AN EVALUATION ON STUDENTS' READING MOTIVATION AND THEIR READING COMPREHENSION
OF THE ENGLISH DEPARTMENT STUDENTS IAIN PADANGSIDIMPUAN

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Abstrak

Permasalahan yang diangkat dalam penelitian ini adalah motivasi membaca mahasiswa yang masih tergolong rendah dan kemampuan membaca yang masih dikatakan belum cukup memuaskan. Hal inilah yang menyebabkan peneliti tertarik untuk melakukan penelitian ini, dengan tujuan untuk mengetahui apakah motivasi membaca tersebut memiliki hubungan yang signifikan terhadap kemampuan membaca mereka. Penelitian ini menguji hubungan antara motivasi membaca dan kemampuan membaca mahasiswa Bahasa Inggris di IAIN Padangsidimpuan. Penelitian ini dalam bentuk kuantitatif dengan tipe korelasi, dengan mengambil 40 mahasiswa sebagai sampel penelitian. Instrumen penelitian ini adalah angket tentang motivasi membaca dan tes membaca pemamahaman dalam bentuk pilihan berganda. Data dianalisa menggunakan analisis statistik melalui SPSS 22. Dari hasil analisis ditemukan bahwa motivasi membaca mahasiswa pada level baik karena memiliki skor sekitar 80, namun untuk kemampuan membaca mahasiswa, nilai rata-ratanya hanya pada level cukup, sekitar 60 saja. Selanjutnya, dari analisa data yang dilakukan maka ditemukan bahwa korelasi antara kedua variable adalah sangat lemah, namun terdapat hubungan yang signifikan antara motivasi membaca dengan kemampuan membaca dari hasil uji-t, dan dinyatakan bahwa hipotesis diterima.
Kata Kunci: motivasi, membaca dan membaca pemahaman.

Abstract

This research was examined the correlation between reading motivation, and students' reading comprehension of the grade three English program of IAIN Padangsidimpuan. This is a correlational research in which 40 students as the sample of this research. The instruments used in this research are questionnaires and reading test, and the data were analyzed by using SPSS 22. Based on the result of the research, it was shown that the students' reading motivation is more than 80 and their reading comprehension on the range 60. Then, for the correlation, it was

very weak correlation between two variables; however, there is the significant correlation between reading motivation and students' reading comprehension based on t~test~, and the hypotheses is accepted.

Key Words: *reading, motivation, and reading comprehension.*

INTRODUCTION

English as a foreign language studied by the students in Indonesia; it is also not exception for the students in State Institute for Islamic Studies (IAIN) Padangsidimpuan. As foreign language, the students must learn English seriously, and having high motivation to help them be able to communicate well. Everything done is purposed for being able to use English spoken or written.

English is a matter of learning in foreign language is difficult to the students to be mastered if the students do not have high motivation to learn. Motivation is an interest of the students in learning and the wants of the students in learning. The students who have low motivation will be unsuccessful in learning English, because having low motivation makes the students are not interested in learning. Based on the observation in the field, the researcher feels that the students still do not have high motivation yet. It is seen in their learning, there are many students come to class just for the presenting list, not for mastering the materials given by the lecturers. It is also seen from their spirit to learn.

Motivation is really needed for the students to learn. It is very useful not only for reading, but also all aspects of learning. It has been researched by Hasiang-Yung Feng, he proved that motivation is significant relationship to their EFL learning[1]. So, it is clear that students need motivation to learn, in order to make them being able to communicate well.

Furthermore, reading comprehension is one aspect from the students' learning result in English. Many students still got difficulties in understanding what is meant in the texts or paragraph. Inability of the students in reading comprehension, especially in understanding paragraph can be caused of their mistakes in understanding vocabularies, mistakes in understanding or comprehending the components of paragraph, and others. It is clearly known that having good motivation is very helpful for reading English. By doing this

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[1]Hsiang-Yung Feng, et. al. 2013. The Relationship of Learning Motivation and Achievement in EFL: Gender as an Intermediated Variable. *Educational Research International, Vol. 2, No. 2, October 2013.*

research, the research wanted to identify the students' learning motivation and correlated it to the students' result in reading comprehension for the third year students of English Department students of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

The purposes of this research are 1) to examine the students' reading motivation, 2) to examine the students' reading comprehension, and 3) to examine the significance relationship between the students' reading motivation to the students' reading comprehension in English Program.

REVIEW OF RELATED LITERATURE
Reading Motivation

Reading motivation is a student's willingness, the students' need, or students' desire to participate in the learning process, especially in reading activities. It will be done in academic activities and keep when the students trying to solve their problems and determines how much the students read. Motivation is indicated as the intensity (or energy), direction, and persistence of a goal – directed behavior or action[2]. It is also stated that motivation is not only a mental act, but also the cognitive processes[3]. It related mindset and the intentional resources in which related to the goal oriented when the learners or students have the orientation to the attention of themselves or to the task to be learned. Then, psychologists defined motivation as "internal process that activates, guides, maintains behavior over time[4]". It is what gets you going keeps you going, and determines where you are going to go from reading activities. Furthermore, motivation deals with students' attitude towards college, students' willingness to accept responsibility for the school work, and how much students worry about exams[5]. Thus, it can be stated that motivation is the energy of the students in accepting the school works and worrying about the examinations will be. Thus, what does it mean by motivation here is related to reading; it means the desire to read or to comprehend English text.

Reading Motivation is the willingness or the desires of the students to read English texts. It is to mobilize the behavior of the students in reading.

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[2]Yun Dai, David and Sternberg, Robert. (*2004). Motivation, Emotion, Cognition: Integrative Perspectives on Intellectual Functioning and Development. London: Lawrence Erlbaum Associates, , p. 11.*

[3]*Ibid.*

[4]Slavin, Robert, E. *Educational Psychology.* Boston: Pearson Education, Inc., 2006.

[5]Ching-Chun Shih, (1998). *Relationships among student attitudes, motivation, learning styles, learning strategies, patterns of learning and achievement: a formative evaluation of distance education via Web-based courses.* Iowa State University, Digital Repository @ Iowa State University. p. 42.

According to Guthrie & Wigfield, reading motivation is some one's own purpose, idea and desire related to the title, action and the results of the reading[6]. Reading motivation is as the large amount of motivation that students have to consider their positive or negative idea about reading. For instance, students who read for pleasure and employing strategies to support their comprehension are highly motivated readers. Students of this kind usually consider reading to be an important factor in their daily activities, accept challenges in the reading process and are likely to be successful readers.

Talking about motivation, it was divided into four kinds which are namely, intrinsic, extrinsic, integrative and instrumental motivation[7]. Intrinsic motivation is defined as inner desire and internal needs. For instance, learners would study more if they have an individual interest in what they are learning about and are allowed to choose their own courses of actions. Extrinsic motivation is relating to the reward an individual will get as a result of any instrumental actions. It refers to the motivation that comes from outside rewards, such as money or grades. The third motivation is integrated motivation; when students want to learn a language become part of a speech community (integrate). The last is Instrumental motivation is defined as wanting to learn a language for the purpose of obtaining some concrete goals such as a job, graduation, or the ability to read academic materials.

The four motivations above are there in the students' condition in their reading activities. It can be from intrinsic, extrinsic, integrated, or may be instrumental motivation. Many students have these various motivation, they can have different motivation one each other. The motivation they have, hopefully related to their learning activities, also in reading comprehension.

Reading Comprehension

Reading is not complete without comprehension. Comprehension itself is being able to find meaning in what is read. By having reading comprehension from the text, the readers can get the information from the text. The important

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[6]Mohammaed Reza Ahmadi. (2013). The Relationship between Students' Reading Motivation and Reading Comprehension. *Journal of Education and Practice. Vol 4 No. 8,* retrieved from *http://pakacademicsearch.com/pdf-files/edu/413/8-17%20Vol% 204,%20No% 2018%20(2013).pdf* on Oct, 5, 2016.

[7]Hairul, N. I., Ahmadi, M. R., & Pourhossein, A. G. (2012). The Role of Reciprocal Teaching Strategy as an Important Factor of Improving Reading Motivation. *Elixir educational technology,53(3)2229-712X.*

things also in reading comprehension the readers can express again the content of the text what they have read.

Reading comprehension is as the process of constructing meaning by coordinating a number of complex processes that include language, word reading, word knowledge and fluency.[8] Supported, reading comprehension is an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic[9]. He also stated that reading comprehension as "an interactive process, in which readers interact with the text as their prior experience is activated"[10]. Thus, the readers construct meaning from the text by relying on prior experience to parallel, contrast or affirm what the author suggested in the text.

In addition, Reza is defined reading comprehension as the level of understanding of a text/message[11]. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Based on explanations above, it can be concluded that reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the idea given by the writers. In reading comprehension, the readers should pay attention for some aspects such as how they understand the words and the information from the text, understanding main ideas and details, and be able to make conclusion. All of the aspects will be the indicators of this research on reading comprehension. The result of reading comprehension depends on kinds of texts, background knowledge of the readers, goal of reading, and tools which are used to values interpretation of reading.

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[8]*Ibid.*
[9]Mohammad Reza Ahmadi. (2013). The Relationship between ……
[10]*Ibid.*
[11]*Ibid*

The Concepts of Paragraph

Paragraph is a part of text which consists of several sentences meaningfully. According to Oshima and Hogue[12] paragraph is "a group of related sentences that develops one main idea, which is the topic of the paragraph". So, paragraph is when a group of sentences arranged which have main idea or topic sentence.

In addition, Siahaan[13] stated that a paragraph means a piece of written text consist of several sentences. Based on Siahaan, the parts of paragraph are the beginning, the body, and the end. The beginning is a topic sentence, it is the most important sentence in paragraph. The second is the body which consist of several supporting sentences to support the beginning of the paragraph. The last is the end, it is a complete sentence that conclude the paragraph. It means that Siahaan also agreed with three parts of paragraph; they are topic sentence, supporting sentence/s, and concluding sentence.

Talking about paragraph, there are three parts of paragraph; they are topic sentence, supporting sentence, and concluding sentence. As stated by Oshima and Hogue that "A paragraph has three parts: a topic sentence, several supporting sentences, and a concluding sentence[14]". The topic sentence tells what topic the paragraph is going to discuss. Then, the supporting sentences give details about the topic. The last, the concluding sentence summarizes the main points or restates the topic sentence in different words. In conclusion, a paragraph must consist of a topic sentence, supporting sentences, and a concluding sentence.

Troyka[15] stated that paragraph consists of central theme and main idea. Main idea refers to "what a paragraph is about"; it is related to topic sentence. Then, Troyka stated that to support main idea, there must be major details and minor details. Major details support the main ideas, and the minor details explain the major details. The last, paragraph must consist of final, it is a final in a paragraph to end the paragraph. The paragraph consists of some sentences, topic, supportings, and concluding.

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[12]Oshima, Alice and Hogue. (2007). Ann. *Introduction to Academic Writing*. Third Edition, New York Pearson Education, Inc. p. 38.

[13]Sanggam Siahaan, *The English Paragraph,* Yogyakarta: Graha Ilmu, 2007.

[14]*Ibid.*

[15]Troyka, Quitman Lynn. (1978). *Structured Reading.* New Jersey: Prentice Hall. p. 7.

Form the explanation above, it can be concluded that the paragraph is a group of sentences that consist of topic sentence, supporting sentences, and concluding sentence.

For example:

The president of the country is a corrupted leader of the nation. He enjoys long holidays overseas. He has lots of understandings with conglomerates. He deposits money in the foreign countries, and he likes giving projects to his relatives. He gives more power to some departments. He also lengthens overseas time contracts. The president of the country commits corruption from his legal works.[16]

The identification from the paragraph above are as follows.

The topic sentence:

The president of the country is a corrupted leader of the nation.

The supporting sentences:

He enjoys long holidays overseas. He has lots of understandings with conglomerates. He deposits money in the foreign countries, and he likes giving projects to his relatives. He gives more power to some departments, and also lengthens overseas time contracts.

Concluding Sentence:

The president of the country commits corruption from his legal works.

RESEARCH METHOD

This research has been done on State Institute for Islamic Studies stated as IAIN Padangsidimpuan, which is located at Jl. T. Rizal Nurdin, Km. 4.5 Sihitang, Padangsidimpuan. The process of research was for about 6 months, it is from May 2016 up to October 2016. The method used in this research was correlational research, in which the researcher would like to examine the correlation of reading motivation to reading comprehension of the second year students of English Department in Faculty of Tarbiyah and Teacher Training stated as FTIK IAIN Padangsidimpuan on the year of 2016 / 2017 Academic Year; they are 127 students with the sample 40 students. The instrument that has been used in this research are questionnaires for finding the students' reading motivation; the researcher gave 30 items by using Likert Scale[17]. Then, for reading comprehension in understanding paragraph, the researcher will give 25 items

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[16]Sanggam Siahaan, The English Paragraph… p. 53.
[17]Ching-Chun Shih, (1998). *Relationships among student ……* p. 48.

reading test by using multiple choice test, in order to make easy to be scored. The indicators of the paragraph comprehending are: identifying topic, controlling ideas, topic sentences, and identifying concluding in paragraph. The instruments have been validated before using. Then, the data were analyzed statistically by using SPSS 22.
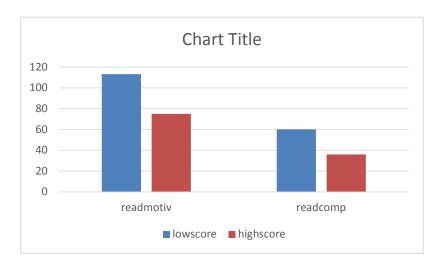
RESEARCH RESULT AND DISCUSSION

This research has hypotheses, it is "There is the significant correlation between students' reading motivation and reading comprehension of the third year students of English Program of IAIN Padangsidimpuan". Based on findings, it can be known that the data of students' reading motivation is distributed normally. Then, the category of students' reading motivation is good, because the mean score of the students' reading motivation is more than 80. Meanwhile, the students' reading comprehension is on the level enough, it is about 60. The correlation of the variables is on 0.048, it is on the very weak level. It is based on the correlation table stated by Sofyan Siregar[18]:

Table 1:
Correlation Table

No.	The Correlation	The Relationship
1.	0.00 – 0.199	Very weak
2.	0.20 – 0.399	Weak
3.	0.40 – 0.599	Enough
4.	0.60 – 0.799	Strong
5.	0.80 – 1.000	Very Strong

The description of the students' reading motivation and the students' reading comprehension can be figured out in the histogram below:
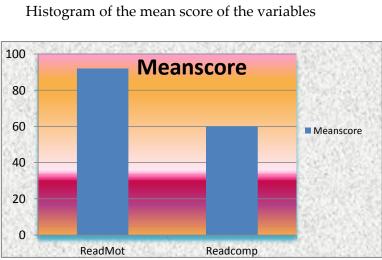
[18]Sofyan Siregar. (2014). *Statistik Parametrik untuk Penelitian Kuanttatif.* Jakarta: Bumi Aksara. p. 337.

Histogram 1:

Histogram of Variable X1 and Y

From the histogram above, it is seen that students' reading motivation is in high level, meanwhile the students' reading comprehension is still in the lower level. It is assumed that there must be another variable influence the students' reading comprehension, such as reading habit, reading strategies, and vocabulary mastery.

Mean score for each variable can also be seen on the following histogram. Based on the mean score, it is known that reading motivation is good; but students' reading comprehension is in enough ability.

Histogram 2:

Histogram of the mean score of the variables

By looking the result of mean score, it is seen that the students' reading comprehension is in the level of enough, while the students' reading motivation

has been on the level of high. It is needed to know the factors that can make them being unable to answer the texts given. It is assumed that not only reading motivation influenced reading comprehension, but also another factor.

By looking to the result of each variable, there is no relationship of both variables, because one variable is high and another is enough. However, after testing the hypothesis, it is seen that the correlation of students' reading motivation (X1) and students' reading comprehension (Y) is significant. Looking up the correlation, is found on 0.048 (very weak level), but the significant correlation is 0.769, it is more than $\alpha = 0.05$, and it is proved that the correlation is significant. Thus, it means the hypothesis is accepted.

Based on the result, it is proved what has been stated by Ngalim Purwanto[19] that motivation maintain a person's behavior to be encouraged to do something to achieve a result or goal. It is also related to Sanson and Judith[20] that is by motivation it can be guided the behavior of teaching. It is clearly proved that motivation helps students to read better than do not having motivation or even less motivation. As known that motivation is needed to learn, and also motivation will help people or students to learn better. It will help students to guide behavior in teaching and learning. Thus, it is proved by the result of this research that motivation is needed for the students to study,

The result also proved the previews research done by some researchers[21] that is stated that learning motivation in reading will affect learning achievement; and there is a strong relationship between motivation and reading comprehension. Thus, it is really understandable that motivation will help readers to learn, and there is good relationship to students' reading comprehension.

It has been found that the hypotheses in this research is accepted. It is really known that reading motivation is really important to help the readers in constructing meaning. The readers with less motivation will be difficult to understand the text. In fact, without having motivation and habit in reading, it

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[19]Ngalim Purwanto, (2006). *Psikologi Pendidikan.* Bandung: PT. Remaja Rosda Karya.

[20]Sanson, Carol and Judith M. Harackeiwicz.(2000). *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance. Sandiego: A Harcourt Science and Technology (e-book).*

[21]Eriska Erman, The Correlation Between Students' Reading Motivation and Students' Reading Comprehension (A Study at Eleventh Grade of SMA Negeri 11 Padang) and Hsiang-Yung Feng, et. al. 2013. The Relationship of Learning Motivation and Achievement in EFL: Gender as an Intermediated Variable. *Educational Research International, Vol. 2, No. 2, October 2013.*

will get difficult to understand what is read. Meanwhile, it is needed to help students in studying, so it is important to be improved.

CONCLUSION

Based on the result of the research, it has been known the students' reading motivation is in good level, it is on the score more than 80. While, students' reading comprehension is in the level enough, it is 60. For the correlation of reading motivation and reading comprehension, it is on the level very weak with r product moment is 0.048. However, the significance is 0.769, it is more than α = 0.05. It means that there is the significant correlation between students' reading motivation and students' reading comprehension; because t-test is smaller than t-table. It means the hypothesis is accepted. The students must have reading motivation to read, they should have high motivation, without having motivation it will be difficult for them to learn and to read.

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Slavin, Robert, E. *Educational Psychology.* Boston: Pearson Education, Inc., 2006.

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