THE CORRELATION BETWEEN STUDENTS' READING MOTIVATION AND THEIR READING COMPREHENSION AT TENTH GRADE STUDENTS OF SMAN 6 KOTA TANGERANG IN ACADEMIC YEAR 2018/2019

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Abstract

The purpose of the research was to find out and analyze the positive correlation between the students' reading motivation and their reading comprehension at tenth grade students of SMAN 6 Kota Tangerang in academic years 2018/2019. The population of the research was the whole classes of tenth grade students of SMAN 6 Kota Tangerang which consist of 378 students. Then, there were 79 students was selected as the sample of the research by using Simple Random Sampling. The data were collected by using MRP-R Reading Survey to test students' reading motivation (variable X) and Short Answer Task to test students' reading comprehension (variable Y). The result of this research can prove the hypothesis that showed there is correlation between students' reading motivation and their reading comprehension. In other hand, if students' reading motivation is high then their reading comprehension will also high. So, it can be concluded that there is positive correlation between students' reading motivation and their reading comprehension at tenth grade students of SMAN 6 Kota Tangerang in academic years 2018/2019.
Keywords: correlation, reading comprehension, reading motivation

Abstrak

Tujuan dari penelitian ini adalah untuk mencari tau dan menganalisa hubungan positif antara motivasi membaca siswa dan pemahaman membaca siswa kelas 10 di SMAN 6 Kota Tangerang tahun ajaran 2018/2019. Populasi dari penelitian ini adalah semua kelas 10 dari SMAN 6 Kota Tangerang yang terdiri dari 378 siswa. Kemudian, di ambil 79 siswa sebagai sampel penelitian menggunakan teknik Simple Random Sampling. Data yang di kumpulkan menggunakan MRP-R Reading Survey untuk menguji motivasi membaca siswa (variabel X) dan Short Answer Task untuk menguji pemahaman membaca siswa (variabel Y). Hasil dari penelitian ini dapat membuktikan hipotesis yang menyatakan bahwa terdapat korelasi antara motivasi membaca siswa dan pemahaman membaca siswa. Dengan kata lain, semakin tinggin motivasi membaca siswa maka pemahaman membaca siswa akan tinggi juga. Jadi, dapat disimpulkan ada hubungan yang positif antara motivasi membaca siswa dan pemahaman membaca siswa kelas 10 di SMAN 6 Kota Tangerang tahun ajaran 2018/2019.
Kata Kunci: k*orelasi, motivasi membaca, pemahaman membaca*

1. Introduction

Reading motivation is believed influence the students' reading comprehension because the students will more comprehend the text by themselves. According to Ahmadi (2017) Motivation is one of important factor in language learning. One of the most important factors which receives the special focus in foreign language teaching is reading motivation. It means

reading motivation very needed for the students. As Grabe and Stoller (2002) on journal by Ahmadi (2017) said that reading motivation is the significant thing for the students and it improve the students' reading comprehension. It means, that between reading motivation and reading comprehension has a correlation.

In other word, motivation is important to increase the students' reading

comprehension. As quoted as Guthrie, et al (2006) in a journal article by Mastel & Larson (2016) Students who are motivated "achieve because they *want* to understand and learn". Therefore, the students need to increase their reading motivation for more understanding the written text. Seymour and Walsh (2006) on journal by Ahmadi (2017) emphasize that students' reading comprehension activities is affected by motivation. Beside the motivation has the important role in language learning, many people do not understand that it is great in importance reading comprehension. Reading motivation will helps the students read more practically. Wang (2008) and Rosenfeld, Leung and Oltman (2001) on a journal by Ahmadi (2017) also emphasize that the students should develop their reading skill for the better understanding the written text when they learn foreign language. In other word, the students should increase their reading skill to their better English Language. By learning English Language Text, the students can get many information and knowledge although in different langage by their language.

According to Gambrell, Palmer, Codling, and Mazzoni (1996) on a dissertation by Houghton (2015) said that someone who wants to read has motivation or has a desire to read. In other word, someone who has higher motivation in reading will more read and become a better reader than someone with less motivation. Therefor the students who have high reading motivation will achive their best result in reading comprehension. So, reading is generally needs an effort and motivation. It means, that reading comprehension correlate with the students' motivation. In other words, motivation take an important role in learning language especially in reading comprehension. So, the students need to increase their reading motivation to understand the written text. Reading

motivation will help the students read more practically.

Based on the situation above, the writer emphasizes the research about "The Correlation between Students' Reading Motivation and Their Reading Comprehension at Tenth Grade Students of SMAN 6 Kota Tangerang in Academic Years 2018/2019". In this research, the writer will find out the correlation between the students' reading motivation and their reading comprehension. The writer has chosen tenth grade students of SMAN 6 Kota Tangerang, because based on 2013 Curriculum for tenth grade students, they study about kinds of text type, such as; descriptive, narrative and recount text. So, the writer did not need any difficulties to deciding the instrument for this research. By this research, the writer hopes students' reading motivation will correlate with their reading comprehension, so it can in order gives impact for the teacher or the school to create good teaching strategies to increase their students' reading motivation for their reading comprehension in English subject. Hopefully, if the students' reading motivation is good of course their reading comprehension will be good too.

The hypothesis of this research formulated into two:

H_0: There is no positive correlation between students' reading motivation and their reading comprehension of tenth grade students of SMAN 6 Kota Tangerang in academic years 2018/2019.

H_a: There is positive correlation between students' reading motivation and their reading comprehension of tenth grade students of SMAN 6 Kota Tangerang in academic years 2018/2019.

2. Review of Literature
a. Reading

Reading is one of language skill that should be learned. By reading, someone will get many information from the written text. According to Anderson

et al (1985) on a journal by Pourhosein Gilakjani & Sabouri (2016) stated that reading is an activity to gain the meaning from the text. It means that the reader needs to understand the text. So, the reader will get the meaning or information by the words in written text. Pourhosein Gilakjani and Ahmadi (2011) on that journal also said that the basic purpose of reading is to get the correct message from the writer by the words for the reader to receive.

So, the reader makes meaning from the text. Makes meaning here means that the reader should have the basic knowledge in reading. As suggested by Wixson, et al (1987) on that journal too, reading is an activity of making meaning which are includes; the reader's knowledge, the information of the text, and the context of the reading. So, the reader's knowledge is important for better making meaning. Therefore, Grabe (1991 as cited in Alyousef 2005) on that journal cited that reading also said as an activity where both reader and the text are connect each other. So, the reader interact with the text by interpreting the text as they try to create meaning the text.

b. Reading Comprehension

One of the important aspects in reading is comprehension skills. According to RAND Reading Study Group (2002) on a journal by Pourhosein Gilakjani & Sabouri (2016), comprehension is an activity of comprehending the meaning by connecting and using the written language. It means, that reading comprehension needs an effort. It is not only read, but it is to comprehend what we had read. So here, the students are required to more comprehend the written text. They should need a big effort for their comprehension. By reading comprehension, they are expected more

understand the information of the text. Pearson and Johnson on their book *Teaching Reading Comprehension* (1978) said that reading comprehension includes language, motivation, and the reader experience. Reading comprehension includes language which means that the students should have a good language skills. It is also involve motivation. Where the students should have a motivation to read. It is also cited by Pearson and Johnson on their book *Teaching Reading Comprehension* (1978, p. 14), "Reading must include motivational factors". Motivation helps the students to have a desire to read. So, the students need to build a motivation to read.

c. Motivation

When someone do something, of course he do it for a purpose or a reason. According to Schunk (2012) on his book *Learning Theories*, Motivation can be explained as an action which has planned directly. It means, if someone do something, it is must be based on the planning that has planned before. As explained as Harmer (2003) on his book *The Practice of English Language Teaching*, the meaning of motivation is as the inside push which is push someone to do something. Therefor, motivation that cause someone to do something. In other word, motivation can called by someone passion in doing something.

Therefore in learning process, the students should have a motivation. Because, it has an influence with their learning result. As emphasize to Schunk (2012) on his book *Learning Theories*, motivation can influence learning. So, the students are required to increase their motivation. By this motivation, the students learning result will be influenced. Because, motivation is important to the students to get their better result in learning. The students

should have a big motivation to reach a good achievement. They should have a consideration about the important of learn. Based on Harmer (2003, p. 15) on his book *The Practice of English Language Teaching*, "Without such motivation we will almost certainly fail to make the necessary effort". Therefore, if the students have motivation in learning, they will reach a good achievement. But, if they do not have any motivation in learning, they will fail to reach a good achievement. So, the students must to increase their motivation.

d. Reading Motivation

As explained above, motivation is something which is push someone to do everything. It is also related by the students who have motivation in reading. Student who has reading motivation means that he has a push to read. Based on the articles, Conradi, et al (2014, p. 156) on an article too by Kirchner & Mostert (2017), describe reading motivation as "The drive to read resulting from a comprehensive set of an individual's beliefs about, attitudes towards, and goals for reading". It means, the student more comprehend in reading based on himself in order to get the benefits of reading, such as the knowledge. Therefore, reading motivation will influence the student's reading skills. By reading motivation, the student tries hard to understand the meaning and the main purpose of the written text. By a big desire of read, the student is hoped can get a good result in their reading skills.

Beside that, reading motivation can be seen by someone self-concept as a reader or someone's perception about the value of reading. It is based on the article by Malloy, Marinak, Gambrell, & Mazzoni (2013) about assessing motivation to read. In this article, they wrote about a reading survey based on someone self-concept as a reader or someone's perception about the value of reading. Self concept as a reader comes from someone' perception about reading. According to As Solhem (2011) on that article, self-efficacy can influence how much someone's comprehension about the text that has someone read before. It means, the student who has a good self-concept as a reader more interest and enthusiasm in solving reading task. While in value of reading means that someone's perception that reading is something that is valued, both as an activity or as a goal. It means, the student feel that reading is something enjoyable because they enjoy the reading activity or they feel that reading will help their better future. So, if the student have that perception, likely have a good result in reading comprehension.

3. Research Methodology

The research design was used by the writer was correlational research. Based on Schunk (2012), correlational research is to discover correlation between variables. They are students' reading motivation and their reading comprehension.

a. Population and Sample

According to Creswell (2012, p. 142), "Population is a group of individuals who have the same characteristic." So, in this research, the population were tenth grade students of SMAN 6 Kota Tangerang. Based on the school data, the total number of tenth grade students in SMAN 6 Kota Tangerang are around 378 students.

According to Sugiyono (2010, p. 118), "Sample is a part of characteristic and total of all population". It means, from all the population of tenth grade students of SMAN 6 Kota Tangerang, the writer took some students of tenth grade students as the sample of this research.

The technique of sampling in this research used Simple Random Sampling technique. Based on Fraenkel & Wallen (2009, p. 93), "Simple random sampling is one in which each and every member of the population has an equal and independent chance of being selected." It means the writer choosed the sampling randomly without pay attention the students in tenth grade students of SMAN 6 Kota Tangerang.

The writer can take the sample of the research about 10% to 15% or 20% to 25% or more. So, In this research the writer took 10% of the population. It means, the writer took 79 students as sample of the research.

b. **Instrument Of Collecting Data**

In collecting the data, the writer gave the students with the following instruments:

1) MRP-R Reading Survey

The research instrument which has used in collecting the data is MRP-R Reading Survey to test the students' reading motivation. Based on the article, Malloy, Marinak, Gambrell, & Mazzoni (2013) "The MRP-R is a tool that supports teachers in creating motivating classroom contexts for literacy. It was designed to guide the teacher in determining students' perceived value of reading and self-concept as readers such that appropriate instructional decisions could be made". It was consist of 20 items based on a 4–points scale. The highest total score possible is 80 points. On some items the response options were ordered least positive to most positive. The least positive response option: 1 point and the most positive response option: 4 point.

2) Short-Answer Task

The test was used by the writer was short-answer task. According to H. Douglas Brown (2004, p. 207), "In this task, a reading text is presented and the test-taker reads will also known as fixed choice or selected response items." It is requires students to identify right answers from among a set of possible options that are presented to them. Possible answers are "fixed" in advance rather than left open for the learner to generate or supply. It is consists of one test about reading comprehension.

c. **Technique Of Data Analysis**

In this research, the writer used Kendall's Tau-B to analyze the data. The writer used SPSS 22 to count it. The criteria of Kendall's Tau-B as follows:

If significance > 0,05 = H0 is accepted

If significance < 0,05 = H0 is rejected.

Table 1. The Result of Kendall's Tau-B

Correlations

		Reading Motivation
Reading Comprehension	Correlation Coefficient	.245**
	Sig. (2-tailed)	.004
	N	79

**Correlation is significant at the 0.01 level (2-tailed)
Source: Statistical Result SPSS 22

Based on table 1, it can be explained that correlation cofficient Kendall's Tau-B for Reading Motivation and Reading Comprehension 0,245. Because the coefficient closer to 1, it can be conclude that the correlation between reading motivation and reading comprehension is perfect.

The next step, the writer determine the significance testing. From the table above, can be seen that the significance value 0,004. So, because the significance value 0,004 < 0,005 , it can be conclued that there is correlation between reading motivation and reading comprehension.

4. **Discussion**

The purpose of this research is to investigate whether there is the positive correlation between students' reading motivation and their reading comprehension at tenth grade students of SMAN 6 Kota Tangerang in academic years 2018/2019.

Based on the testing of hypotheses, it was found that Kendall's Tau-B Correlation Cofficient was 0,245. Because the coefficient closer to 1, it can be concluded that the

correlation between reading motivation and reading comprehension is perfect. Based on the value of correlation also could be found the significance between variable X and variable Y. Based on the sinificance testing by the table above, can be seen that the significance value 0,004. So, because the significance value 0,004 < 0,005 , it can be conclued that there is correlation between reading motivation and reading comprehension. In other hand, there is positive correlation between students' reading motivation and their reading comprehension at tenth grade students of SMAN 6 Kota Tangerang in academic years 2018/2019. As Grabe and Stoller (2002) on journal by Ahmadi (2017) said that reading motivation is the significant thing for the students and it improve the students' reading comprehension. It can be concluded, that between reading motivation and reading comprehension has a correlation.

5. Conclusion

The purpose of the research was to find out and analyze the positive correlation between the students' reading motivation and their reading comprehension at tenth grade students of SMAN 6 Kota Tangerang in academic years 2018/2019. The population of the research was the whole classes of tenth grade students of SMAN 6 Kota Tangerang which consist of 378 students. Then, there were 79 students was selected as the sample

of the research by using Simple Random Sampling. The data were collected by using MRP-R Reading Survey to test students' reading motivation (variable X) and Short Answer Task to test students' reading comprehension (variable Y). The result of this research can prove the hypothesis that showed there is correlation between students' reading motivation and their reading comprehension. In other hand, if students' reading motivation is high then their reading comprehension will also high. So, it can be concluded that there is positive correlation between students' reading motivation and their reading comprehension at tenth grade students of SMAN 6 Kota Tangerang in academic years 2018/2019.

6. Suggestions

There are some suggestions that can be given in relation to the writer's conclusion. The suggestions are follows:
a. The students should improve their reading motivation if they want to get a good or better result on their reading comprehension.
b. For the teacher can create good teaching strategies to increase their students' reading motivation for their reading comprehension in English subject.
c. The school should optimize the function of the school library in order to make the students interested in reading and will increase their reading motivation.

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