

## Research article

# Relationship Between Students' Motivation and Reading Comprehension Achievement at the 4<sup>th</sup> Semester Students of English Language Education Study Program of STKIP Nias Selatan

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This research aimed to know the correlation between students' motivation and reading comprehension achievement. This research was as kind of correlational research with Pearson Product Moment Formula. It was conducted at the 4<sup>th</sup> Semester Students of English Language Education Study Program of STKIP Nias Selatan. The population of the research was fourth semester students of English Language Education Study Program of STKIP Nias Selatan which consisted of two classes (46 students). The sample was chosen by using total sampling technique. The sample was 1<sup>st</sup> Class (23 students) and 2<sup>nd</sup> Class (23 students). The students' motivation questionnaire and reading comprehension achievement test were used to collect the data of the research. The data were analyzed by using Pearson Product Moment formula for correlation testing, coefficient determination for level of significance of students' motivation toward reading comprehension achievement. The result of data analysis showed that (1) the average of students' motivation was at medium level; (2) the score of students' reading comprehension achievement test was at average level; (3) students' motivation has a positive correlation with reading comprehension achievement at the moderate level. Based on the finding, it is concluded that students' motivation and reading comprehension achievement has a positive correlation. In this research, the researcher also wants to suggest the lecturer or the English teacher to lead the students' to love the reading itself, and the students' also have to realize the real purpose of reading that is not for a good achievement but for reading for life.

**Keywords:** Correlational Research; Reading comprehension achievement; Students' motivation.

## 1. INTRODUCTION

English is one of the international languages which is used by most people. It is not only used for a usual communication, however it is as the primary tool for people in doing

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some business such as economics, technology, industries, even education. Based on those important things, English is taught as an obligatory subject in many countries in the world including Indonesia. In Indonesian curriculum, English is one of the obligatory subject which is taught and required to be comprehended well by all the students in order to equip them for modern life in the future. In the higher education, there are some colleges which prepare some students to become the English teacher such as in STKIP Nias Selatan. In this college there is a specific study on how to become a professional English teacher which is called as English Language Education Study Program. On the other hand, English is also taught in other studies as subject which can support them in order to get the development in the international domain. Generally, there are four skills in English they are Listening, Speaking, Reading and Writing. Listening means understanding the spoken or oral language, Speaking means the act of uttering the language through the oral sound, reading is the act understanding the language from the text, and writing is the way to express the idea or thought (language) in written form. In teaching and learning process, all of those language skills have to be mastered well in order to help the students get the good communication.

Reading is one of the important skill which has to be mastered by the students in order to get good communication skill in that language. Reading takes an important role in human being life. By doing the reading, people can get many knowledge, information, even when people just try to spend their leisure time. In English Language Education Study Program, Reading is a specific course which is taught from 2<sup>nd</sup> semester up to 4<sup>th</sup> semester. By viewing this language skill as an important course, it is needed to have a deep comprehension on it. According to Harris and Hodges in Brassell & Rasinski (2008) Reading comprehension is the construction of the meaning of the written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. Reading comprehension is beyond a simple understanding in the written text because there is an interchange meaning inside the text to the reader. In reading comprehension, the students try to comprehend the message which is available in the text not only structurally but also contextually. Students also cannot get an easy comprehension in reading because there might be some difficulties or even factors which effect the students' reading comprehension. Dorn and Soffos (2005) stated that a reader's comprehension is influenced by a range of internal factors, including perception, beliefs, motivation and problem-solving strategies. These are the points which may bother or disturb the students' reading comprehension. One of the main important factors which has to be concerned the most that is motivation.

Motivation takes an important role in process of achieving the reading comprehension whether it is the motivation which comes from the reader's personality or motivation which is given to the reader by other people. According to Brown (2000:72) Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. In this definition means that motivation is about to give stimulus for ourselves to achieve a certain goal and try to do any efforts to achieve that goal. According to Sari (2017) students' motivation has a positive correlation whether the more students' motivation increased will be followed by the increasing of students' reading comprehension. On the other hand, Marsela (2017) stated that the students' motivation only has moderate effect in reading comprehension achievement.

Based on the explanation above, this study was conducted to reveal whether the students' motivation truly has a positive correlation towards reading comprehension. The result of previous research was gotten from the senior high school level, so there is a probability that the motivation which is owned by the students are different based on their level of education. To make sure that there is a relationship between students' motivation and reading comprehension achievement, it had been done in the English Language Education Study Program of STKIP Nias Selatan. In this study program, reading had been taught as a specific subject, but some of the students of English Language Education Study Program in especially the 4<sup>th</sup> semester students do not really have a good comprehension in reading. The students are difficult to gain meaning or message which are in the text which is asked to be read. This situation makes the researcher wants to find out whether their reading comprehension achievement is influenced by their motivation or not.

Dealing with those all explanation above, this study was conducted in order to show the relationship and the contribution between students' motivation and reading comprehension which is entitled "Relationship between Students' Motivation and Reading Comprehension Achievement at the 4th Semester Students of English Language Education Study Program of STKIP Nias Selatan.

## 2. LITERATURE REVIEW

Motivation had been taken an important place in the students' progress in learning many things. Therefore, a lot of experts try to define the motivation itself in human life. Motivation is concerned with personal energy directed towards the achievement of particular goals (Cole & Chan, 1994). Other opinion stated that Motivation is a characteristic of the students or is a stable cognitive style (Kember, 2016). Both of

this definitions refer to the students' personality especially his or her energy which may lead a certain person to achieve a particular goals.

While, Harmer (2007) stated that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. This is clearly explain that motivation is coming from a person's body and by owning this thing a certain person can do anything without any stimulation from others. Broadly, Brown (2007) define motivation as something that can, like self-esteem, be global, situational, or task-oriented. Motivation is divided into two parts, namely; Intrinsic and extrinsic motivation. According to Deci & Ryan (1985) Intrinsic motivation is the energy source that is central to the active nature of the organism. Whereas, Extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self, typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback, behaviors initiated solely to avoid punishment are also extrinsically motivated (Brown, 2007). Another definition expressed by Harmer (2007) stated that Extrinsic motivation is caused by any number of outside factors, for example, the need to pass the exam, the hope of financial reward, or the possibility of the future travel; intrinsic motivation, by contrast, comes from the within individual.

According to Naiman in Ur (1996) the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of these students' motivation characteristics are:

1. Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success.
2. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
3. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
4. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
5. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.
6. Perseverance. The learner consistently invents a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

7. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

These characteristics of motivated students was used as the indicators to arrange the questionnaire that consisted of 30 items which was used to observe and obtain data of students' motivation in learning especially at the 4<sup>th</sup> semester students of English Language Education Study Program of STKIP Nias Selatan. Reading is interacting with the language that has been coded into print (Heiman, et al, 1981). This definition expressed that reading is not a simple activity while it contains an interaction to the language which are in the written form. Moreover, Heiman, et al (198) defined that reading is an active and ongoing process that is affected directly by individual's interaction with his environment. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities (Oakhill, et al, 2015). Reading comprehension requires moving swiftly and accurately through connected texts in many genres, and fluency helps students build the endurance to keep moving and bring text processing up to speed (Lems, et al, 2010). Based on those definitions, it can be concluded that reading comprehension is a complex task which has to be achieved by the reader and it requires a various cognitive skills in order to gain a full meaning from the text.

According to Clymer in Oakhill, et al (2015) reading comprehension achievement is not one, while there are three level taxonomy in reading comprehension itself, they are :

1. Literal comprehension. In this level, the reader is required to be able to retell or recall the fact or information presented in a text.
2. Inferential comprehension. This is the next level of reading comprehension which refers to the ability of the reader to take in information that is inferred or implied within a text.
3. Critical comprehension. Critical or usually called as evaluative comprehension is the last and highest level in the taxonomy, involves making critical judgments about the information presented in the text.

In order to make sure about students' comprehension in reading, it is better to do some test to students. There are some ways which can be done to observe the students' reading comprehension achievement. According to McKay (2006) the questions that teachers and assessors ask in order to check for comprehension can differ, and this can affect the nature of the task. Comprehension questions may be as follows:

1. Literal questions are asking for the direct literal meaning of a word, sentence or idea in context;
2. Interpretive questions include questions that ask for generalization, cause and effect, anticipation of endings and the sensing of motives; and
3. Critical reading questions ask for evaluation and personal judgment; stages of using visual video that applied by a teacher at classroom that is previewing activities, viewing activities, and post viewing activities.

### 3. RESEARCH METHOD

This study was conducted by using quantitative approach and a kind of correlational research. Quantitative research presents statistical results represented with numbers (McMillan & Schumacher, 2001). In addition, Gay, et al (2012) stated that Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. This approach will be done when the research consists of more than one variable. Correlational research is the studies which include all research projects in which an attempt is made to discover or clarify relationship through the use of correlation coefficients (Borg & Gall, 1983). In addition, correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables (Gay, et al, 2012). Generally, correlational research observes about how does one variable connected to another variable, in other words this kind of research will identify the relationship between one variable to another. This research consists of two main variables they are students' motivation as independent variable and reading comprehension achievement as dependent variable. In this study, the researcher used questionnaire to see the students' motivation and the test to measure the students' reading comprehension achievement. Then, the Pearson Product Moment correlation was used to correlate two variables and to find out the significance relation between students' motivation (X) and students' reading comprehension achievement (Y).

This study was conducted at the 4<sup>th</sup> semester students of English Language Education Study Program of STKIP Nias Selatan as the population of this research. In this research, all the students from 4<sup>th</sup> semester students of English Language Education Study Program of STKIP Nias Selatan which consist of two classes as the sample of this research. There are 23 students in the first class, and 23 students in the next class. There are two instruments were used in conducting this research, they are: Questionnaire and

test. The questionnaire was used as one of the techniques to collect the data of this research. It aims to observe and reveal the students' motivation in learning especially in doing the reading. This questionnaire was given to all students in the classroom who are taking the reading course. There are two kinds of questionnaire. In this case, the researcher used enclosed questionnaire. Enclosed questionnaire is a questionnaire presented in a form of which the respondents are asked to choose one answer that suits the respondents' characteristics by giving sign of cross (x) or checklist ( $\surd$ ). The questionnaire based on characteristics of students' motivation and they consist of 30 items, and the item has five options on a scale from 1 to 5. Test is one of the techniques to collect the data.

A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003:3). Gay, et al (2012) stated that of all the types of measuring instruments available, cognitive, affective, and projective tests are the most commonly used in educational research. The type of test which was used in conducting this study is Achievement test as a part of cognitive test. An achievement test measures an individual's current proficiency in a given areas of knowledge or skill (Gay, et al, 2012). This test was provided to know the students' capability in reading comprehension. The test was arranged based on what had been taught. It was done systematically in both classes by asking a permission to the lecturer who teaches the reading subject. Before collecting the data by using questionnaire and test, the questionnaire was validated by two lecturers to make sure the items of questionnaire will observe an objective data, and the test was tried out to students who already learned the reading subject, in order to make sure whether the instrument of data collection is valid and reliable and it will obtain an objective data.

## 4. RESEARCH FINDINGS AND DISCUSSION

### 4.1. Research Findings

#### 4.1.1. Result of Students' Motivation

There were 46 of 4<sup>th</sup> semester students of English Language Education Study Program of STKIP Nias Selatan were chosen as sample by using total sampling. All of those 46 students participated in this study. There were 30 items of questionnaire were done by the students. The Students' Motivation Questionnaire was rated by five scale, ranging from one up to five points for each item of the questionnaire. A higher score indicate higher degree of students' motivation in learning. The descriptive statistical analysis of

students' motivation questionnaire for the participants is shown below. The maximum score is 137 while the lowest score is 97. The mean of students' motivation questionnaire score of the participants is 116. Then, it was revealed that from the questionnaire, the three level of students' motivation in learning were all perceived by the students with different number. The details are as follow:

TABLE 1: Distribution of Students' Motivation Questionnaire.

Category	Ranging Score	of Frequency	Percentage
Low Motivation	30-70	-	-
Moderate Motivation	71-110	10	21.7%
High Motivation	111-150	36	78.3%

Source: *Students' Motivation Questionnaire (2020)*

The result showed that there are 10 students (21.7%) who are indicated who are indicated as moderately motivated, and there are 36 students (78.3%) who are indicated as highly motivated. And there is no students who are indicated as low motivation. To sum up, it was found that from the questionnaire, high motivation was the most perceived type of students' motivation in learning.

#### 4.1.2. Result of Students' Reading Comprehension Achievement

Reading comprehension test was used to measure students' reading comprehension achievement. It consist of 20 items and distributed via online. The descriptive statistical analysis of reading comprehension for the participants is shown in table 4.4 below. The maximum score is 80, and the minimum score is 15. The mean score for the respondents is 62. Based on the result of the test which was by the students, all of the students did not have very good reading comprehension in critical comprehension level.

TABLE 2: Distribution of Students Reading Comprehension Achievement Test.

No	Ranging Score	of Frequency	Qualification	Percentage
1	86-100	-	Very Good	-
2	73-85	8	Good	17.4%
3	60-72	26	Average	56.5%
4	45-59	9	Poor	19.6%
5	0-44	3	Very Poor	6.5%

Source: *Students' Test Result (2020)*



The result showed that the students were included in five category. 8 students had Good achievement (17.4%), 26 students had average reading comprehension achievement (56.5%), 9 students had poor reading comprehension achievement (19.6%), and 3 students had very poor reading achievement (6.5%). From the distribution of the result of test above, it was revealed that the most frequent level of students' reading comprehension achievement is average (56.5%).

## 4.2. Data Analysis

### 4.2.1. The statistical analysis of correlation between students' motivation and their reading comprehension achievement

This section answered the first research problem by analyzing the result of descriptive statistic for the students' motivation questionnaire and reading comprehension test. In this study the data of correlation between students' motivation and reading comprehension was analyzed by using Pearson Product Moment formula. The next step was calculated all data by using Pearson Product Moment to prove whether the hypothesis of this research was significant or not. The formula was:

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

$\sum x$  = Total score of item X

$\sum y$  = Total score of item Y

$\sum xy$  = Total score of item XY

N = Total respondents

$$\begin{aligned} r_{xy} &= \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}} \\ r_{xy} &= \frac{46 \times 333.275 - (5.344)(2.860)}{\sqrt{\{46 \times 624.324 - (5.344)^2\} \{46 \times 185.650 - (2.860)^2\}}} \\ &= \frac{15.330.275 - 15.283.840}{\sqrt{\{28.718.904 - 28.558.336\} \{8,539.900 - 8.179.600\}}} \\ &= \frac{46.435}{\sqrt{\{160.568\} \{36.300\}}} \end{aligned}$$

$$= \frac{46.435}{\sqrt{5.828.618.400}} = \frac{46.435}{76.345} = 0.608$$

Based on the Product Moment Correlation Coefficients, the result indicate fair correlation between students' motivation and their reading comprehension achievement since the  $r$  count (0.608) was higher than  $r$  table (0.291), then the level of probably ( $p$ ) significance was (0.5%). Thus there was significance correlation between students' motivation and reading comprehension achievement. Based on the criteria above, the students' motivation is in fair level of motivation with the 5% significance level. By viewing this result, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis was accepted ( $H_a$ ) which meant that there is a significant correlation between students' motivation and reading comprehension achievement at the 4<sup>th</sup> semester students of English Language Education Study Program of STKIP Nias Selatan.

#### 4.2.2. Impact of Students' Motivation to their Reading Comprehension Achievement

To answer the second research problem, correlation coefficients were used to find the coefficient determination ( $r^2$ ) of students' motivation as  $X$  variable and reading comprehension as  $Y$  variable. The result showed that the coefficient determination was 0.369 which means students' motivation gave significant impact in the level of 36.9% toward reading comprehension achievement, and 63.1% was unexplained factor value. To find out this coefficient determination, formula which was used:

$$KD = r^2 \times 100\%$$

Where:

$r$  = correlation coefficient

$$KD = r^2 \times 100\%$$

$$= 0.608^2 \times 100\%$$

$$= 0.369$$

From the result of Pearson Product Moment correlation, it revealed that there was fair or medium significant correlation between students' motivation and reading comprehension at the 4<sup>th</sup> semester students of English Language Education Study Program. Although students' motivation had positive influence to their achievement in reading comprehension, in fact the result of the analysis showed average score of students' motivation was only 116 which meant it could not reach the maximum score that was 150 and the average score of students' achievement in reading comprehension was 62

which also could not reach maximum score that was 100. The score of coefficient determination showed that the coefficient influence score of  $X$  variable toward  $Y$  variable was 0.369. It means that contribution of students' motivation in reading comprehension achievement was 36.9% while other 63.1% was influenced by other factors. It can be concluded that motivation could not be the only one factor that affects students' reading comprehension.

### 4.3. Discussion

Based on the analyses of the result of students' motivation questionnaire and reading comprehension achievement test, it was found that students' motivation had positive significant correlation with reading comprehension achievement. This finding is in accordance with research's result from Manan (2017:75-76) which stated that there is a correlation between students' motivation in reading English textbook and their achievement in reading comprehension. It also showed that there was positive significant impact of students' motivation and reading comprehension achievement. The significant impact indicates that students' motivation takes an important role in the students' achievement in reading comprehension; it proved the theory from Bauman and Duffy (1997:201) which stated that motivation to read and reading ability are synergistic, mutually reinforcing phenomena. Looked deeper on this finding, the researcher assumed that students would not only need motivation to get success in learning English, but students also must have other personality factors to increase their achievement in learning English such as self-interest, awareness, and etc. Then, by looking at the result, the researcher concludes that students who have higher motivation tend to have better reading comprehension achievement.

## 5. CONCLUSION AND SUGGESTION

### 5.1. Conclusion

After the researcher conducted the research and analyzed the data obtained at the 4<sup>th</sup> semester students of English Language Education Study Program of STKIP Nias Selatan, the main findings are summarized as follows: First, based on the result of students' motivation questionnaire, the level of motivation which was owned by 4<sup>th</sup> semester students of English Language Education Study Program of STKIP Nias Selatan was high. Then, result of reading comprehension achievement test indicated that the

students' reading comprehension belonged to average category. Second, from the result of Pearson Product Moment Correlation between students' motivation and their reading comprehension is 0.608, it was classified in the medium correlation level. The research's result can be interpreted that students' motivation has moderate or medium impact in reading comprehension achievement. It means that there is another factor that influence or impact the reading comprehension achievement besides motivation such as self-interest, intelligence, language learning strategies. The students who have motivation in learning English affect their reading willingness to read as well as their participation and commitment to study well because motivation is one of factors which can determines the success or failure in the language learning, and it can influences frequency of using learning strategies.

## 5.2. Suggestion

After the discussion of this thesis, the researcher hoped that thoughts in this thesis could be beneficial to all parties. Therefore, the researcher conveyed some suggestions. Firstly, for students who want to get good comprehension in reading should motivate themselves to read books more, and make reading as a daily habit. The more students read, the more they get deeper understanding about the content, structure, and how a text is built. Secondly, for teachers and lecturers. In order to increase students' motivation or habit in reading, teacher should apply not only intensively reading in the classroom, but also extensively reading which can take place outside of classroom. The teacher also has to motivate the students about the importance of reading and the teacher or lecturer has to contribute their role as motivator for the students. The teachers or the lecturers have to lead the students to love reading, they have to teach the students that the purpose of reading is not only getting a high achievement but reading for life which can give the brilliant ideas to the reader. Therefore, the students hopefully have good reading habit and become good readers. And for other researchers who wants to conduct the same research, this research can be a reference that other researcher can use to conduct a study related to students' motivation in reading comprehension achievement. It can be also correlate to other skills in English such speaking, writing, and listening skill.

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