



## **The Effect of Reading Motivation on Students' Reading Comprehension in Informatics Management Major at State Polytechnic of Sriwijaya**

**Agus Dinata<sup>1</sup>, Artanti Pusppita Sari<sup>2</sup>, Santi Mayasari<sup>3</sup>.**

Program Studi Magister Pendidikan Bahasa Inggris, Univeristas PGRI Palembang  
e-mail: [agusdinata88@gmail.com](mailto:agusdinata88@gmail.com)

### **Abstrak**

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis tentang: pertama, adakah pengaruh motivasi membaca terhadap pemahaman membaca mahasiswa semester pertama, kedua, Apakah terjadi pengaruh interaksi antara motivasi membaca dan pemahaman membaca mahasiswa. Peneliti memilih dua puluh tujuh mahasiswa dari jurusan manajemen informatika sebagai responden dalam penelitian. Dalam penelitian ini peneliti menggunakan metode kualitatif dengan analisis deskriptif yang telah digunakan dalam penelitian. Penelitian ini telah dilaksanakan pada bulan september 2022. Dalam penelitian ini telah ditemukan bahwa ada interaksi antara motivasi membaca siswa dan pemahaman membaca siswa dan terjadi perbedaan yang signifikan antara motivasi membaca dan pemahaman membaca pada siswa semester pertama.

**Kata Kunci:** *Motivasi Membaca, Pemahaman Rading*

### **Abstract**

This study aims to identify and analyze: first, is there an effect of reading motivation on first semester students' reading comprehension, second, is there an interaction effect between reading motivation and students' reading comprehension. Researchers chose twenty-seven students from the informatics management department as respondents in the research. In this study, researchers used qualitative methods with descriptive analysis that had been used in research. This research was carried out in September 2022. In this study it was found that there was an interaction between students' reading motivation and students' reading comprehension and there was a significant difference between reading motivation and reading comprehension in first semester students.

**Keywords:** *Reading Motivation, Rading Comprehension*

## **INTRODUCTION**

English is one of the most important subjects in education, both at the secondary and educational levels. Students studying English should be able to grasp the four fundamental skills of reading, writing, listening, and speaking. Reading is very important because it is a typical way to get messages or information. In addition, reading is beneficial for understanding all of information in the text. As a result, the reader's own long-term supply of knowledge (intellectual growth) is typically the focus. It also improves vocabulary, reduces stress, stimulates the mind, and broadens one's thinking. As a result, reading

could be a task that combines psychological and physical aspects. When thinking and visual writing are employed to examine information in texts, we can observe this (Patiung, 2016).

There are several variables that can affect reading. Including both internal and external student sources. Additionally, the success of an acquisition could be impacted by both internal and external factors (Brown, 2007). The role of the school instructor, engaging instructional resources, the environment in the classroom, and socio-artistic aspects are a few examples of external factors that matter. Aspects of a person's inner psyche, such as self-esteem, speaking inhibitions, risky speaking, anxiousness, and provocation, are examples of internal elements. Teachers have a big impact on how pupils are internally as well.

The instructor serves as a motivator by fostering a learning environment in the classroom that encourages pupils to learn. Pupils need to be consistently motivated to enhance their learning performance. Some language teachers believe that this method is superior to others for giving students fresh, relevant, and fruitful learning experiences. According to Nimehchisalem, (2018), asserts that increasing learning achievement necessitates the use of motivation and student learning attitudes. This means that a student requires incentive to learn in order to perform better, particularly when reading materials. Reading is a great way to get knowledge when learning a language because it directly teaches you the language (Pollard, 2008). Thus, reading comprehension is a skill that students should acquire as they learn to read. Students who frequently struggle to comprehend and read English-language literature will also frequently struggle to do well on English-language assessments. In actuality, though, this can encourage kids to study English.

According to Wigfield et al., (2016) "reading provocation" is a method of exertion used to carry out reading conditioning. It is based on a strong will and intention. There are many generalizations that list the definition of provocation. The experimenter's goal is to identify and comprehend two components of reading provocation for the sake of this investigation, namely the initial reading station and the alternate reading tone's efficacy. Reading stations are comprehensive processes, for feeling and understanding about reading and for determining preparedness to grasp the significance of the reading material, (Wigfield, Wigfield, et al., 2016). According to the aforementioned description, In the first semester of the informatics management program at Sriwijaya State Polytechnic, the researcher is interested in doing study under the heading Analysis of the Influence of Reading Motivation on Students' Reading Comprehension.

## **METHODOLOGY**

In conducted research, the researcher asks the participants to complete a questionnaire and then uses a qualitative method to examine the responses (Sugiyono, 2013). Due to it is growing popularity, the qualitative research approach is referred to be a new method. It used to be referred to as the post-positivistic technique because it was founded on the post-positivist school of

thought. Because the research process is more artistic (less patterned), this approach is also known as the artistic method. It is also known as the interpretative approach because the study data is more focused on the interpretation of field data. Twenty items made up the questionnaire used in this investigation. This research was conducted in September 2023 at the informatics management department at the Sriwijaya State Polytechnic. There are several factors that have been used in this study, including: the first factor, intrinsic motivation, such as: curiosity, knowledge, and achievement included in the questionnaire used in this study, while the second factor is extrinsic motivation, such as: values and social acceptance are also included.

In this research, twenty items were used to provide students with a questionnaire to find high reading motivation and low reading motivation. Wigfield, et al., (2016), created this classification, researcher have markers for intrinsic motivation 1). Students drive their own motivation through their natural curiosity, their interest in reading for knowledge and success (self-efficacy beliefs), and external motivation. Students read for two reasons: 1) to improve their academics, and 2) to gain social recognition. A pre-existing, ready-to-use questionnaire was used in this study.

## RESULT AND DISCUSSION

### Findings

Based on research that has been done. Using data from research done on first-semester students in the informatics management department at state Polytechnic of Sriwijaya, and a questionnaire given to respondents, the researcher can draw the following conclusions:

Table 1. Tests of Between-Subjects Effects

Dependent Variable: Result

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3156.881 <sup>a</sup>	3	1052.294	14.543	.000
Intercept	198008.359	1	198008.359	2736.484	.000
Test	1621.920	1	1621.920	22.415	.000
Group	795.527	1	795.527	10.994	.002
Test * Group	1841.248	1	1841.248	25.446	.000
Error	3617.934	50	72.359		
Total	244513.500	54			
Corrected Total	6774.815	53			

a. R Squared = .466 (Adjusted "R" Squared = .434)

The findings of the researcher's hypothesis testing for this study are as follows:

First, when performing the first hypothesis test, which examines whether reading motivation and comprehension differ among students, the test column in the table displays a significant value of 0.000 lower than  $\alpha = 0.05$ , indicating that there is a difference between reading motivation and comprehension among first-semester students in the management of informatics;

Second, the results of hypothesis test: does there exist an interaction between students' reading motivation and comprehension?. Given that the F test above yielded a significant value of 0.00 0.05, the researcher can draw the conclusion that there is an interaction between first-semester students' reading motivation and comprehension.

## **Discussion**

According to the study's findings, there is a distinction between students' motivation for reading and their comprehension of what they are reading. In this case, boosting students' reading motivation might boost their interest in learning and comprehension of the text. This is in line with Seymour & Walsh (2006) study, which found that students' learning motivation has always been a critical factor that can affect their reading comprehension. However, the importance of motivation in reading comprehension has not yet been fully acknowledged. One of the key components for children learning a foreign language that actually helps them read more efficiently is motivation to read.

In addition, a number of elements influence how well the reader comprehends the material. Westwood, (2001) lists various elements that have an impact on reading comprehension. They include reader curiosity, vocabulary, general knowledge, and subject-specific information. Specific readers struggle to understand the meaning of specific words or phrases, because they have poor reading comprehension, low reading fluency, and limited vocabulary mastery. Learning new words can make it more difficult to understand the meaning of some phrases or sentences.

According to the second hypothesis, students' learning results will be impacted by their motivation levels, and vice versa for students whose motivation levels are low. Additionally, Ahmadi, & Pourhossein, (2012) suggest that reading motivation is an important factor in motivating children to read more and that it has a substantial impact on how well readers and writers grasp texts. This point of view is consistent with their investigations. Since motivation promotes understanding among language learners, numerous scholars have discovered the significance of motivation in learning the target language.

## **CONCLUSION**

In this paper, the researcher has examined a number of crucial concerns, such as the impact of reading desire comprehension. A review of the literature reveals that students who are more motivated to read will advance more quickly than students who are less motivated. One of the most important elements in enhancing children' reading comprehension is motivation. Motivation improves reading comprehension performance and understanding.. This study demonstrates how motivational explicit instruction might help students' reading comprehension.

This study has important ramifications, one of which is the requirement that students of English as a Second Language be encouraged to read in order to develop their reading comprehension abilities and become good readers. Regardless of the learning situation, reading motivation can improve language

learning performance for learners of all proficiency levels. In conclusion, it can be said that EFL teachers should go above and beyond their standard duties by allowing their students the possibility to get motivated and noticeably improve their reading comprehension skills. I would like to express my deepest gratitude to my supervisor who has provided guidance and advice in the process of writing this article. With his help, I was able to finish writing this well, as well as the editors who have helped me in the writing process. The help and advice provided really helped me to produce quality writing.

## REFERENCES

- Ahmadi, M. R., & Pourhossein, A. G. (2012). *Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. Theory and Practice in language studies*. 2. [https://www.researchgate.net/publication/267802641\\_Reciprocal\\_Teaching\\_Strategies\\_and\\_Their\\_Impacts\\_on\\_English\\_Reading\\_Comprehension](https://www.researchgate.net/publication/267802641_Reciprocal_Teaching_Strategies_and_Their_Impacts_on_English_Reading_Comprehension)
- Brown, H. D. (2007). *Practice of Language Learning and Teaching* (Third). Pearson Education, Inc.
- Nimehchisalem, V. (2018). Exploring Research Methods in Language Learning-teaching Studies. *Advances in Language and Literary Studies*, 9(6), 27. <https://doi.org/10.7575/aiac.all.v.9n.6p.27>
- Patiung, D. (2016). *Membaca sebagai sumber pengembangan intelektual*. 5(2), 352–376. [https://journal.uin-alauddin.ac.id/index.php/al\\_daulah/article/view/4854/4346](https://journal.uin-alauddin.ac.id/index.php/al_daulah/article/view/4854/4346)
- Pollard, L. (2008). *Guide to teaching English*. University of London Institute of Education. [http //Obama-OMama.blogspot.com/](http://Obama-OMama.blogspot.com/)
- Seymour, S., & W. L. (2006). *Essentials of teaching academic reading*. Houghton Mifflin Harcourt.
- Sugiyono. (2013). *Metode penelitian kuantitatif kualitatif dan R&D* (nineteenth). ALFABETA. CV.
- Westwood, S. P. (2001). *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. ACER Press.
- Wigfield, A., Gladstone, J., & Turci, L. (2016). Beyond Cognition: Reading Motivation and Reading Comprehension. *Child Development Perspectives*, 10(3), 190–195. <https://doi.org/10.1111/cdep.12184>
- Wigfield, A., Wigfield, A., & Guthrie, J. T. (2016). *Relations of children's motivation for reading to the amount and breadth of their reading relations of children's motivation for reading to the amount and breadth of their reading*. May, 14. <https://doi.org/10.1037/0022-0663.89.3.420>