THE CORRELATION BETWEEN STUDENTS’ LEARNING MOTIVATION AND THEIR READING ABILITY OF NARRATIVE TEXTS: A CASE STUDY AT THIRD YEAR STUDENTS OF SMP NEGERI 12 MATARAM IN ACADEMIC YEAR 2018/2019

Journal Article

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THE CORRELATION BETWEEN STUDENTS’ LEARNING MOTIVATION AND THEIR READING ABILITY OF NARRATIVE TEXTS

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The purpose of this study is to know whether or not there is a correlation between students’ learning motivation and their reading ability of narrative texts. The method used in this study was correlation study in which there are two variables: variable $X$ represents the reading ability of narrative text and variable $Y$ represents the students’ learning motivation. The sampling technique used in this study was purposive sampling technique. There are two kinds of instrument used in this study, first is a questionnaire to get the students’ learning motivation score and the second is a test to know the students’ reading ability of narrative text. The data for both instruments are analyzed by using Pearson Product Moment formula. After calculating the results of both instruments (Test and questionnaire), the researcher got the data which showed the $r_{xy}$ value is higher than $t$-table value at the confidential level of 0.05. The value of $r_{xy}$ is .5746 meanwhile the value of $t$-table is .3610 ($r_{xy} \geq T_t$). It means that there is a correlation between students’ learning motivation and their reading ability of narrative texts.

Keyword: Correlation, students’ learning motivation, reading, narrative text
INTRODUCTION

Reading is a basic aspect in learning process. Its activity can be done anywhere, inside or outside the class. It can be assumed that reading activity is quite flexible. Reading activity is not just about how students get the information, but also about developing students’ mind and their creative side. Through reading, students are able to think about what is the text about, to find the message of the text and then to connect all the information to get into a conclusion. Another benefit of reading for EFL students is, it increases student vocabulary and structure knowledge. As Rivers (1981:147) states “reading is most important activity in any language class, not only as a source information and pleasurable activity, but also as a means of consolidating and extending one’s which are knowledge of the language”.

Reading ability brings a lot of benefits for students. But according to the research, Indonesian students’ reading skill is among the lowest level compared to their peer in other countries. According to a research conducted by Connecticut State University of USA in 2016, students in Indonesia were at 60th order from 61 countries in term of its literacy. Lack of motivation is believed as one of several factors which makes students have low interest in reading.

Dornyei (1994:280) states “motivation is one of the main determinants of second or foreign language learners’ achievement”. Dornyei (1994) and Ellis (2003) believes that students who are motivated in EFL learning process have higher achievement rather than the other students. Motivation is activator in EFL learning
process. Having motivation is an important factor especially for making reading more effective and efficient. In addition, strong motivation in learning will make students more engaged in classroom activities and more likely to prove their ability in the class.

Interestingly, based on the researcher’s experience in conducting teaching practice for over six months at junior high school, majority of students in the class has a tendency to think of going to school is something that burdened them. Even some of students are not see learning English as something fun or interesting instead of learning English, because it is the subject that must be learnt otherwise they cannot pass the class. It was also found that majority of students who think that learning English is obligation tend to show poor performance in learning process. Meanwhile, students who learn English because they like the subject have higher score and prove to become more active in learning process. Moreover, the lack of students’ interest in reading activity in class has become one of the main problems that bothers learning activity in the class.

Reading might sound familiar in the learning process. However, only view of students in the class consider the importance and the benefit of reading. For students, reading activity is uninteresting, boring and tiring. It’s quite difficult to attract students’ interest in reading activity especially when it comes to reading English text. But, students at the third year in junior high school tend to pay more interest in learning English through story, whether it’s in form of text or video. But, students’
interest cannot be a parameter of the success of learning process without clear measurement. So, the researcher decided to know the students’ ability of reading narrative text.

From those problems mentioned above, the researcher decided to conduct a study about students’ learning motivation and their reading ability of narrative text. The study is entitled The Correlation Study between Students’ Learning Motivation and their Reading Ability of Narrative Texts

METHODE OF RESEARCH

Population and Sample
The main purpose of this study is to know whether there is correlation between students’ learning motivation and their reading ability of narrative text. Thus, this research used correlation scheme to examine the correlation between two variables. And, the method used to conduct this study was correlation study which is a quantitative research; this research was focused on result not the process of teaching and learning activity. In correlation study, the researcher studied the correlation between students’ learning motivation and their reading comprehension achievement in narrative text. This research was conducted at third grade students of SMP Negeri 12 Mataram in academic year 2018/2019. The sample of the research was a number of students from the third grade students which consists of 5 classes. Those class are, IX A, IX B, IX C, IX D and IX E
And this study used purposive sampling as a technique to choose the sample. According to Frankel and Wallen (1990) purposive sampling means, the sample of the research are selected based on personal judgment, previous knowledge of a population and the specific purpose of the researcher. Therefore IX D class was chosen as a sample of this research. This class was chosen because based on researcher experiences when do the teaching practice (PPL), majority of students in this class appear to be the most motivated and active students compared to their peers in other classes. Moreover, the student of this class also has the most variety level in learning motivation. And, the IX D class consists of 34 students.

Instrument of Collecting the Data

In collecting the data, the researcher gave the students two kinds of instruments: questionnaire and test.

Test

Test of reading ability is an objective test in the form of multiple choice type. The test is dominated by narrative text and each narrative texts appeared 5 till 10 multiple choice questions which were taken from student’s textbook. And the test consists of 25 items with four options in each question: 1 right answer and 3 distractors. Brown (2004:56) states that “every multiple-choice item has a stem, which present a stimulus and several (usually between three and five) options or
alternative to choose from” therefore the researcher decided to have four options in multiple choice in the test

**Questionnaire**

Questioner was used to collect the data of student’s learning motivation. The questions of the questionnaire consist of 30 items with detail: 15 positive and 15 negative questions, which were taken from indicator of motivation both intrinsic and extrinsic motivation. The questionnaire was adopted from international AMTB research project by Gardner (2004). There were 5 alternative options of answer in each questionnaire which are often said as 5 point scale Likert from strongly agree-strongly disagree.

**Technique of Analyzing the Data**

Once the data were collected, all the data was input in the table and was analyzed by using Pearson Product Moment correlation, using the formula for the correlation coefficient bellows:

\[ r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}} \]

**Notes:**
- \( r_{xy} \) : Coefficient Correlation
- \( N \) : The number of student in the sample
- \( \sum x \) : The sum of students’ test score
- \( \sum y \) : The sum of students’ questionnaire score
- \( \sum x^2 \) : The sum of square of students’ reading test score
- \( \sum y^2 \) : The sum of square of students’ motivation questionnaire score
- \( \sum xy^2 \) : The sum of product of x and y scores of each students

(Hatch and Farhady, 1982:198)
FINDING AND DISCUSSION

Finding

There were 34 students of IX D class, however only 30 students participated in this study, the other 4 students were absent. These 30 students were given two kind of instrument which were purposed to obtain the students’ learning motivation data and student reading ability achievement.

First instrument is the learning motivation questionnaire that is used to measure the students’ learning motivation data. There were 30 items of students’ learning motivation questionnaire administered to the students; 15 positive question (i.e. items, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15) and 15 negative questions (i.e. items, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30). The questionnaire was taken on 11th October 2018 during the regular time class. And after analyzing the data, it was found that the students of IX D class were divided into two level of learning motivation based on their learning motivation score. First group were students in medium level of motivation, this group took 50% of the sample and the second group was students in high level of motivation which is also consist 50% of the sample in the class. However, the maximum score of students’ learning motivation is 118 and the minimum score is 82. And the range of motivation score is 36 with average score is 100.
The second instrument was students reading ability of narrative text test. There were 25 total of items administered to assess the students reading ability of narrative texts. The test was carried out on 13th October 2018 and this test also conducted during the regular time class. Before the test, the researcher gave brief instruction of how the test should be done and explained the rule of the test. And based on the students reading ability of narrative text test score, majority of students in IX D class manage to get 72-80 score (60% of the sample).

To analyze the correlation between students’ learning motivation and their reading ability of narrative texts, the score of both questionnaire and reading test were described in a table (see appendices). From the finding of the research, it was found that there were 30 number of students as a sample (N=30). Before calculating the $r_{xy}$, the first step is to find the value of $\sum X$, $\sum Y$, $\sum X^2$, $\sum Y^2$ and $\sum XY$. The score of students’ learning motivation and students’ reading ability of narrative were calculated to find the sum of variable X and Y. Variable X represented student’s test score and variable Y represented student’s questionnaire score. After calculating each of students’ test score, the next step was to search for the sum of variable X ($\sum X$) and sum of variable Y ($\sum Y$) by calculating each of X score and each of Y score. From the calculation, it was found that $\sum X$ is 2094 and $\sum Y$ is 2990.

The next step was to find the sum of $X^2$ and $Y^2$. By calculating the X multiply with X, the researcher managed to find $X^2$ and then the $X^2$ values were sum and that was how the researcher found the result of $\sum X^2$. The same steps were used to look for
the result of $\sum Y^2$, and the result of those calculation is 148404 for $\sum X^2$ and 300066 for $\sum Y^2$. Therefore, to search the $\sum XY$ is by multiplying each of X and Y score then, the whole of XY is sum. And result of $\sum XY$ is 209938.

### Table 4.1

Result from the Sum of Variable X and Y

<table>
<thead>
<tr>
<th>Formula</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>$N$</td>
<td>30</td>
</tr>
<tr>
<td>$\sum X$</td>
<td>2094</td>
</tr>
<tr>
<td>$\sum Y$</td>
<td>2990</td>
</tr>
<tr>
<td>$\sum X^2$</td>
<td>148404</td>
</tr>
<tr>
<td>$\sum Y^2$</td>
<td>300066</td>
</tr>
<tr>
<td>$\sum XY$</td>
<td>209938</td>
</tr>
</tbody>
</table>

The next step is, those data that were mention above, were input in Pearson Product Moment formula to correlated the result of students’ learning motivation and the students’ reading ability as follows:

$$r_{xy} = \frac{N (\sum xy) - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

$r_{xy} = 0.5746$

The researcher found the result of $r_{xy}$ is .5756. And the next step is determined the degree of freedom ($df$) in order to get to the $t$-table value.

$$df = N-2$$

$$df = 30-2$$

$$df = 28$$

At the $t$-table $df$ 28 it is found that the value of $t$-table at confidential level of .05 (95%) is .3610 and value at confidential level .01 (99%) is .4629.
Students’ Reading Ability of Narrative Texts.

Students’ reading ability test are used to assess student reading ability of narrative texts achievement from the test, the researcher got the result as shows in the table below:

Table 4.2

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50-60</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>62-70</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>72-80</td>
<td>18</td>
<td>60%</td>
</tr>
</tbody>
</table>

Based on table 4.2, there are three group of students based on their reading ability of narrative texts score, the first is group of student who got 50-60 score which consist of 20% of the sample. The second group is group of students with range 62-70 score consist of 6 students and also 20% of the sample. The last group is, students who got 72-80 score. There are 18 students in this group and its take 60% percentage of the sample. The maximum score of students reading ability is 80 and the minimum score is 50, with range score 30.

Discussion

After the researcher obtain value of $r_{xy} (.5746)$ and then compared to value of t-table at row 28 df (degree of freedom) at confidential level 0.05 and in 0.01. The result are, value of $r_{xy}$ calculation is higher than t-table at confidential level .05 or
\( r_{xy} \geq T_t = .5746 \geq .3610 \). Also, if the \( r_{xy} \) value compared to t-table at confidential level .01 the value of \( r_{xy} \) is still higher than t-table value (see appendices). Or \( r_{xy} \geq T_t = .5746 \geq 4629 \). The result of \( r_{xy} \) then interfered by following the criteria of hypothesis. As a result, the \( r_{xy} \) value is bigger than t-table \( (T_t), r_{xy} \geq T_t \); the null hypothesis is rejected and also means that the alternate hypothesis (Ha) is accepted means that there is correlation between students’ learning motivations and their reading ability of reading narrative texts.

Therefore it was concluded that null hypothesis (Ho) is rejected and alternate hypothesis (Ha) is accepted. Or on the other hand means that there is correlation between students’ learning motivation and their reading ability of narrative text. And this finding answer the first statement of problem.

<table>
<thead>
<tr>
<th>( r_{xy} )</th>
<th>t-table</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two tail</td>
</tr>
<tr>
<td></td>
<td>Df</td>
</tr>
<tr>
<td>.5749</td>
<td>28</td>
</tr>
</tbody>
</table>

From the table 4.3 and the hypothesis testing, it can be assumed that learning motivation should have correlation with students’ reading ability. And it is positive correlation between variable X and Y (students’ learning motivation and students’ reading ability of narrative text). And also from the value of \( r_{xy} \) .5746 it is classified as strong correlation (0.50-0.75) between variable X and Y. Therefore based on the
result of $r_{xy}$ compared to the t-table, the researcher 95% sure that there is correlation between students’ learning motivation and their reading ability of narrative texts

In revering to result of the research, it can be assumes that most of students who got high score in learning motivation questionnaire also got high score in reading ability of narrative text test. Because students who has high motivation in learning English would like to learn more to practice and developed their knowledge and skill. Future more, the most important to pay attention to is, in what factor that improved students’ high motivation in learning English. Beside students own desire or personal interest, the role of teachers and parents were also needed to consider. Their role in created student’s learning habit and familiarize student with reading activity were also consider important.

The finding is in line with the previous study that was conducted by Fitriana, Nurkamto & Pudjobroto (2011) that said that there is significant positive correlation between learning motivation and reading competence. In addition, the finding also relevant with Dornyei (2005:273) that said “motivation is one of determinant of second/foreign language learning achievement”. It means that student’s motivation affect the students reading ability score.

From the students’ learning motivation score and the result of student reading test, researcher assumes that the student learning motivation does give positive impact on students’ reading ability of narrative text. Because majority of the students are at the good level of reading ability.
Table 4.4
Distribution of Students’ Reading Ability

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-40</td>
<td>-</td>
<td>Very poor</td>
</tr>
<tr>
<td>42-50</td>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>52-70</td>
<td>11</td>
<td>Average</td>
</tr>
<tr>
<td>72-80</td>
<td>18</td>
<td>Good</td>
</tr>
<tr>
<td>82-100</td>
<td>-</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

As displayed in the table 4.4 it can be seen that only one student that showed poor level of reading ability, and most of students were in good level of reading ability.

CONCLUSION AND SUGGESTION

Conclusion

After conducting the research at SMP Negeri 12 Mataram, some finding are summarize as follows:

First, based on the result of Pearson Product Moment correlation between students’ learning motivation and their reading ability of narrative text. It is found that $r_{xy}$ value .5746 is higher than the t-table at the confidential level .05 and .01. Which means there is correlation between students’ learning motivation and their reading ability of narrative texts. Of course it is positive correlation between students’ learning motivation and their reading ability of narrative texts because if students have high learning motivation score, their reading ability of narrative text score is also high. Therefore $r_{xy}$ .5746 is categorized in strong correlation between students’ learning motivation and their reading ability of narrative texts and both variable influence each other.
The second is, based on the test students’ achievement in learning ability of narrative text, majority of students are said to be in medium level of reading achievement, because 60% of the sample got 72-80 score in reading ability of narrative texts test. This score is categorized in good level of reading achievement. The high score of reading achievement is in line with the result of students’ reading motivation. In summarize both students’ learning motivation and students’ reading ability of narrative text does correlate.

**Suggestion**

From the result of the research, the researcher would like to give some suggestions in order to build and improve students’ learning motivation and students’ reading ability in learning English.

1. For the students:
   - It is hope that the students have high motivation in learning English. The learning desire which comes from within individual is good activator to keep the learning sprit.
   - Reading is not just about reading the learning subject for school sake. Reading is also about gain the knowledge, experiences, culture, and knowing about the world out there. So it is important for students to build reading habit.
2. For teacher

The researcher hopes that teacher would keep encouraging in learning English, make good atmosphere in the class and keep giving creative and dynamic teaching activity. Because teachers’ role in the learning process is one of determinant factor that make and keep student feeling motivated in learning process.

3. For future researcher

It is hope that the next researcher will conduct the same research but in different skill in language learning (speaking, writing and reading).

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