The Relationship between the Students' Motivation and the Reading Comprehension at the Tenth Grade on the First Semester of SMKN 8 Bekasi in the 2020/2021 Academic Year

Syifa Oktavia Irfany
(Syifaoktavia51@gmail.com)

University of Muhammadiyah Prof. Dr. Hamka

Burhayani
(eniburhayani@yahoo.com)

University of Muhammadiyah Prof. Dr. Hamka

The objective of this study is to know the relationship between students' motivation and the reading comprehension. This research is a quantitative research approach, and the methodology that the writer use is correlational research. The population of this research are the tenth-grade students of SMKN 8 Bekasi that have ten classes. The writer only takes one class (Accountant 2) with 33 students by using random sampling from the population. In collecting the data, the writer uses a questionnaire to measure students' motivation which is adopted from R.C. Gardner, Attitude Motivation Test Battery (AMTB) and to measure students reading comprehension ability the writer uses reading comprehension test. The data are collected and calculated by using Pearson Product Moment Coefficient Correlation. The writer finds that the r_o 0,842 is higher than r_t 0,34 ($r_o > r_t$) from the result of calculating by using the Pearson Product Moment Coefficient Correlation. The result can be concluded that the research hypothesis H_o is rejected and H_i accepted. From the conclusion, it can be proved that the verbal hypothesis has been accepted. Then, r_o 0,842 it means that ρ_{xy} is higher than zero points. Thus, the statistical hypothesis has been accepted too. Those can prove that there is a relationship between the students' motivation and the reading comprehension at the tenth grade in the first semester at the SMKN 8 Bekasi of the 2020/2021 academic year. The research result, the writer hopes that this research is useful for the English teacher and reader.

Keywords: Motivation, Correlational study, AMTB

INTRODUCTION

In Indonesia, English is not a native or daily language. The function of English in Indonesia is a foreign language. Indonesian students usually use the English language in a specific condition. It makes Indonesian students rarely get the chance to use English. As a foreign language, students usually get the chance to use English formally at school.

Based on the Curriculum of 2013, Indonesian students start the English subject at Junior high school. At the school, students learn English in four language skills. The skill consists of speaking, writing, listening, and reading. The skills help the students to increase their English.

According to Shastri (2010:78) reading is a process that involves sight, sound, and meaning. It takes eyes and brain synchronization to grasp the written message. In his book, Nunan (2015:63) said that "These days we refer to reading and listening as 'receptive' rather than 'passive' skills." It means reading is a receptive skill because reading is one of the simple ways to receive information and knowledge.

By reading, students do not only achieve the information but also need to understand the text well. Watkins & Coffey (2004) pointed out that "Reading and comprehension are two things that are highly related and cannot be separated. Reading comprehension is when the readers comprehend the whole meaning in a text. If the readers can read but do not comprehend the meaning of the text, it means they do not do read a text". It can be said that reading comprehension is a pair of instruments that relate to each other to gain the meaning from the text.

It seems that reading comprehension is the ability to direct the students to comprehend the text. In brief, reading comprehension needs many practices to find out the idea of the text. Students also have to read frequently to understand texts well. Reading a text frequently is not easy. Students need a specific factor for reading a text frequently. One of the factors that students need is motivation.

According to Ushioda (2009), success will be difficult to achieve without motivation. It means that motivation can support the success of students' achievement. Hence, success in reading comprehension need motivation. In recent years, motivation became one of the crucial things in learning English. Dörnyei (2018) stated that motivation defines the way and extent of human behavior. It means that motivation is a will that pushes students to do something. Therefore, motivation is an essential part of most fields in learning English. The students will get a problem if they do not have enough motivation. It seems that motivation has a significant effect on the student to reach their goal.

Nur's research proves this research. The name of the researcher is Nur Ikhsan. Nur is a student in the English program of Islamic education and teacher training faculty the state Islamic university studies Sulthan Thaha Saifuddin Jambi. The research title is "The Correlation between Students' Motivation and Reading Comprehension of Eighth Grade students at State Junior High School N 4 Muaro Jambi". Nur's research has a similarity with this research. Moreover, Nur's research has differences from this research. Nur's research is conducted at eight grade students in Junior high school N 4 (SMPN 4) Muaro Jambi, while this research is conducted at tenth grade in

Vocational High School (SMKN 8) Bekasi. Nur's research has positive research that declared that there is a correlation between student motivation and reading comprehension.

Based on the writers' experience, when the writer did an internship in August 2019 in XII-Accountant class at SMKN 8 Kota Bekasi with an English teacher is Miss Reni. In the class, the students have a lack of motivation in reading. It has been seen when they did not understand what they read. Usually, students were not brave to read because they were afraid to make a mistake, and their friends laughed. It can be assumes that the student did not have a willingness to read. Thus, the students' motivation in reading a text is relatively low.

The writer speculates that if the students have high motivation, they will get a good reading score. Hence, if the students do not have high motivation, they will get a low reading score. To prove this statement, the writer is interested in doing the research entitled "The Relationship between Students' Motivation and The Reading Comprehension of the Tenth-Grade on the First Semester of SMKN 8 Bekasi in the 2020/2021 Academic Year".

Research Question

Is there any relationship between students' motivation and the reading comprehension at SMKN 8 Bekasi in the 2020/2021 academic year?

Objective of the Study

To know whether there is a significant relationship between students' motivation and the reading comprehension in the tenth-grade students' at SMKN 8 Bekasi.

Hypothesis

H_o: There is no significant relationship between the motivation and the reading comprehension of the first grade at SMKN 8 Bekasi in the 2020/2021 academic year.

H_i: There is a significant relationship between motivation and reading comprehension of the first grade at SMKN 8 Bekasi in the 2020/2021 academic year.

General Concept of Reading

According RAND (2002, in Frankel et al. (2016)), reading is the method that is derived from the meaning and developed by contact and engagement with written words. According to Brown (1989, in Macleod (2017)), the reading types consist of oral and silent reading. In this case, the writer chooses the silent reading. The writer assumes that silent reading makes the students more comprehensive to gain meaning from the text. As stated by Harmer (2010:283), types of reading consist of extensive and intensive reading. Extensive reading is a reading activity that the students' frequently do. Usually, extensive reading involves the students' reading for pleasure. In comparison, intensive reading is a reading activity that consists of the detailed construction of the reading text. Moreover, Dacosta & Yerni (2020) state that reading comprehension is the process of understanding what the students read. In further, reading comprehension is a purposeful and active process that takes place before, during, and after a person is reading a text.

General Concept of Motivation

According to (Ushioda 2009) motivation is the effects that everything moves a person to make individual decisions, to engage in action, and to insist on action. Moreover according to Harmer (2001:51), the students' motivation can be affected by the task of learning English, and it is because of what and whom these appear like a students' feeling with the learning English process. There are some aspects that can be affected the students' motivation:

1) The society we live in

In learning English, it also can come from the outside of the classroom. The students' motivation may be influenced by society. For example, the school's cultural image that has a strong effect on motivating students to bring it in a class situation and whether or not the motivation extends.

2) Significant other

Afar from the nature of students' motivation, the students' motivation will be greatly affected by the influence people around them. For example, when the students' peer enthusiastic learners, thus they may take the students along with them.

3) The teacher

Definitely, a dominant aspect of students' motivation is a teacher. The teachers' approach to the language and the task of students' learning will be crucial.

4) The method

The method is also a crucial factor. Both teachers and methods play an important role. When the teacher has some confident way of teaching and learning in a classroom for a student, the method is used. The students' motivation will be more increase.

METHOD(S)

Research Design

This research includes correlation research. Correlation research is a study that is the detection of a correlation between the X variable and Y variable. In this research, the writer has applied a quantitative research approach. The quantitative approach is the process of getting knowledge by using numeric data as an instrument to explain the subject.

Furthermore in accumulating data, the writer used a questionnaire and tests. The data of the students' motivation will be collected by using the Attitude/Motivation Test Battery (AMTB) questionnaire, which adopted from R.C. Gardner, while the data of the students' motivation was collected by using a reading comprehension test.

Setting and Participants

The population are the tenth-grade students from two classes of accounting major, three classes of TKJ major, two classes of *Syariah* banking major, and three classes of airframe plane major. The total of classes in this school are ten classes. According to the English teacher information,

there is no excellent class of the tenth-grade at SMKN 8 Bekasi. Therefore, the writer assumes that the students' English ability from each class is quite the same. Hence, the writer chooses one class randomly as a sample of the research. That is one class of accounting major that consists of 33 students.

Data Collection Method(s) and Analysis
Due to the pandemic of Covid-19, the writer was collected the data by using the google form. The writer will calculated the data manually by using the Pearson Product-Moment Coefficient Correlation to know if there is a relationship between the students' motivation and reading comprehension. The coefficient correlation value of two variables or r_{xy} is obtained in this technique. The correlation data analysis function is to determine whether the research hypothesis H_o or H_i will be accepted. The research hypothesis H_o can be rejected if r $_{observed}$ is less or equal than r $_{table}$, whereas the research hypothesis H_o will be accepted if r $_{observed}$ is higher than r $_{table}$. Therefore, to measure the correlation data analysis, the writer uses the Pearson Product-Moment Coefficient Correlation. If the research hypothesis can be approved, there is a correlation between X variable and Y variable. It can be continued to do t-test significant analysis. In order to know how high and how far the relationship between X variable and Y variable.

FINDINGS AND DISCUSSION
Based on the data of students' motivation and reading comprehension. It can be seen that the respondents get a positive score in (The X variable) the students' motivation and get a positive score in (The Y variable) the reading comprehension. Thus, it can be approved that the relationship between the two variables is significantly correlated.

Moreover, the tables showed that the numbers of the sample ($\sum n$) were 33. The total score of the X variable ($\sum X$) were 2491, while the total score of the X variable ($\sum X^2$) were 179455. The total score of the Y variable ($\sum Y$) were 2340, while the total squared score of Y variable ($\sum Y^2$) were 191127 and the total squared of XY variable ($\sum XY$) were 169550.

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

$$= \frac{33.\ 179455 - (2491)(2340)}{\sqrt{\{33.191127 - (2491)^2\}.\{33.169550 - (2340)^2\}}}$$

$$= \frac{5922015 - 5828940}{\sqrt{\{102110\}.\{119550\}}}$$

$$= \frac{93075}{\sqrt{12207250500}}$$

$$= \frac{93075}{110486,4}$$

$$= 0,842$$

The calculation above uses Pearson Product-Moment Coefficient Correlation. The result of the correlation analysis can also be seen in the curve of correlation analysis, as follows:

Figure 1: The Curve of Correlation Analysis of Two Variables
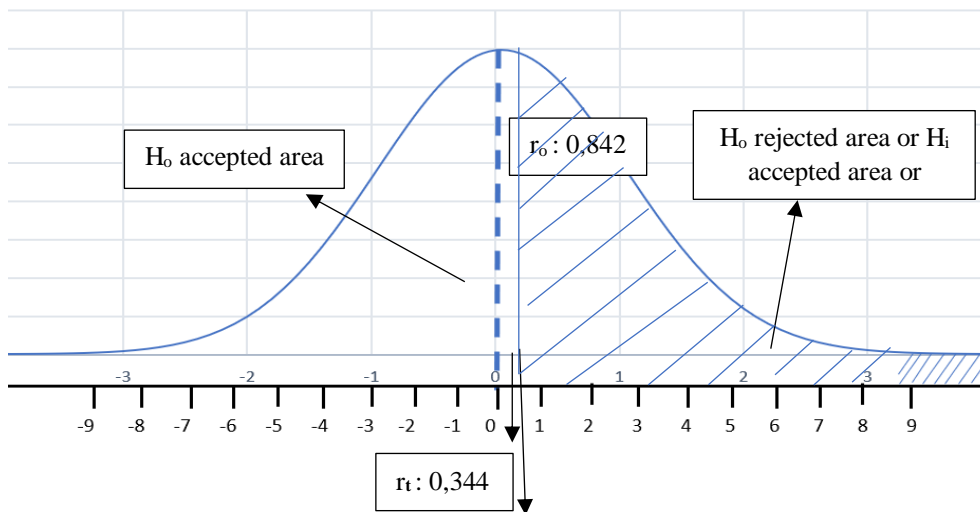
Data From the correlation analysis above, r observed is 0.842, and r table is 0.344. In this research, the probability of the mistake is 5% or 0,05. It belongs to social and educational research the tolerance of value, or the significance level is allowed up to 5% the level significance $P = 0.05$ with n = 33. The data can be concluded:

1) $r_o > r_t = 0.842 > 0.344$.
2) r_o is on the h_o rejected area, so H_o is rejected, and H_i is accepted.
3) H_i is accepted, it means that there is a relationship between X and Y variable.
4) r_o is 0,842, thus the statistical hypothesis can be approved because ρ xy is more than zero point.
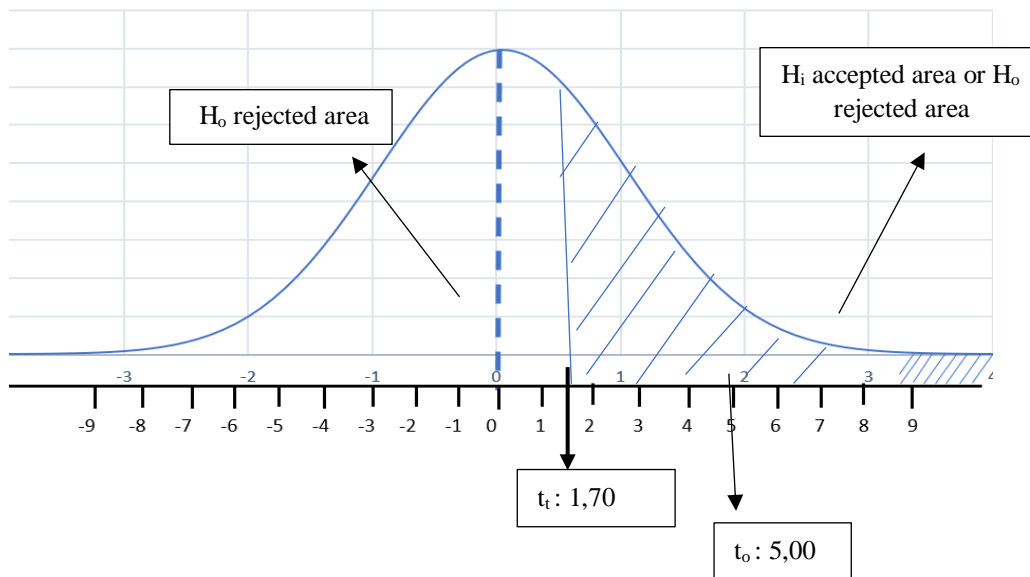
In addition, there is a relationship between the students' motivation and the reading comprehension at the tenth-grade of SMKN 8 Bekasi on the first Semester of the 2020/2021 academic year.

To make sure the significance of the relationship between student' motivation (the X variable) and their reading comprehension (the Y Variable), the writer calculates the data of two variables by using significant test, as follow:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.8424\sqrt{33-2}}{\sqrt{1-0,35^2}}$$

$$= \frac{0,8424.5,5677}{\sqrt{880637}}$$

$$= \frac{4,69023048}{0,938422709}$$

$$= \frac{4,69023048}{0,938422709} = \mathbf{4,9979933723} \ \text{rounded of} \ = 5,00$$

The result of the significant test can be seen in the curve of significant correlation analysis, as follows:

Figure 2: The Curve of Significant Correlation Analysis

Data Based on the curve above, it can be seen that t observed is higher than t table ($t_o > t_t = 5,00 > 1,70$). The data can be concluded:

1) $t_o > t_t = 5,00 > 1,70$.
2) t observed is on the H_o rejected area, so H_o is rejected and H_i is accepted.
3) H_i is accepted, it means that there is a significant correlation between X variable and Y variable.

In addition, there is a significant relationship between the students' motivation and the reading comprehension at the tenth-grade of SMKN 8 Bekasi on the first semester of the 2020/2021 academic year.

CONCLUSIONS

According to the discussion from the 1st until the 4th chapter, the writer found the result. The result of the Pearson Product moment coefficient correlation is that the data ($r_{observed}$) has been obtained is higher than (r_{table}). The writer found the $r_{obseved}$ is 0,82 and the r_{table} is 0,34. It can be concluded that ($r_o>r_t$), from the statistical hypothesis it can be proved that r ρ_{xy} is 0,82. It means ρ_{xy} is higher than zero point. Thus, statistical hypothesis can be accepted. It means that there is a relationship between the students' motivation and reading comprehension.

The result of the $r_{observed}$ proved that the correlation data is significant. It means that there is a significant relationship between the students' motivation and reading comprehension at the tenth grade in the first semester of SMKN 8 Bekasi of the 2020-2021 academic year.

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