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The Correlation between Students' Reading Motivation and Reading Comprehension at Eighth Grade Students Level

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Abstrak

The purposes of this research were to find out: (1) there was a correlation between students' reading motivation and reading comprehension of students at eighth grade level in Palembang, (2) How much motivation contributed to reading comprehension of students at eighth grade level in Palembang. The population of this research was three private schools in Palembang (SMP Islam Az-Zahrah 1 Palembang, SMP IT Harapan Mulia Palembang, and SMP Tarbiyah Palembang) which consisted of two hundred ten students. And then, one hundred ten students were selected as the sample using the convenience sampling technique. The data were collected by using MRQ questionnaire by Wang and Guthrie (2004) and a reading comprehension test. Pearson Product Moment and regression analysis were used to determine the correlation and the contribution between the two variables. The result showed a correlation between reading motivation and reading comprehension with r (.257). Besides, there was also the contribution of reading motivation and reading comprehension with 6,6%. This research could have implications for English teachers, students, and subsequent researchers.

Keywords: correlation, reading motivation, reading comprehension

INTRODUCTION

Reading in English is essential for a variety of reasons. For middle school students in Indonesia, reading in English is necessary for educational goals as English is one of the compulsory subjects taught in schools. So they study it for academic reasons. Reading in English allows one to learn about what is happening worldwide and discover new things. According to Astrid (2014), one of the main objectives of language learners was not to become fluent in the language of study. Fluency did not ensure flawless communication between language learners and native speakers. Put the culture, and culture was yet another element that affected communication. Then, regarding reading in English, Lieska (2022) lists the benefits of reading in English for students; they include the acquisition of reading, writing, speaking, and listening skills, vocabulary growth, and increased motivation, self-esteem, and empathy. She further noted that students who read extensively also became more autonomous learners.

According to Silalahi et.al (2022), reading comprehension is challenging since students must be able to understand written words, decode vocabulary, and recognize the contents of texts. The study of English language acquisition revealed that reading comprehension is the most crucial component to consider while teaching English. As a result, reading comprehension is one of the essential aspects of English language acquisition for all students because it is the foundation for a significant amount of educational learning. Reading motivation is a crucial factor that determines a student's ability to recognize and comprehend literature.

According to Barber and Klauda (2020), reading motivation is the cause of someone's desire to read, which is derived from their motivation. Reading motivation affects reading volume, reading motivation predicts, and reading comprehension performance. It indicates that the more motivated students are, the more books they read and the better they will comprehend what they read. According to Pelletier et. al (2022), Students must have the competence and the desire to read if they are willing to become mature and practical readers. One factor that motivates students to become effective readers is their willingness to read. However, according to Semenova (2022), learners' motivation is always a significant factor influencing their reading comprehension. It has not yet been recognized that motivation is the main factor in reading comprehension.

In some studies, reading motivation was a factor in students' reading comprehension achievement. Marsela (2017) surveyed eleventh-grade students at MAN 2 Palembang and discovered that motivation influenced the students' reading comprehension achievement. She concluded that students with more motivation would likely have better reading achievement. Sari (2017) observed a favorable association between students' reading motivation and reading comprehension achievement when she studied fourth-semester students at the Islamic Institute of Surakarta. She looked at the relationship between reading motivation and fourth-semester reading comprehension achievement. According to students at the Islamic Institute of Surakarta, the two variables have a positive and robust link. Furthermore, Haerazi and Irawan (2020) showed a substantial, moderate correlation between the students' reading motivation and reading comprehension in a study involving first-year students at SMK Taruna Satria Pekanbaru.

Therefore this study aimed to determine if there was a correlation between students' reading motivation and reading comprehension of students at the eighth grade level in Palembang and To find out how much motivation contributed to the reading comprehension of Students at the eighth grade level in Palembang.

METHODS

In conducting this study, the researcher used a quantitative research approach because the researcher expected to describe and assess the correlation, provide the data in a numerical format, and analyze them using statistics. Quantitative research is a method of obtaining information about the world through the use and interpretation of numerical data (Chu and Mak (2022); Stratton (2021)). This research used a correlational study to measure the correlation between two variables of reading motivation and reading comprehension. In this study, the researcher identified students' reading motivation using a questionnaire and reading comprehension using a reading comprehension test. Then the results of the reading motivation questionnaire and reading comprehension test were analyzed using SPSS Version 26.0, and the explanation and interpretation of the result were discussed.

The participants of this research were three schools based on accreditation in private schools in Palembang. The first was SMP Islam Azzahra 1 Palembang with accreditation A. The second was SMP Islam Terpadu Harapan Mulia with accreditation B. The last SMP Tarbiyah Palembang, with accreditation C. The researcher used convenience sampling to collect the sample. According to Stratton (2021), a convenience sample is a group of individuals who (conveniently) are available for research. So, the researcher only used the available sample in those schools. In addition, in this method, the researcher took the class that the teacher recommended in each school. The participant of this research were 110 students.

This research's data analysis uses descriptive, correlational, and regression analysis. Descriptive analysis was used to summarize the characteristics of the data. It consisted of the minimum score, maximum score, mean, and standard deviation. It described the distribution of the reading motivation and reading comprehension scores. It was analyzed by using SPSS 26. In finding the correlation between reading motivation and reading comprehension of the research, the researcher used the data from the questionnaire would be analyzed to determine the students' reading motivation by observing the item in the column. Each item is scored on 1 to 5 scale, and greater scores mean more vital for the item. A total score can be derived

by summing up the scores of all the items. To analyze the data obtained from the questionnaire and the test. The researcher used the correlation formula by Pearson Product Moment Correlation Formula, and the data were analyzed by SPSS 26. After the researcher found the correlation between reading motivation and reading comprehension, the researcher used regression analysis to know if reading motivation influences the reading comprehension of the eighth-grade students Junior High School Level in Palembang. The researcher also used SPSS 26 to analyze it.

FINDINGS AND DISCUSSIONS

The researcher described the result of the research questions in this research. The research question consisted of two questions :

1. Was there a correlation between students' Reading Motivation and reading comprehension at eighth grade level in Palembang?
2. How much did motivation contribute to reading comprehension of Students at eighth grade level in Palembang?

To answer the first question about whether there was a correlation between students' reading motivation and reading comprehension. The researcher used the data obtained from respondents to answer the reading motivation questionnaire and reading comprehension test. It is analyzed with the analysis steps as follows:

1. Descriptive Analysis

There was 113 eighth-grade students level chosen as a sample by using a convenience sampling technique at three Junior High Schools in Palembang (SMP Islam Azzahrah 1 Palembang, SMP IT Harapan Mulia Palembang, and SMP Tarbiyah Palembang). However, 110 students participated in this research, and the other three students were absent (sick) when this research was conducted.

a. Results of Students' Reading Motivation

In this research, the students were asked to answer of questionnaire on reading motivation. The 53 items of the questionnaire were employed to investigate the students' reading motivation. The Motivation Reading Questionnaire (MRQ) was rated by a five-point Likert scale, ranging from one point "strongly disagree" to five points "strongly agree." The respondents were asked to choose one scale that described themselves. Its range of possible scores is 53 to 212. A higher score indicates a higher degree of reading motivation.

The descriptive statistical analysis of MRQ for the participants is shown below. The maximum score was 203, while the minimum score was 88. The participants' mean reading motivation score was 171,08, and the standard deviation was 24,763.

Table 1. Decriptive Analysis of Reading Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Motivation	110	88	203	171,08	24,763
Valid N (listwise)	110				

Then, it was reveled that from the questionnaire, the three level of reading motivation were all perceived by the students with different number. The details can be seen in Table 2.

Table 2. Distribution of Students Reading Motivation

Category	Score Interval	Frequency	Percentage
High Motivation	161-212	77	70 %
Medium Motivation	107-160	28	25,4 %
Low Motivation	53-106	5	4,6 %

The result showed that there were 77 students (70%) who were indicated as highly motivated, then there were 28 students (25,4%) who were indicated as moderately motivated, and last, 5 students (4,6%) who were indicated as low motivated. In conclusion, it was revealed that from the questionnaire, high motivation was the most perceived type of reading motivation.

b. Results of Students' Reading Comprehension

Reading comprehension test was used to measure students' reading comprehension. It consist of 30 items and distributed in 40 minutes. The descriptive statistical analysis of reading comprehension for the particiapants were shown in the table below. The maximum score was 100, and the minimum score was 30. The mean of reading score for the participants were 72,97 , and the standard deviation was 15,471. The mean score indicates the level of reading comprehension of participants were average.

Table 3. Descriptive Analysis of Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	110	30	100	72,97	15,471
Valid N (listwise)	110				

For each category, not all of 110 students had very good reading comprehension in independent user level. There were some students in basic user level. The distributions were presented in the following table 4.

Table 4. Distribution of Students Reading Comprehension

Category	Score Interval	Frequency	Percentage
Very Good	86-100	30	27,3 %
Good	71-81	27	24,5 %
Average	56-70	39	35,5 %
Poor	41-45	11	10,0 %
Very Poor	0-40	3	2,7 %

The result showed that the students were included in five category. 30 students had very good reading comprehension (27,3%), 27 students had good reading comprehension (24,5%), 39 students had average reading comprehension (35,5%), 11 students had poor reading comprehension (10%), and 3 students had very poor reading comprehension (2,7%). From the distribution above, it was found that "average" was the most frequent level of students' reading comprehension (35,5%).

c. The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If higher then 0.05, the two variable were linear. The reslut showed that, the deviation from linearity between reading motivation and reading comprehension was .068. Therefore, all of the data were linear for each correlational and regression.

Table 6. The ANOVA Table of Liniearity Test

			Sum of Squares	Df	F	Sig.
Reading Comprehensio n * Reading Motivation	Between Groups	(Combined)	17029,752	58	1,653	0,035
		Linearity	1718,736	1	9,676	0,003
		Deviation from Linearity	15311,015	57	1,512	0,068
	Within Groups		9059,167	51		
	Total		26088,918	109		

2. Inferential Analysis

This section was answered the first research problem by analyzing the result of descriptive statistic for the questionnaire and reading comprehension. Based on the Pearson Product Moment Correlation Coefficients, the result indicate fair correlation between reading motivation and reading comprehension since the r (.257) was higher than r-table (.157), then the level of probably (p) significance sig 2 tale was (,007) which means that p .007 was higher than (0.5). Thus , there was a correlation between reading motivation and their reading comprehension.

Table 7. Correlation between Students' Reading Motivation and Reading Comprehension

		Reading Motivation	Reading Comprehension
Reading Motivation	Pearson Correlation	1	,257**
	Sig. (2-tailed)		,007
	N	110	110
Reading Comprehension	Pearson Correlation	,257**	1
	Sig. (2-tailed)	,007	
	N	110	110

**. Correlation is significant at the 0.01 level (2-tailed).

Based on 7, the significance of .007 higher than 0.05 means there is a correlation between reading motivation and reading comprehension. Second, based on the Pearson Correlation Coefficient of .257 means there is weak correlation between reading motivation and reading comprehension, considered the table 8.

Table 8. Interpretation of Product Moment Score

Coefisient of Correlation"r"	Interpretation
0.00 - 0.20	The Correlation is Neglected
0.20 - 0.40	The Correlation is Weak
0.40 - 0.70	The Correlation is Strong Enough
0.70 - 0.90	The Correlation is Strong
0.90 - 1.00	The Correlation Is Very Strong

Burns (1984)

Table 8 showed correlations coeficint is .257 it means the coefficient correlation at level weak. Finally, to found out the hypotheses would be accepted or rejected. In this research value (0.05 > 0.007), means H_a accepted and H_0 rejected. In this research, there is correlation between students motivation and reading comprehension.

To Answer the second research problem, how much does motivation contribute to reading comprehension of Students at eighth grade level in Palembang. To answer that question, the researcher used inferential test of regression analysis. Regression analysis used to find out the contribution of reaidng motivation and reading comprehension. The result of descriptive statistic for Reading Motivation and reading comprehension were applied. In addition, since there was a significant correlation between reading motivation and reading comprehension. The determination coefficient analysis result following the table 9.

Table 9. The Regression Analysis of Students' Reading Motivation and Reading Comprehension

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2125,093	1	2125,093	9,577	,003b
	Residual	23963,826	108	221,887		
	Total	26088,918	109			

Based on the table above, it can indicate the F count was 9.577 with significant 0.003. From the result the probability significant value was 0.003 that was < 0.05. It meant the H_a accepted, and H_o rejected, then reading motivation significantly contribute reading comprehension of eighth grade students level in Palembang.

Table 10. The Regression Analysis of Students' Reading Motivation and Reading Comprehension

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,257[a]	,066	,057	15,022

In addition to knowing how much reading motivation contributes to reading comprehension. R-square was obtained. The result of the analysis revealed that the R-square was 066. It means that students reading motivation significantly affected the level of 6,6% towards reading comprehension, and 93,4% was unexplained factor value.

Based on the analyses of the result of the questionnaire and reading test revealed that motivation had a significant positive correlation with reading comprehension achievement. Also, reading motivation and reading comprehension significantly contributed significantly positively.

First, based on the result of the Person Product Moment correlation, it was found that there was a weak correlation between reading motivation and reading comprehension eighth-grade students level in Palembang, which indicates that reading motivation had weak relation to their reading comprehension.

The explanation to support this finding is that from the eighth-grade students, the researcher believes that not only motivation of students can guarantee them success in learning English, but students also must have other personality factors (interest, intelligence, anxiety, etc.) and external factor (media, teaching method, environment, and etc.). Fahrurrozi and Hasanah (2020) conclude that two of the biggest influences on reading are teachers and parents. If a student is positively exposed to reading outside of school, the students will be more motivated to read in school.

In addition, to look deeper into detail the process of the study, the researcher perceived there were some factors affecting the result of the present research such as the uncontrolled situation in which the questionnaires were completed. For examples, noises distraction, discussing questions and responses with other respondents to complete the questionnaires, honesty and seriousness given to fill out the questionnaires, or even respondents' health. The researcher believed that those other factors gave dominant effect to their reading. Koyama et. al (2020) also said environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will be better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios. Chen et. al (2021) argue that one factor that effect reading comperhesion achievement are reading material, teachers of reading and questioning strategies.

Although, there is not much research on reading motivation and reading comprehension support this findings of the study. The result of this present study was in accordance based on result Haerazi and Irawan (2020) who found the coefficient correlation between reading motivation and reading comprehension obtained was .424. It means that there was medium relationship between reading motivation and reading comprehension. Manuas et. al (2022) in this study found moderate significant correlation between reading motivation (r .640), it was higher than r *table* (.147).

There are two factors that influenced the students' reading comprehension besides motivation and they are related one another, they are: internal factor and the external factor. The internal factor means the factor which come from the reader himself or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self- motivation and interest. The external factor has close relationship with

reading material and teacher of reading. They are related one another. The students' comprehension in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension or the students.

Second, by looking at the result, the researcher concludes that motivation influences students' reading comprehension and students who have higher motivation tend to have better reading. The result was also supported by previous research by Kim and Shin (2021) she found that motivation has significant influence toward English achievement. While, the rest of students who had high motivation, they did get high score in reading test and vice versa. This phenomenon was caused by other factor besides motivation such as their intelligence, attitude, interest etc. The value of regression showed that the coefficient influence value of X toward Y was 0.234. It means that contribution of students' motivation in reading comprehension was 23.4% while other 76.6% was influenced by other factors.

Based on to the analyses of the result of questionnaire and reading test, it revealed that motivation had positive significant correlation with reading comprehension achievement. Also, there was positive siginificant contribution of reading motivation and reading comprehension. First, based on the result of Person Product Moment correlation, it was found that there was weak significant correlation between reading motivation and reading comprehension of the eighth grade students level in Palembang which indicated that reading motivation had weak relation to their reading comprehension. The explaination to support this finding was that from the eighth grade students, the researcher believed that not only motivation of students which could guarantee them to success in learning English, but students also must had other personality factors (interest, intelligence, anxiety, and etc) and external factor (media, teaching method, environment, and etc).

CONCLUSIONS

After the research was conducted at the eighth-grade students level in Palembang, the significant findings are summarized as follows. The research's result can be interpreted as that students' motivation has a moderate effect on reading comprehension. It means that there are other factors that influence students' reading comprehension besides motivation, such as intelligence, attitude, interest, language-learning strategies, etc. The students who have motivation toward English affect their reading willingness to read as well as their participation and commitment to study well because motivation was one of the factors which determines the success of failure in second language learning which can influences frequency of using learning strategies, willpower of learning, and the persistence in learning.

Based on the previous conclusions about the findings of this study, the researcher would like to suggest the students keep building their motivation about reading so it will give a positive contribution to their reading comprehension. Not only for the students but also for the teachers to motivate their students more about the importance of reading to contribute their role as a motivator for the students. The researcher would like to propose some recommendations to English teachers and the teacher should motivate their students more about the importance of reading to contribute their role as a motivator for the students. The teachers need to advise about some books that are interesting to read for students and easy to comprehend, such as the book of folktales or fabel to improve the vocabulary of the students. The teacher should be taken some efforts to develop students' motivation and encourage them to practice in reading comprehension. The teachers also need to apply some reading strategies that are suitable for the students, such as estafet reading, storytelling in front of the class, or telling about their experiences. The researcher would like to recommend other researchers conduct such research on other language skills in language learning (speaking, listening, and writing). It is purposed to help the researcher and reader draw a holistic picture of reading motivation and comprehension.

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