



**THE CORRELATION BETWEEN LEARNING MOTIVATION AND
READING COMPREHENSION ACHIEVEMENT AT THE X GRADE
STUDENTS OF MAN 9 PONDOK KOPI EAST JAKARTA**

Ria Yuliasari, Rika Virtianti, Annisa Yulianda, Dirgahayunita Widyandary
Fakultas Komunikasi dan Bahasa, Universitas Bina Sarana Informatika Jakarta
(Naskah diterima: 1 September 2020, disetujui: 28 Oktober 2020)

Abstract

This research was conducted to measure whether there was any correlation or not between learning motivation and reading comprehension achievement. The population of this research was first grade students of MAN 9 Pondok Kopi East Jakarta that consisted of 99 students that were divided into three classes. The total sample was 40 students taken from the total population by simple random sampling. The method used in this research was survey which means that this is a quantitative research that uses questionnaire to a lot of objects. In this research, the writer gave questionnaires that consist of forty questions to those students in order to know their learning motivation. And then the writer gave multiple choice tests, to know their reading comprehension achievement. The result of the calculation of correlation coefficient Phi with 5% level of significant from the degree of freedom (df) = N is 3, 841 and the interpretation of the score χ^2_{count} and χ^2_{table} indicated that $\chi^2_{\text{count}} (32, 727) > \chi^2_{\text{table}} (3,841)$. Based on the result above, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means there is correlation between learning motivation and reading comprehension achievement at the X grade students of MAN 9 Pondok Kopi East Jakarta.

Keywords: Learning Motivation, Reading Comprehension

Abstrak

Penelitian ini dilakukan dengan tujuan untuk mengetahui apakah ada hubungan yang signifikan antara motivasi belajar dan prestasi membaca. Populasi dalam penelitian ini adalah siswa kelas X dari Madrasah Aliyah Negeri 9 Pondok Kopi Jakarta Timur yang terdiri dari 99 siswa yang dibagi menjadi tiga kelas. Jumlah keseluruhan sampel adalah 40 siswa yang diambil dari jumlah total poluasi secara acak. Metode yang digunakan dalam penelitian ini adalah survey, yang berarti penelitian ini adalah penelitian kuantitatif yang menggunakan kuesioner yang diberikan ke banyak responden. Dalam penelitian ini, peneliti memberikan kuesioner yang terdiri dari 40 pertanyaan kepada para siswa dengan maksud untuk mengetahui motivasi belajar mereka. Kemudian, peneliti juga memberikan soal pilihan ganda kepada para siswa untuk mengetahui prestasi membaca mereka. Hasil perhitungan dengan korelasi koefisien phi sebesar 5%, level signifikansi dari degree of freedom (df) = N sebesar 3,841 dan interpretasi nilai χ^2_{count} and χ^2_{table} menunjukkan bahwa $\chi^2_{\text{count}} (32, 727) > \chi^2_{\text{table}} (3,841)$. Berdasarkan hasil tadi, hipotesis awal (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Itu artinya ada hubungan antara

motivasi belajar dengan prestasi membaca siswa-siswi kelas X Madrasah Aliyah Negeri 9 Pondok Kopi Jakarta Timur.

Kata Kunci: motivasi belajar, prestasi membaca

I. INTRODUCTION

Reading is one of the matters for every human being that is really important. And also Reading is a gateway to get the science. These only go into the effect for productive readers who read to add their understanding about science.

In Indonesia, English as foreign language begins to be taught from Elementary School, Junior High School, Senior High School, to the University. It is obvious that reading ability is one skill that students should acquire. It is even the priority in teaching reading of Indonesian. Although teaching English is emphasized on the teaching of reading skill, English teachers still have some troubles to make it success. Some students always read English text word by word or sentence by sentence before they comprehend the message of the text. This only makes them feel bored and give up reading.

English is a very important subject which is necessary for students In SMA / MA to pass in National Exam (UN), the motivation is still low, the impact to the their reading comprehension achievement can be seen from

the fact that only few students who can comprehend the reading text. It is very complex dealing with 6, 19 % who failed in 2007/2008 National Examination (UN) (www.detik.com), (December, 10th, 2008).

Based on the data of the Final Examination above, the failure in Final Examination academic year of 2007/2008 is caused by two factors, the first cause is the increasing standard of final examination and the second is the addition of the school subjects specifically for Science major (IPA) which are Mathematic, Bahasa, English, Chemistry, Physics and Biology, and Economics, Indonesian, English, Mathematics, Geography and Sociology for Social major (IPS).

In fact, most of the students are lazy to read, as mentioned in website: *“Rendahnya siswa pengunjung perpustakaan nasional dan perpustakaan daerah di seluruh Indonesia. Dari pengunjung yang ada hanya 10 s.d. 20 persen yang meminjam buku dan kalua dia-sumsikan kebiasaan membaca kata baru 10 s.d. 20 persen. Padahal, di Negara maju angkanya mencapai 80 persen”*.

From the explanation above, we can see that most Indonesian people have low reading habit. They are lazy to go to library than peoples in other countries because there are many factors from their reading process. In website www.puspendik.com (August 2008):

“There are two factors why the English students as lower. Internal factors consist of student’s psychology, talent, cognitive ability and motivation. External factors consist of student’s social life, the teacher and curriculum instrument”.

The motivation of the Students is one of the most important factors that influences the success or failure in the teaching and learning process. In website: *“Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course”.*

Motivation is one of the affective factors in language learning which has been a source of speculation for many years: however, many experiments and researches that have been done suggest that cores on cores on self rating motivation closely related to school attainment.

According to Martin, 2001 "The study of motivation is concerned with the emotion, cognitions, and environmental influences that cause humans to act or not act on behalf of them or others. This course, focuses on the role of motivation in student's lives, particularly is it affects their academic achievement. Why do bright students often fail to achieve? Why are some students challenged and energized by failure-feedback, while others respond with helplessness? What are the characteristic of a motivating teacher or classroom? Is there such a thing as a thing as a motivations sly/e, and if so, what effects do parents and teachers have on the development of this in students? These are but a few of the fascinating questions considered by motivation researchers".

It is necessary to do a research on students' motivation in learning English which also affects their marks on English subject. It is assumed that students with high motivation in learning English will be more successful than the students with low motivation or no motivation at all.

So the solution is the students must study English seriously, especially in studying reading, because the students are still low in reading subject. And the teacher must also give high motivation to the students.

II. THEORITICAL REVIEW

Reading Comprehension Achievement

Reading is one of the four language skills, they are: Listening, Speaking, Reading, and Writing. Reading is one of the abilities that have to be gained by students in the English learning process. Tarigan (1994:26) said "Reading is the process that used by reader to find the massage through the written language".

Reading to represent is very communicative work needing tuition or method instruction, enough with the willingness which can be of benefit to the reader. According to Chen (2008:1):

"Reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate what has not yet been heard is vital in listening".

Grabe (2002:9) said that "Reading is the ability to draw meaning from the printed page and interpreted this information appro-

priately". Reading definition found in Longman Dictionary of English (2002:665) is: "Reading is the activity of looking at and understanding written words".

Why Reading is very important? Miculecky (2003:257) say: "Reading is one very important way to improve your general language skills in English". How can it help you?

- a) Reading helps you learn to think in English
- b) Reading can enlarge you English vocabulary
- c) Reading can help you improve your writing
- d) Reading may be a good way to practice your English if you live in a non-English speaking country.
- e) Reading can help you prepare for study in an English-speaking country
- f) Reading is a good way to find out about new ideas, facts and experiences.

It means Reading can clarify the aspect in life into society as a whole from existing norm.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately and also reading is process of understanding symbols in the text. The target is to find the specific information about the text. Therefore, reading is a learning pro-

cess to find specific information about the text.

According to Grellet (2004:7) Reading Comprehension is “A constant process of guessing and what one brings to the text is often more important than what one find in it”. Grellet (2004:8) also said that “Reading is an active skill involves, guessing, predicting, checking and asking oneself question”.

According to Harris and Sipay (1990: 126): “Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills helps in all the other subjects and in the personal and professional lives. The high stake test that control advancement through elementary, middle and high school and which they can become independent comprehension”.

Learning Motivation

Learning motivation is easy once you know how to gain it. Motivation has to come from inside. It is natural to be influenced by other people, but if you really want to accomplish your goals, that motivation has to come from you.

Set realistic goals and imagine yourself accomplishing them. Visualization can be a powerful tool in learning motivation. When you go through in your mind what it feels like

to accomplish something, your mind already knows what to expect and you are more likely to fulfill your own expectations.

The success of teaching and learning process depends on both internal and external factors, nature, society, curriculum, facilities, program and teachers are the examples of external factors, while gender, condition of the five senses, talent, interest, intelligence, motivation, ability, and cognitive are the examples of the internal ones (Suryabrata, 1983:26).

According to Yihong, (2007:04) There are four types of motivation

1) Immediate achievement

Learning the target language to obtain satisfactory results in score.

2) Learning situation

Learning English because of aspects of the learning environment such as the quality of teaching, teaching materials, teachers, and affiliation with the learning group.

3) Individual development

Learning English to increase one's own ability and social status in future development, which could be as general as acquiring “a sense of achievement”.

4) Information medium

Learning English to obtain information and learn other subjects.

According to Gardner (1999: 331), "Learning motivation itself is a dynamic process throughout language learning. Therefore, learning motivation refers to the extent to which individual has a goal to learn the language because of a desire to learn the language and the satisfaction obtained the tasks". According to Dornyei (2001:85), "postulated that language learning motivation includes three elements: motivational intensity, desire to learn the language and an attitude towards the act of learning the language".

And Dornyei (2001:41) also said "classroom teachers by and large, tend to consider learning motivation the most important factor in advancing effective learning".

It means that learning motivation is the most important factor to reach the students achievement and the classroom teacher is the person who is the most important to consider it.

And Based on the definitions above, the writer concluded that learning motivation changes the energy of the person that can be seen from the appearance and feeling and proceeded by response. It includes: 1). Immediate achievement, learning the target language to obtain satisfactory results of score; 2). Learning situation, learning English because

of aspects of the learning environment such as the quality of teaching, teaching materials, teachers, and affiliation with the learning group; 3). Individual development, learning English to increase one's own ability and social status in future development, which could be as general as acquiring "a sense of achievement"; and 4). Information medium, learning English to obtain information and learn other subjects.

III. RESEARCH METHODOLOGY

In this research, researcher will take the data from both variables, independent variable by using questionnaires to the students to measure their learning motivation and dependent variable by using Multiple Choice Text test for their reading Comprehension for students class X MAN 9 Pondok Kopi East Jakarta.

Data Collection Technique

To measure the students' learning motivation, the writer will use learning motivation questionnaire. The second instrument is reading comprehension test. It is used to find the score of students' achievements in reading comprehension. Reading comprehension test is made based on the tests which are in the English test book that is used by the school. The reading comprehension test includes five

reading texts with 40 multiple choice questions.

Research Instrument

In this research, in order to get good data from field, the researcher uses good instrument and able to take the information from accurate subject. Because the quality of the data collecting in a research is really determined by the quality of the instrument or used data collector.

IV. RESEARCH RESULT

Research Finding

Before doing hypothesis examination statistically, the researcher tests the condition of normal distribution of population to each variable by using statistic test of Kolmogorov-Smirnov by using program SPSS. The result presented in table:

Table 4.2 Test of normality

No	Variables	KS – Z D count	D table	Asym-sign	Note
1.	Learning Motivation	0, 582	0, 2150	0, 007	H_0 is rejected
2.	Reading Comprehension Achievement	0, 897	0, 2150	0, 009	H_a is accepted

Because the assumption of normality for two variables is not fulfilled (H_0 is rejected) and fulfilled (H_a is accepted). So, Pearson correlation coefficient cannot be applied on the process of the research data analysis and as an alternative the researcher uses correlation coefficient Phi.

In this research, the research variables can be divided into two classifications, there are:

1. Learning motivation score shows that category aspect divided into Low and high.
2. Reading comprehension score shows that category aspect divided into Bad and Good.

In order to transform the score data from numeric variable to category aspect, two classifications are used based on the requirements as follow:

- a. If learning motivation score of test are:
 1. Smaller ($<$) than mean = 76, 38. So, it will be entered into low classification
 2. Bigger (\geq) than mean = 76, 38. So, it would be entered into high classification
- b. If reading comprehension achievement score of test are:
 1. Smaller ($<$) than mean = 77, 20. So, it would be entered into bad classification

2. Bigger (\geq) than mean = 77, 20. So, it would be entered into good classification.

By using mean score conducted by transforming score data from the result of the test which is in the form of numeric become the category. As according to operational definition together the classifications categorize the X variable becomes low and high and Y variable becomes good and bad. This result is presented in tables 4.3:

Tabel 4.3

learning motivation * reading compre.achievement
Crosstabulation

		reading compre.achievement		Total
		Bad	Good	
learning motivation	Low	20	20	20
	High	2	18	20
Total	22	18	40	

Before conducting the process of hypothesis examination, value of correlation coefficient of phi is calculated by using SPSS (Statistical Package for Service Solution). Pursuant to calculation the result obtained by value of correlation coefficient phi ($r / \phi = 0, 905$). Measures this Correlation is inclusive of strong category with the direct pattern.

By choosing real significant = 0, 05 and degree of freedom (df) = 1, so the score of Chi Square $\chi^2_{\text{table}} = 3, 841$. While χ^2_{count} based

on the SPSS (Statistical Package for Service Solution) is 32, 727. Then, the comparison result of both scores are $\chi^2_{\text{count}} = 32, 727$ ($>$) $\chi^2_{\text{table}} = 3, 841$. So the test of hypothesis shows that H_0 is rejected and H_a is accepted. It can be seen on the table below:

Table 4.4 The result of Hypothesis Test

r count	χ^2 count	χ^2 table	Note
0, 905	32, 727	3,841	H_0 is rejected H_a is accepted

Interpretation of Research Result

Deduction H_0 at process of hypothesis examination result is H_a accepted. This matter has implication to the correlation degree between learning motivation and reading comprehension achievement which is equal to 0, 905. It can be gone into effect at all population reached at the first grade of MAN 9 Poodok Kopi East Jakarta.

V. CONCLUSION

1. The coefficient correlation score of 0,905 shows that there is a strong correlation between learning motivation and reading comprehension achievement.

2. Both research variables have direct pattern and have strong correlation category.
3. The correlation degree between learning motivation and reading comprehension achievement can describe the relation pattern of the overall population of grade X as the target population including target population of MAN 9 Pondok Kopi East Jakarta.

REFERENCES

A Latis, James and Penelope and Aitman H.B. 1991. *The Second Language class room.* New York: Oxford University press.

Chen, Jiafei, 2008, http://www.indiana.edu/~l517/what_is_reading.html

Gao Yihong. 2007. *Relationship between Learning Motivation Types and Self-Identity Changes.* Tesol Quarterly Vol. 41, No. 1. Peking University.

Gardner, R.C 1999. *Integrative Motivation: Past, Present and Future.* Department of Psychology, University of Ontario.

Gardner, Paul F. Tremblay and Anne-Marie Masgoret 1997, *Towards a full model of second language learning: An empirical investigation,* (Modern Language Journal 81:334 – 62).

Grabe, 2002. *Reading:* Cambridge International dictionary.

Grellet, F. 2004. *Developing Easy Skill.* Cambridge University Press.

Haris and Sipay. 1990. *How to Increase Reading Ability:* Longman

Holy Koran. *Q.S Al-alaq (96: 1-5)*

Horn. 1991. Oxford Advance Learner's Dictionary

Hyekyung Sung 1998, *Student Motivation, Parental Attitudes, and Involvement in the Learning of Asian Languages in Elementary and Secondary Schools,* (Modern Language Journal Volume 82, No. 2, pp. 205-216)

Longman Dictionary. 2002

Martin, 2001. *Research and Theory in Achievement Motivation.* University of Victoria fall.

Mikulecky, S. Beatrice, Jeffries, Linda 2003. *More Reading Power.* Longman, second edition.

Oxford Dictionary of American English 2005.

Palestin, Bondan <http://bondanriset.blogspot.com/2006/10/memperkenalkan-metode-survei-cepat.html>. 2008

Pearson. 2002. Longman Active Study Dictionary.

Ratmawati Mohd Asraf and Ismail Sheikh Akmad 2003, *Promoting English language development and the reading habit among students in rural schools through the guided extensive reading program,* (Reading in foreign Language Vo.15, Number 2).

Sheng, Ji He. 2003. *A Cognitive Model for Teaching Reading comprehension.* www.google/learning/What/is/learning.htm

English Teaching Forum, Singapore: National University.

Standar Kompetensi dan Kompetensi Dasar. 2006. *Kurikulum Tingkat Satuan Pendidikan Standar Kompetensi* (pp 5). www.google.com, www.wikipedia.org/wiki/learning.html

Sudjana, Nana Dr. 2002. *Penilaian Hasil Proses Belajar Mengajar.* Bandung: PT Remaja Rosdakarya. <http://iteslj.org/Articles/Norris-Motivation.html>

Sugiono, DR, 2007. *Statistika Untuk Penelitian.* Bandung: Alfabeta www.google/about/definition/intrinsicmotivation.com

Suryabrata, 1983. *The success of teaching motivation.* (pp26) www.google/about/definition/extrinsicmotivation.com

Tarigan, Henry Guntur. 1994. *Menulis sebagai Keterampilan Berbahasa.* Bandung: Angkasa www.google/motivation/leaner.thml

Thomas, 1990. *Definition of learning* (pp 124) <http://www.k12.wa.us/curriculumstruck/reading/default.aspx>

Zoltan Dornyei, 2001. *Teaching and Researching Motivation* www.allword.com

Zoltan Dornyei and Judit Kormos 2000. *The role of individual and social variable in oral task performance.* (Language Teaching Research) www.google/comprehension_in_beginning_reading.htm

<http://www.google/motivation\MLJ1.html> www.google/learning_reading_comprehension_skills.htm

www.google/definitionofreadingcomprehension.html www.google/whatisachievement.htm

<http://dict.die.net/hatecment.com> <http://www.allwords.com/word-achievement.html>

www.wordnet.princeton.edu/perl/webwn.html www.puspendik.com