



THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION

Marshela Nuradha¹, Yeni Rahmawati², Dahliana Sahyuddin³

^{1,2,3}Universitas Muhammadiyah Kalimantan Timur, Indonesia

Email: yr173@umkt.ac.id

ABSTRACT

This study aims to investigate the potential relationship between students' reading motivation and their levels of reading comprehension at SMP Negeri 4 Samarinda. Students enrolled in the eighth grade at SMP Negeri 4 Samarinda during the academic year 2022/2023 participated in this study. This study employs quantitative research methodology, employing surveys to measure reading motivation and reading comprehension assessments. The present study employs the Pearson product moment correlation coefficient in the Statistical Package for the Social Sciences (SPSS) software to evaluate the association between students' reading motivation and reading comprehension. The p-value of 0.004, which is less than the predetermined significance level of 0.05, indicates that there is a statistically significant relationship between Reading Motivation and Reading Comprehension. The value calculated from the coefficient data was 0.591. The data revealed a discernible association between reading motivation and reading comprehension of moderate strength. In other words, the researcher discovered a positive correlation between eighth-grade SMP Negeri 4 Samarinda students' reading motivation and their reading comprehension skills.

Keywords: *Reading Motivation, Reading Comprehension, Junior High School*

1. INTRODUCTION

1.1. Introduction

Motivation plays a crucial role in facilitating language acquisition as it contributes to the overall efficacy and efficiency of the learning process. It also supported by Santrock (2008) in Imran (2022), motivation is a concept that encompasses the processes of energizing, directing, and sustaining behavior, as posited by a certain source. This implies that pupils who possess a high level of motivation will actively seek to acquire additional knowledge and develop new talents. Moreover, motivation plays a pivotal role in influencing the dynamics of the instructional and educational process. As Sardiman in Puspitorini (2021) according to the previous research, motivation within the context of teaching and learning may be characterized as the primary impetus that compels students to engage in learning activities, therefore, enabling the facilitation of the teaching and learning process.. Additionally, motivation serves to guide students in their pursuit of learning objectives by the direction it gives in various learning activities.



Reading comprehension refers to the cognitive process by which an individual extracts information and meaning from written materials. Individuals engage in reading for a multitude of purposes, encompassing both leisurely pursuits, such as perusing a narrative work, and intellectual endeavors, such as acquiring knowledge through the exploration of historical literature. The primary objective of the reading exercise is to decipher textual information and comprehend it within an individual's cognitive framework. According to the research conducted by Hardiyanto et al. (2019), the major aim of reading is to develop one's comprehension abilities, which allow individuals to derive meaning from written materials and effectively answer questions related to the subject they have read. It is imperative for students to develop a comprehensive understanding of textual meaning, engage in critical evaluation of the conveyed message, retain the content within their memory, and then apply the acquired knowledge in practical contexts Alfassi (2004) in Fahli et al. (2015).

Motivation is a key determinant of students' academic achievement in the area of reading comprehension, since it plays a pivotal role in fostering students' active involvement with reading materials. The necessity for pupils to possess a specific degree of motivation is attributable to their ability to actively participate in the activity of reading. As stated by Mohseni Takaloo & Ahmadi (2017), motivation stands as a paramount attribute that students ought to possess, given its pivotal role in fostering a sense of ease and interest in the pursuit of reading. This inclination towards seeking out new readings serves to enhance their knowledge base.

Through the act of reading, kids have the opportunity to expand their vocabulary, enabling them to better grasp written and spoken language. Furthermore, engaging in reading can enhance individuals' experiences, broaden their knowledge base, and enhance their capacity for critical thinking. Furthermore, engaging in reading activities has the potential to enhance students' ability to concentrate and maintain focus. This practice also facilitates the development of cognitive skills, facilitating individuals to enhance their focus on reading materials and actively participate in the process of learning. The reading process is influenced by various factors, including but not limited to reading interest, reading strategies, reading habits, and reading motivation. The primary focus of this study revolves around the subject of reading motivation Amelisa et al. (2018).



According to the researcher's own experience during an internship in September 2021, it was seen that pupils had diminished enthusiasm to engage in reading activities during class and displayed a tendency to become easily bored. A significant number of students displayed a lack of engagement with the instructor, mostly preoccupied with their mobile devices and engaging in conversation during the instructional period. Consequently, a considerable number of students exhibit passivity when confronted with reading materials, leading to a lack of comprehension. The students' restricted vocabulary impedes their comprehension of the instructional content, hence hindering their capacity to effectively engage with textual resources as directed by the teacher. Based on the aforementioned justification, the researcher conducted a study examining the association between student motivation in reading comprehension and their proficiency in text comprehension.

1.2. Research questions

What is the potential relationship between students' reading motivation and their levels of reading comprehension, among students at SMP Negeri 4 Samarinda?

2. METHOD

2.1. Research Design

This study will utilize correlation analysis and implement a quantitative methodology. The focus of this study was to investigate the relationship between students' motivation to read and their reading comprehension in the context of SMP Negeri 4 Samarinda.

2.2. Samples/Participants

The study's participants were English Education Program students at SMP Negeri 4 Samarinda, in the academic year 2022-2023. There were 7 classes of grade eight. Each class consisted around 27 students for each classes.

In this study, the sampling used the entire population to obtain the sample. The research used a lottery to select the sample. The researcher created a paper lottery which consisted the name of the class. The grade 8.5 was chosen by taking the lottery. Therefore, the sample was all the students in grade 8.5 which consist of 22 students.



2.3. Instruments

The instrument used in this study is a reading comprehension test consisting of a total of 25 reading comprehension questions. The scoring process entails assigning a score of one point for each accurate response. The outcome of the test served as variable X in order to compute the test score attained by each participant.

2.4. Data analysis

The current research used statistical methods to investigate whether or not there is a connection between reading enthusiasm and textual understanding. The statistical technique employed in this study is Pearson's product-moment correlation, which was conducted using SPSS Statistics software. The study employed the categorization method proposed by Sugiyono (2016) to classify the association. The measurement of correlation strength was determined using the interpretation table for correlation coefficients, as outlined below:

Table 1. The level of Correlation

Interval	Category
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.7999	Strong
0.80 – 1.000	Very Strong

3. FINDINGS AND DISCUSSION

3.1. Finding

The researchers conducted a normality test to ensure that their data on the correlation between reading enthusiasm and textual understanding followed a normal distribution. If the significance level of the data was larger than 0.05, it was considered to be of normal distribution. The data did not display normalcy if the obtained significance value was less than 0.05.



Table 4.1 Nomality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Motivation	.116	22	.200*	.960	22	.499
Reading.Comprehension	.128	22	.200*	.945	22	.256

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table of students reading motivation is shown in table Reading Motivation Score as follow :

Table 4.2 Reading Motivation Score

Respondent	Score Reading Motivation
1	80
2	94
3	94
4	78
5	76
6	90
7	90
8	108
9	105
10	104
11	100
12	100
13	98
14	90
15	109
16	114
17	97
18	111
19	95
20	104
21	90
22	80

The data presented in the table, the maximum score achieved on the test is 114, while the minimum score recorded is 76. The average reading motivation score is 95.77, with a standard deviation of 10.902. The table displays the frequency distribution in the following manner:

The table Frequency Distribution Reading Motivation as follow :



Table 4.3 Reading Motivation

Category	Interval Score	Frequency	Percent	Valid Percent	Cumulative Percent
High	80-114	20	90.9	90.9	90.9
Medium	53-79	2	9.1	9.1	100.0
Low	26-52	0	0	0	
Total		22	100.0	100.0	

The findings of the study indicated that a majority of the participants, specifically 20 students (90.9%), exhibited a high level of motivation, while a smaller proportion of the students, namely 2 individuals (9.1%), shown a medium level of motivation. In summary, the findings from the questionnaire indicate that the participants predominantly considered strong motivation as the most prevalent form of reading motivation.

3.2. Discussion

Out of the total cohort of 22 pupils, only one student achieved a significantly high score in the reading comprehension assessment, representing a mere 4.5% of the entire group. Out of a total of 22 pupils, it was observed that 5 students achieved a commendable score in the reading comprehension assessment, representing a percentage of 22.7%. Out of a total of 22 students, it was found that 5 students achieved an average score in the reading comprehension assessment, representing a proportion of 13.3%. Out of the total sample size of 22 students, it was observed that 8 students, constituting approximately 36.4% of the group, obtained a low score in the reading comprehension assessment. A total of three kids, comprising 13.6% of the sample, obtained notably low scores in the reading comprehension assessment.

All of the variables have a linear connection, as can be seen by examining the data. The current research analyzes the magnitude and linearity of SPSS's deviations from the expected results. The results show that students' reading motivation and reading comprehension are not linearly related (coefficient = 0.485). As a result, both the correlation and the regression showed that all the data followed a linear pattern. Two factors at play in this investigation are positively correlated with one another.

If the data follows a normal distribution and the regression analysis shows a linear relationship, then we can infer that the relationship is statistically significant. The next step in the research process is to test the hypothesis. The researcher uses the Pearson Product Moment correlation coefficient to test the hypothesis. The study's central

hypothesis is that students' intrinsic interest in reading predicts their level of comprehension. This implies that the alternative hypothesis (H_a) has been accepted whereas the null hypothesis (H_0) has been rejected. The results are as follows:

Table 4.4 The Correlation

		Motivation	Reading Comprehension
Motivation	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.004
	N	22	22
Reading Comprehension	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.004	
	N	22	22

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

The Pearson Product Moment Correlation is a statistical measure that quantifies the strength and direction of the linear relationship between two variables. The coefficients suggest a moderate connection ($r = 0.591$) between reading motivation and reading comprehension. The level of significance (p) for this correlation was found to be 0.004, which is lower than the predetermined threshold of 0.005. This implies that there exists a noteworthy association between reading passion and reading comprehension among students at SMP Negeri 4 Samarinda.

The results show that students' reading motivation and reading comprehension are not linearly related.

4. CONCLUSIONS

4.1. Conclusion

Based on the preceding scholarly discussion, numerous conclusions might be deduced. The study revealed that the degree of reading motivation among English language learners at SMP Negeri 4 Samarinda was determined to be at a moderate level. The category table, which examines reading motivation in the context of English language learning, indicates a mean value of 95.77. This value falls within the range of 86 to 114.



Based on the extant evidence, it can be deduced that the degree of reading desire within the realm of English language acquisition was of a modest magnitude.

4.2. Suggestions

The results of this study indicate that children had a significant degree of proficiency in reading comprehension. A notable correlation has been seen between reading motivation and reading comprehension among students at SMP Negeri 4 Samarinda. The statement above implies that there is a correlation between the increasing tendency to read as a method of developing English language skills and a heightened awareness among students about the significance of reading.

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