre-requisite analysis and hypothesis testing.

Pre-requisite Analysis

To know whether the collected data were normally distributed, the researcher conducted normal distribution by measuring the normality of the data using the SPSS 22 version for Windows was used in the present study to statistically analyze the data. It made the data more accurate. Furthermore, the normality and

homogeneity test of the data should be computed carefully since it was important to do in the present analysis. In other words, these two tests were important to do to know whether the data were normally and homogenously distributed before hypothesis testing could be conducted. The first test is normality, normality test is a test that is conducted with the aim of assessing the distribution of data in a group of data variables, whether the distribution of the data is normally distributed or not. In this study, to test the normality the researcher applied SPSS 22 version for windows.

Based on SPSS interpretation, a low significant value (less than 0,05) indicated that the distribution of data differed significantly from a normal distribution. all groups of data that were analyzed by using Shapiro-Wilk showed that the figures were above 0.05. Then, based on the summary table of SPSS 22 above it was known that the significant value of motivation was a figure of 0.147, and it was higher than 0.05; besides, for reading comprehension, it can be seen on the signature value was 0.113 which was higher than 0.05. In short, it can be concluded that the data of the two research variables were normally distributed.

The second test is the homogeneity test, it is a test that assesses whether there are differences in variance between the two groups or more. A homogeneity test was needed to ensure that all of the groups of the samples were homogenous to each other. In inhomogeneity testing, the researcher needed to know the students' scores in both variables. In this study, to calculate homogeneity testing, the researcher applied SPSS 22 version for windows using Levene's testing.

The data can be categorized as homogenous variance if the significant value was higher than 0.05. from the calculation result of homogeneity of variance by Levene's testing is found 0.256 it is higher than 0.05 (0.256 > 0.05) it means that the student's motivation and students' reading comprehension have the same variant. The table below is the summary of the Homogeneity Variance Test.

Table 1. The Summary of the Homogeneity Variance Test

Variable	Leve ne Statistic	Sig. Val ue	Conclusion
Motivation Reading Comprehe nsion	1.302	0.2 56	Homogenose ous

Hypothesis Testing

After conducting pre-requisite analysis, then the researcher does hypothesis testing. Hypothesis testing is a statistical test of the truth of a statement and draws a conclusion on whether to accept or reject the statement. Moreover, the hypothesis testing was an analysis used by the researcher to accept or reject the directional hypothesis that has been previously stated, there is a significant correlation between motivation and reading comprehension of the ninth-grade students of SMPN 2 Mengwi in the academic year 2020/2021.

In the present study, the researcher applied SPSS 22 version for windows in doing the hypothesis testing. Furthermore, the hypothesis testing consisted of two statistical analyses; they were Pearson product-moment correlation and t-test. The first testing is Pearson product-moment correlation. Pearson Correlation or often called Product Moment Correlation is a statistical test tool that used the associative

hypothesis (correlation test) of two variables if the data is interval or ratio scale.

The first hypothesis testing was administered in order to figure out the correlation between motivation and reading comprehension of the ninth-grade students of SMPN 2 Mengwi. It was done by applying Pearson product-moment correlation. Based on SPSS interpretation, the correlation coefficient could be categorized as significant if the significant value is lower than 0.05. However, if the significant value is higher, it means there is no correlation between the research variables.

Based on the data analysis that was performed by using SPSS 22 clearly showed that the significant values of the research variables were below the alpha level, 0.05. Moreover, the significant value of the Pearson product-moment correlation was 0.000. Based on the result of Pearson product-moment correlations, it was found that there was a positive correlation (one-way correlation) between motivation and reading comprehension of the ninth-grade students of SMPN 2 Mengwi in the academic year 2020/2021.

In addition, these two data were correlated with each other. It is considered that the higher the motivation of students in reading comprehension, the better skill reading comprehension of students will get. In conclusion, the data have already proven that there was a correlation and the hypothesis testing can be continued to T-test. The next testing is the T-test, this test is one of the statistical tests used to truth or falsity of a null hypothesis which states that between the two-sample means taken randomly from the same population.

The researcher tested the hypothesis by applying a t-test in order to figure out whether the correlation of the research variables was significant or not. The researcher used paired- samples t-test which it was used to determine whether the hypothesis was accepted or not. Based on SPSS interpretation, the directional hypothesis could be categorized as significant if the significant value was lower than 0.05. However, if the significant values were higher, it means the directional hypothesis was rejected.

The paired samples T-test it clearly showed that the level of significance of all groups of data that were analyzed by using paired-samples t-test showed that the figure was below 0.05. Moreover, the significance value of the data was 0.000. It indicated that the directional hypothesis in the present study, there was a significant correlation between motivation and reading comprehension of the tenth-grade students of SMPN 2 Mengwi in the academic year 2020/2021 was finally accepted. In conclusion, the data have already proven that motivation was significantly correlated with the student's reading comprehension.

Discussion

The present study is conducted to know whether there is a significant correlation between students' motivation and their reading comprehension of the ninth-grade students of SMPN 2 Mengwi. The total population of the ninth-grade was 353 students and 60 students were selected as the samples of this study. The samples were selected by using the random sampling method with a lottery system. The research instruments were a motivation questionnaire and a short answer task for reading comprehension in the present study. After the research was

conducted, the researcher then conducted data analysis to find the result of correlation.

Firstly, the researcher conducted data analysis of motivation score and reading comprehension score by using SPSS 22 program. The results of the data analysis were discussed as follows. Based on the analysis of the result of the questionnaire and reading test, it shows that motivation has a positive correlation with reading comprehension. It can be proved from the hypothesis result that showed the significant value of Pearson product-moment correlation was 0.000 is lower than 0.05. thus, it can be concluded that there is a significant correlation between motivation and reading comprehension of the ninth-grade students of SMPN 2 Mengwi in the academic year 2020/2021.

Motivation correlated with students' reading comprehension ability. Motivation also affects. Several factors can influence the problems of motivation; therefore, it can affect their reading comprehension. Because motivation affects learning strategies and the cognitive process individual works. It means that students' motivation has a contribution to students' translation ability. Therefore, it is important to increase the students' motivation to increase the students' reading comprehension. During the process of data collection, the researchers found interesting findings related to the reading comprehension of the sample particularly when they answered the narrative text in the form of short answer texts.

Most of the sample who are highly in motivation could answer the narrative text in the form of short answer texts faster and without asked a bit additional time. In contrast, the samples who had low

motivation, would find it more difficult to answer and take longer also ask for more additional time because they usually try to understand and translate the word by word. This phenomenon has been proven by the results after the researcher conducted the research.

Moreover, those findings can give future researchers ideas to conduct research related to the correlation between students' motivation and their reading comprehension. Based on the explanation above, it can be concluded that motivation and reading comprehension had a significant correlation. It showed that motivation correlated with students' reading comprehension. It could be seen from the result of the hypothesis testing which made use of Pearson product-moment correlation and T-test.

The present study was in line with the previous study which showed the correlation between motivation and reading comprehension. Based on the research findings, it can be concluded that the directional hypothesis which has been previously determined was finally confirmed. In other words, there is a significant correlation between motivation and reading comprehension of the ninth-grade students of SMPN 2 Mengwi in the academic year 2020/2021.

CONCLUSION

The research study entitled "The correlation Between Motivation and Reading Comprehension of The Ninth-grade Students of SMPN 2 Mengwi in Academic Year 2020/2021" used an ex post facto research with correlational design. This study was mainly intended to figure out the significant correlation between motivation and reading comprehension.

The data of the present research were collected by administering the research instruments.

The required data were gathered through administering the questionnaire and picture description as the research instrument to 60 samples, the ninth-grade students of SMPN 2 Mengwi in the academic year 2020/2021 which were determined by using the random sampling method with a lottery system. The research instruments were constructed based on the criteria and it has been judged by the thesis advisors. The data that was required in this study were carefully collected.

The collected data were analyzed by using SPSS 22 program. After collecting the data on the students' motivation and their reading comprehension, the researcher computed and analyzed the data. The data analysis results, namely the pre-requisite test and hypothesis testing, the data obtained can be said to meet the research requirements. As has been explained above, it was figured out that there was a significant correlation between motivation and reading comprehension of the ninth-grade students of SMPN 2 Mengwi in the academic year 2020/2021.

Moreover, it can be clearly seen from the data that have been carefully collected by administering the valid and reliable research instrument of the present study. To answer the previously constructed research problem the researcher used ex-post facto research with correlational design. The purpose of the study was to figure out whether there is a significant correlation between students' motivation and their reading comprehension.

This was due to the fact that the researcher was unable to manipulate the independent variable or randomize the samples. Therefore, ex-post-facto research is needed, so that the result can be more accurate. Based on the result that was obtained in the present ex-post facto research, it can be summarized that there was a significant correlation between motivation and reading comprehension of the ninth-grade students of SMPN 2 Mengwi in the academic year 2020/2021.

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