Students' Motivation to Learn and Its Relationship with the Achievement of Reading Comprehension

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara kemampuan membaca pemahaman dan motivasi untuk belajar siswa kelas 8 Sekolah Menengah Pertama Negeri 36 Palembang. Metode yang digunakan adalah penelitian kuantitatif dengan metode korelasi. Populasi penelitian ini terdiri dari seluruh siswa kelas 8 yang berjumlah 327 siswa. Enam puluh empat siswa menjadi sampel, yang diambil dengan menggunakan teknik convenience sampling. Untuk mengumpulkan data mengenai tingkat motivasi belajar siswa, digunakan metode penyebaran kuesioner. Sementara itu, tes pilihan ganda digunakan untuk menguji berbagai aspek membaca dan mengukur kemampuan pemahaman siswa. Metode analisis data menggunakan metode analisis korelasi langsung. Dengan mempertimbangkan estimasi koefisien korelasi pada tingkat signifikansi 5%. Karena r yang diperoleh > r tabel atau 0,576>0,246, maka disimpulkan bahwa H_a diterima dan H_0 ditolak. Hal ini menunjukkan bahwa terdapat korelasi efektif sebesar 0,576 dan kontribusi yang positif dan substansial sebesar 33,2% antara motivasi belajar dengan kemampuan membaca pemahaman.

Kata Kunci: *Motivasi Untuk Belajar, Membaca Pemahaman*

Abstract

The goal of the research was to ascertain whether reading comprehension and motivation to learn are related in eighth grade at State Middle School 36 Palembang. Quantitative research using correlation approaches is the approach used in this research. The population of the research consists of all 327 students in the 8th grade. The sample, assembled via a convenience process of sampling, consisted of 64 students. To gather data on the level of student motivation to learn, a questionnaire distribution method was used. While this was going on, multiple-choice tests were being utilized to examine various aspects of reading and gauge the comprehension skills of the children. The data analysis method makes use of a straightforward correlation analysis method. Taking into account the correlation coefficient's estimate at a 5% level of significance. As r-obtained> r-table or 0.576>0.246, thus Ha is approved. This indicates that there is an effective correlation of 0.576 and a positive and substantial contribution of 33.2% between learning motivation and reading comprehension ability.

Keywords: *Motivation to Learn, Reading Comprehension*

INTRODUCTION

Every level of society requires education in the 21st century because it is one of the most important things and all alternative methods of meeting basic

requirements are more knowledge-based today. To make learning relevant, students need to have the abilities that can support and help them pursue their education. The ability to read is one of the essential abilities every student needs to have in order to succeed in school. A key competency in learning a language is reading comprehension. One of the two key elements of reading comprehension is the ability to comprehend language (Murray, 2016). Learners may find it difficult to comprehend the language they are researching if they are unable to comprehend written texts. To properly interpret written materials, learners must have a solid grasp of the language they are learning.

In addition, the reading's content and significance must be understood by the students. in order to have proficient reading comprehension skills. This requires them to be able to do more than just pronounce linguistic symbols. Theories on cognitive comprehension strategies suggest that they help readers create a coherent and adequate situation model of the text, which directly enhances comprehension. By engaging in activities prior to, alongside, or post reading, these cognitive instruments promote readers grasp the material they are equipped with read (Bruggink et al., 2022). Reading activities, therefore, extend beyond the initial reading stage and the level of form recognition to the stage of comprehension of the meaning of the series of linguistic symbols read. This is consistent with the assertion made by Farrell et al. (2019) that language comprehension and decoding skills are prerequisites for reading comprehension. Due to this, students who want to enhance their reading comprehension must work on both their decoding (word recognition) and language comprehension skills (receptive words, grammatical cognition, and discourse interpretation).

Additionally, there is some evidence linking motivation to reading comprehension. Motivation is a crucial factor in how learning outcomes are influenced. In order to effectively comprehend material, one needs sophisticated cognitive abilities as well as the will or motivation to do so (Barber & Klauda, 2020). Learners who read for enjoyment along with employing strategies to improve their grasp of the material are very motivated readers (Wigfield et al., 2016). Motivated students outperform their peers on standardized achievement tests in addition to achieving higher learning outcomes (Rahman, 2021). Motivation is necessary overall to achieve and gain knowledge throughout one's life, in both informal and formal settings of learning. Children that are motivated typically participate in learning more, endure longer, achieve greater learning outcomes, and outperform their peers on achievement exams (Knoll, 2000). Both internal and extrinsic factors might affect students' motivation to learn. Personal interest, curiosity, and a drive to learn for their own sake are examples of intrinsic factors. Rewards, acknowledgment, and the desire to avoid punishment or unfavorable outcomes are examples of extrinsic variables (Rahmawati, 2016). Additionally, motivation is a key element in achieving success in higher education, and students typically struggle with reading comprehension and writing. Therefore, It is essential to boost learners' interest in reading written information (Ahmadi et al., 2013).

Previous research has shown that there is a positive correlation between students' motivation and achievement in reading comprehension. Research

conducted by (Puspitorini, 2021) found that there is a significant relationship between learning motivation and English reading comprehension results of students of senior high school number 8 Bekasi. Furthermore, related activities have also been found to increase EFL learners' comprehension levels (Alghonaim, 2020). Further investigation revealed a highly correlated relationship between pupils' motivation and reading proficiency. As a result, it might be said that other elements, such as motivation, can still influence or decide a student's reading proficiency (Ningrum & Matondang, 2017) .

The researchers are aware that although reading proficiency among students at State Middle School 36 Palembang is thought to vary widely, there is still room for improvement in terms of their comprehension of the reading material. Without motivation, it is challenging for students to perform to expectations. High levels of motivation are, of course, significantly correlated with positive learning outcomes. According to the description given above, the researchers believe that more research is required to determine how learning motivation affects academic performance in English, particularly in terms of reading comprehension abilities. It may be possible to improve language learning outcomes by looking into how motivation to learn relates to comprehension in reading success. By comprehending how motivation influences reading comprehension ability, educators may create efficient techniques to increase students' motivation and advance their language abilities.

METHODOLOGY

This study has a correlational design and falls under the category of quantitative investigation. When two or more variables or sets of scores are compared, correlation research is utilized to describe and quantify the relationship without directly manipulating the variables themselves in the context of an investigation (Creswell, 2012). All 327 eighth-grade pupils make up the research's population. The sample, generated using a convenience sampling method, consisted of sixty-four students. To obtain true and accurate data in this research, the researchers used several methods including the following: 1) The test was given to the subject of the investigation as a sample respondent. The purpose of this test was to gather information on the student's reading comprehension capabilities for use as the primary data. The resources used to perform the reading understanding exam were chosen in accordance with the handbook for both teachers and pupils. The researchers only employed one form of reading the text, which was descriptive. twenty multiple-choice questions made up the reading test in this research, 2) The researcher employed a questionnaire method as well. Specifically, the researcher distributed a learning motivation questionnaire to the sample in order to get information on the level of student learning motivation. There are fourteen items on the survey. The questionnaire was created using a Likert scale as the measurement system. Each item has 4 optional answers.

After the data obtained, it was followed by a prerequisite test, the prerequisite tests required before conducting a correlation test are the test of normality as well as linearity (Winarni, 2011). Then, The last step involves testing

hypotheses using the Pearson product-moment correlation and R square test. The correlation between the questionnaire and reading test results was computed by the SPSS 26.0 for Windows apps. The correlation coefficient, a metric, reveals the degree of the association between the two variables.

RESULTS AND DISCUSSIONS

Research Results

The researchers outline the study's findings in this section. The above test result's detailed explanation can be broken down into the following specifics:

1. Motivation to Learn

The average score of the motivation to learn questionnaire obtained by eighth-grade students of Middle School 36 Palembang was 37.4. Table.1 provides a summary of the acquisition of motivation to learn scores.

Table 1. Frequency of Students' Motivation to Learn

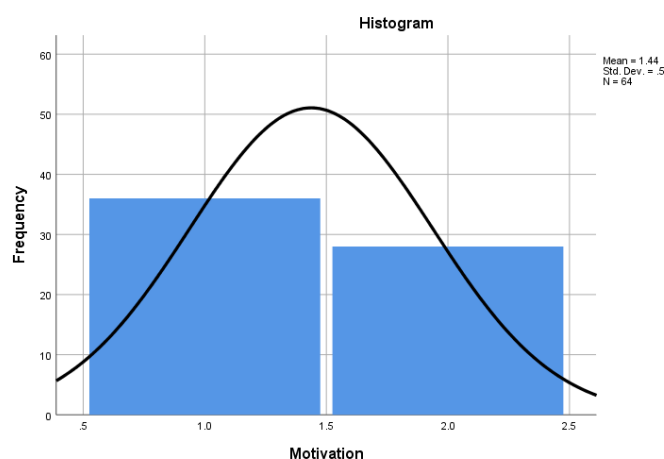| Criteria	Scores Interval	Total	Percentage
High	36 - 56	36	56,2 %
Low	14 - 35	28	43,8 %
Total		64	100 %

Figure 1. Histogram of Motivation to Learn

Table 1. as well as Figure 1 highlights that thirty-six pupils, or 56.2% of them, fall into a subset of "High" learners who are motivated to learn. It comprises 28 pupils with a percentage of 43.8% in the "Low" classification.

2. Reading Comprehension Achievement

The eighth-grade pupils of Middle School 36 Palembang received an average comprehension of a reading score of 57.5. Table 2 provides a summary of how reading comprehension ratings were acquired.

Table 2. Frequency Distribution of Reading Comprehension

Criteria	Scores Interval	Total	Percentage
Very Good	81 - 100	6	9,4 %
Good	61 – 80	22	34,4 %
Fair	41 – 60	20	31,3 %

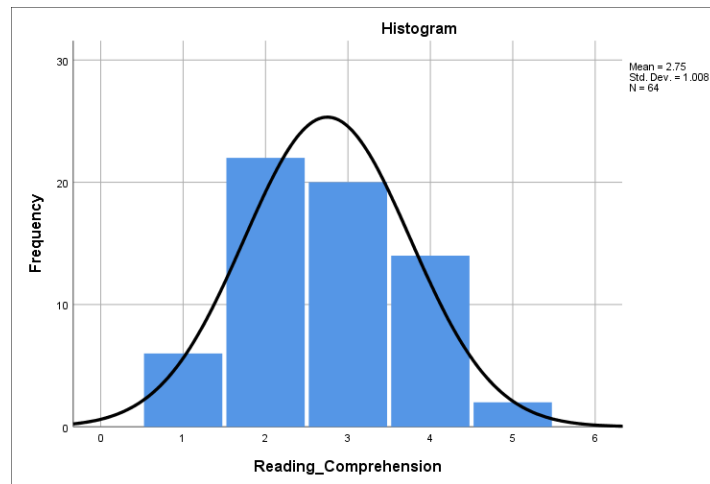|			
Poor	21 – 40	14	21,9 %
Very Poor	0 – 20	2	3,1 %
Total		64	100 %

Figure 1. Histogram of Reading Comprehension

Six students had learning outcomes that were evaluated in the "Very Good" category, for a proportion of 9.4%, as shown in Table 2 and Figure 2. 22 pupils in all scored 34.4% of the time in the "Good" classification. The percentage of the 20 students in the "Fair" group was 31.3%. A total of 14 students, or 21.9%, fell into the "Poor" category. With a percentage of 3.1%, there were two pupils in the "Very Poor" group.

3. Normality Testing

Table 3. Result of normality

One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	64
Asymp. Sig. (2-tailed)	.200[c,d]

The distribution is deemed to be normal if the sig. value is 0.200 and the sig. value is more than 0.05, per the findings of the Kolmogrov-Smirnov normality evaluation carried out with the use of the SPSS application. It could be said that the data from variables X and Y are regularly distributed because the threshold for significance exceeds than 0.05.

4. Linierity Testing

Table 4. Result of liniearity

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Learning Motivation	Between Groups	(Combined)	15929.018	26	612.655	2.485	.006
		Linearity	8324.200	1	8324.200	33.768	.000
		Deviation from Linearity	7604.817	25	304.193	1.234	.275
	Within Groups		9120.982	37	246.513		
	Total		25050.000	63			

The researchers utilized a one-way Anova test to demonstrate the linearity of the device. Assuming the p-value or significance was exceeded by 0,05, the data were categorized as linear. Otherwise, the p-value was under the threshold of 0.05, and the data were not linear. The outcomes of the test indicate that the linearity was 0.275 or higher. Accordingly, It should be taken into account that there was a strong linear relationship between comprehension of reading factors and motivation to study.

5. Hypotheses Testing

Table 5. Statistical Test Results of Correlation Between Motivation to Learn and Reading Comprehension Achievement

Correlations

		Learning Motivation	Reading Comprehension
Learning Motivation	Pearson Correlation	1	.576[**]
	Sig. (2-tailed)		.000
	N	64	64
Reading Comprehension	Pearson Correlation	.576[**]	1
	Sig. (2-tailed)	.000	
	N	64	64

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

Following the correlation calculation performed using SPSS 26.0 produced a result that revealed p is 0.000; as a result, it is possible to infer that the result is significant because the p-value is less than 0.05. Reading comprehension and student motivation to study are correlated by 0.576. If the correlation coefficient is categorized, it can be said to have a moderate correlation.

6. R Square Testing

Table 6. R Square Result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.576[a]	.332	.322	8.542

a. Predictors: (Constant), Reading Comprehension

From the R Square test obtained, the coefficient of determination is 33.2%. These results illustrate that motivation to learn contributes to reading comprehension achievement by 33.2% while the remaining 66.8% is determined by other variables.

Research Discussion

According to the results of the correlation study, the drive of learners to learn and success in comprehension of reading are related., with an r-count of 0.528 > r-table 0.246. The research hypothesis (H1) was therefore accepted, whereas the null hypothesis (H0) was disproved. It can be argued that motivation to learn among students and success in reading comprehension are correlated. According to the interpretation table of Sugiyono (2019), the r-count of 0.528

shows that there is a moderate link between reading comprehension achievement and motivation to learn.

In the discussion on the relationship between learning motivation and reading comprehension outcomes, several studies have shown that Motivation to learn and accomplishments in reading comprehension are positively correlated. Specifically in terms of reading comprehension efficacy and reading comprehension task scores, research demonstrates that motivation has a considerable impact on reading comprehension ability (Anmarkrud & Bråten, 2009). It can be explained that the more motivated a person is to learn, the more likely he/she will read carefully and understand the content well.

Additionally, studies have shown that readers' reading techniques can be impacted by their motivation to learn. High learning-motivated readers are more likely to actively seek out extra information and employ a variety of efficient reading techniques to comprehend the reading's content. According to Susanti (2019), a student's learning process is influenced by a variety of elements. Psychological aspects, which include drive, interest, aptitude, attitude, and intelligence, are one of the variables. Since intelligence affects how well students learn, it is the most significant psychological factor in the learning process.

CONCLUSION

In summary, from hypothesis testing previously explained, researchers have arrived at the finding that the academic performance of grade 8 students at Middle School 36 Palembang in reading comprehension is significantly influenced by their motivation to learn. It is evident that boosting students' motivation plays a crucial role in enhancing their reading comprehension abilities. Educators can contribute to this by fostering a supportive learning environment, offering opportunities for autonomy and choice, and promoting intrinsic motivation through engaging and relevant learning materials. By assessing the level of students' comprehension based on their learning motivation, the link between reading capacity and the desire to learn can be established. In addition, we would like to express our sincere gratitude to all the participants and individuals who contributed to this research. Their valuable insights and cooperation have been instrumental in reaching these conclusions.

Additionally, we extend our appreciation to the school administration, teachers, and students for their willingness to participate and support this study. This research sheds light on the significance of motivation in enhancing reading comprehension and offers valuable guidance to educators in improving their teaching approaches and creating a positive learning environment. Thank you to everyone involved in making this study possible.

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