

## Research Article

# The correlation between students' motivation and achievement in reading comprehension

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**Abstract:** This study deals with the correlation between students' motivation and their achievement in reading. 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. The alternative hypothesis: "There is any significant correlation between students' motivation and their achievement in reading comprehension". Instruments for data collection were the questionnaire to know students' motivation and the reading comprehension test. The collected data were analyzed by Pearson Product Moment Formula. It was found that there is a significant correlation between students' motivation and their achievement in reading because the correlation coefficient is 0,78 or high correlation. It is suggest the English teachers to create teaching strategies that increase the motivation of students in reading class.

**Keywords:** Correlation, students' motivation, reading, achievement.

## INTRODUCTION

Teaching and learning in the classroom is an activity of transforming knowledge, attitude, and skill (Suharti, 2012:1). Teachers are expected to motivate, develop, and increase learning capacity, and ability owned by students. Students should be motivate in teaching and learning process, and then the students who join in learning process will be able to develop their comprehension especially in English. Matondang (2009) argues that the evaluation on the applications of the Join and independent constructions of the texts is very crucial for better achievement in English class.

Basically, reading is needed for everything really, obviously in education, just like reading the newspaper, or reading a book or in everyday life will need it. In Indonesia, motivation of students are lacking in reading. Students should motivate to read.

Reading skill plays an important role to get information and it is an important part for mastering environment (Suharti, 2012:2). According to Adams "Reading is one of the basic ways of acquiring information in our society and in academic setting in particular" (in Hasibuan, A, 2015:56). The students who have skilled in reading will get enough information from the text to satisfy their needs.

To become understood a texts and mastery on reading must be have a motivated on attitude, self-concept and experienced. Because motivation does not comes by itself but must achieved through a process of reading experience. Experience, attitude, and self-concept, all plays important roles in motivating children to read.

Motivation is one of several important factors that may

influence students' English achievement. Learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning. Among the factors influencing students' learning, motivation is thought to be an important reason for different achievement. Motivation is a very important factor which determines the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning. Therefore, motivation would explain why students ignore or achieve learning English.

This research is dealing with the reading comprehension of the students, the writer realizes that if students just listen to experience of the teacher it is not sufficient to develop their ability in comprehending the passage. The writer will analyze the correlation between students' motivation and their achievement in English especially in reading.

The students have problem in reading skill and have different motivation to learn Reading as foreign language. In this case, the writer tries to find out: "The Correlation between Students' Motivation and Their Achievement in Reading"

## OBJECTIVES OF PROBLEM

- 1 To identify if there is correlation between students' motivation and their achievement in reading
- 2 To investigate how is relation between students' motivation and their achievement in reading

## HYPOTHESIS

The hypothesis of this research paper formulated into two:

Ha: There is a positive correlation between students' motivation and their achievement in reading.

H<sub>0</sub>: There is no positive correlation between students' motivation and their achievement in reading

## REVIEW OF LITERATURE

### Motivation

Educational psychologists have long recognized the importance of motivation for supporting student learning. More recently, the Partnership for 21st Century Skills has identified initiative as one of the life and career skills necessary to prepare students for post-secondary education and the workforce. Keller (in Wena, 2009:33) defined motivation as intensity and direction of behavior with related to somebody's selection to do or avoid a task and to indicate the level of effort that made by him or her.

Motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic. Intrinsic motivation (Deci, Ryan & Harter in Tercanlioglu, 2001:4) refers to being motivated and curious enough to be engaged in an activity for its own sake. A mastery goal is defined in term of a focus on learning or mastering a task for self-improvement, development of new skills, or trying to gain understanding.

Increased intrinsic motivation has been related to greater interest in the reading material, higher reading performance, higher amount, higher frequency, higher achievement in text-comprehension tasks and higher sense of competence.

Extrinsic motivation (Deci, Vallerand, Pelletier & Ryan in Tercanlioglu, 2001:4) refers to efforts directed toward obtaining external recognition, rewards, or incentives. Extrinsic motivation reflects the fact that children do much of their reading when their reading performance is evaluated and compared to others' performance.

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may different.

Students with an intrinsic motivation (J. Candry and J. Chamber in Abdelrahim, 2012:51) have strong desire and more effort than extrinsically motivated students who exert the minimal amount of learning activity to success. Intrinsic motivation among English language learners is an important agent to overcome challenging and difficult learning tasks.

According to Abdelrahim (2012: 51) there are some factors influence the development of student's motivation and causes lack of student's motivation to learn.

1) Factors influence the development of students' motivation such as home environment, school-related success and failure, teachers' beliefs about teaching and learning, school wide goals, policies and procedures and classroom climate.

2) What causes lack of motivation to learn in general and English in particular such as Lack of interest in learning, poor academic aptitude, dissatisfaction of basic needs, psychological strain, and parental expectations.

Skill and will (motivation) go together. Usually, students who are gaining in skill are gaining in motivation as well; a student whose motivation increases because they are inspired by a terrific teacher will grow in reading skills. A student may be interested and read for enjoyment, but not dedicated and not seeing the importance of hard work in reading. A student may also be interested and want to read but not be confident in their ability. So confidence can be a problem when other motivations are not a problem for a student.

Motivation is usually interest and enjoyment in reading (Cambria, 2010:7). This may be true, but there are many forms of motivation that might not be related to fun and excitement. The meanings of motivation are the values, beliefs, and behaviors surrounding reading for an individual. Some productive values and beliefs may lead to excitement, yet other values may lead to determined hard work.

### Reading

Reading is one of the most poorly developed of our daily skills and yet it is a vital medium of communication. In our society, as knowledge rapidly accumulates and is committed to print, greater demands are continually being made on the ability of people to read. , reading has broader purpose: to widen the individual's fields of interest, to assist in personal development, to provide entertainment and to be informative (Anderson, 2006:7). Research shows that few people read at maximum speed and with complete understanding. Yet, like any other skill, the ability to read efficiently can be developed with training.

Current trends in education consider reading lessons to be an important early step in the development of mental and linguistic abilities (Alshumaimeri, 2011). Reading is well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text (Hermida, 2009). Reading determined the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits.

Bashir dan Matto (in Micheal,2014:2) state that academic achievement means how much knowledge the individual has acquired from the school. Reading and academic achievement are essential for research workers and educationists to know that every child whether he or she is gifted, average, normal or backward etc, should be educated in his or her own way but if he or she possesses good study habits, he or she can perform

well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life.

**METHODOLOGY OF RESEARCH**

This research will use a Correlational research. A correlation study (Minium, 1993:143) is to define a relationship between two variables they are; students' motivation and thier achievement in reading comprehension.

**Population and Sample**

- 1) In this research, the population is the motivation level and reading achievement of second year student of SMA Nurul Hasanah Tembung in school year 2015/2016 which consisting of 119 students.
- 2) Sample is a section of your population that you are actually going to survey, Minium (1993 : 15) say that, " Sample is a part or representative of the population that will be observed." Sampling for research according to Minium. The sample of population chosen is one class; that is second year of Senior High School that consists of 30 students as the sample of the research.

**Instrument of Collecting Data**

In collecting the data, the researcher will give the students with the following instruments:

**Questionnaire**

The questionnaire is arranged based on the indicator from motivation and the achievement in reading of the students. The questionnaires in the research have 20 questions for motivation. Questionnaires arranged based on the aspect that will be measured.

**Test**

The researcher will give the test of reading to know and get the data about their motivation and achievement in reading. The test for reading is about 20 tests. The time is 2 x 45 minutes and the kind of test is used in this research is multiple choice.

**Technique of Analyzing Data**

In this research, the writer uses the Correlation Product Moment to measure the students' score and to find out the relationship between students' motivation and their achievement in reading. Karl Pearson suggest that following formula :

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

(Minium, 1993:155)

Where:

$r_{xy}$  = coefficient of correlation between variable  $x$  and  $y$

$n$  = the number of sample

$\sum X$  = the total score of the distribution of variable  $X$  (motivation)

$\sum Y$  = the total score of the distribution of variable  $Y$  (reading achievement)

**RESULT**

In teaching learning process, a test is needed to obtain the result of teaching to find out of the students understand the materials that have been taught by teacher. Test is an important part of every teaching and learning experience. It becomes an instrument of educational measurement (Gronlund in Hasibuan, 2015:11).

Based on the obtained data, it can be concluded that  $X$  is the score of motivation and  $Y$  is the score of reading achievement.

- Notes:  $N = 30$   
 $X = 1850$   
 $Y = 2030$   
 $XY = 134300$   
 $X^2 = 120500$   
 $Y^2 = 158400$

After the obtained data was completed, the next step is to calculate between free variable ( $X$ ) and bound variable ( $Y$ ), then the formulation of Pearson Product Moment as the following:

$$\begin{aligned} r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\ &= \frac{30.134300 - (1850)(2030)}{\sqrt{\{30.120500 - (1850)^2\} \{30.158400 - (2030)^2\}}} \\ &= \frac{4029000 - 3755500}{\sqrt{(361500 - 3422500)(4752000 - 4120900)}} \\ &= \frac{273500}{\sqrt{192500.631100}} \\ &= \frac{273500}{\sqrt{121486750000}} \\ &= \frac{273500}{348540,494} \\ &= 0,784 \end{aligned}$$

(Minium, 1993:155)

There is the characteristics of the correlation analysis are:

- 0,90 <  $r$  < 1,00                      Very high correlation
- 0,60 <  $r$  < 0,80                      High correlation
- 0,40 <  $r$  < 0,60                      Good correlation
- 0,20 <  $r$  < 0,40                      Low correlation
- 0,00 <  $r$  < 0,20                      Very low correlation

It has been mentioned that the value of calculated  $r_{xy}$  is 0,784, consequently the obtained value of "r" lies on the classification of 0,60 – 0,80 (the high correlation). From the calculation above the value of calculated "r<sub>xy</sub>" (0,784)

Hence: The null hypothesis ( $H_0$ ) is rejected. The alternative hypothesis ( $H_a$ ) is accepted.

So, the hypothesis of research, there is correlation between

students' motivation and their achievement in reading or in other words there is positive correlation between students' motivation and their achievement in reading.

## DISCUSSION

The acceptance of the alternative hypothesis implies that there is a correlation between students' motivation and their achievement in reading. One interesting finding in this study is that better the students apply their knowledge.

During the field research the writer did not find that the students mostly found it more difficult to use the words English language. On the previous chapter, we have discussed the mastery of the students.

From the above quotation, we find that the value for calculated  $r$  lies on the classification of  $0,60 < r < 0,80$ . It is said that the classification of the correlation can be categorized as high correlation. It means that there is a high correlation between students' motivation and their achievement in reading.

## CONCLUSION

In the final part of this research, the researcher draws some conclusion as follows:

- 1) The motivation of the students Senior High School Nurul Hasanah Tembung, Deli Serdang of Indonesia after being gathered with questioner, the highest score got was 80 and the lowest score was 30 and the average score was 61,6.
- 2) The students' achievement in reading is as follows the highest score was 90 and the lowest score was 30 with the average score was 67,66.
- 3) Through the correlation test by using product moment correlation is found the coefficient of correlation coefficient 0,784 is categorized as high correlation. If it confirmed into interpretation table of correlation coefficient,  $r = 0.374$ . it means that the correlation between students' motivation and their achievement in reading is categorized as high correlation. Consequently, it can be concluded that students' achievement in reading still determinable or still correlates to other factors such as motivation.

## SUGGESTIONS

In relation to the research findings, the researcher suggests that:

- 1) The headmaster of Senior High School Nurul Hasanah Tembung, Deli Serdang Indonesia should motivate the educators especially the English teacher to improve the teaching-learning activity by maximalizing the students' motivation in teaching because through this research it was that found the evidence that was a significant correlation between students' motivation and reading comprehension.
- 2) The teacher of English should increase the students' language ability especially the ability in students' achievement in English through various ways and teaching activities.

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