THE CORRELATION BETWEEN STUDENT'S MOTIVATION AND THEIR READING COMPREHENSION AT ELEVENTH GRADE OF SMAN 1 RAJABASA

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Abstract. There are many factors that can influence reading comprehension. Reading motivation and comprehension are two key aspects in creating successful readers. The purpose of this study is to investigate the correlation between student's motivation and their reading comprehension at eleventh grade of SMAN 1 Rajabasa and to find out the problems faced by the students during the reading process. 30 students of class 11 Merdeka 2 were sampled for data collection. Data were collected using the MRQ questionnaire, reading test and interview. Pearson product moment correlation was used to determine the correlation and strong relation between student's motivation and reading comprehension which was 0.685. Then, the interview data shows that there are several problems that usually faced by students, such as vocabulary with double meaning and also a noisy environment.

INTRODUCTION

Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others (Rabiah, 2012). English is one of the subjects that tested in the national final exam. English has four skills including reading, listening, speaking and writing, and has two components language including vocabulary and structure (Oktawidya Wati, 2021). Reading is one of the most poorly developed of our daily skills and yet it is a vital medium of communication (Ningrum & Matondang, 2017).

Motivation is a key component that supports language learning since it pushes learning forward and makes it more efficient (Sudiya, 2020). This is corroborated by Santrock, who claims that motivation in the context of instruction and learning is the general driving force within students that prompts learning activities that guarantee the teaching and learning process occurs and gives instructions in learning activities so that learning objectives can be met (Puspitorini & Hamdani, 2021). Motivation is the most crucial attribute that students should have since it will make them feel more easy to keep looking for new readings to expand their knowledge (Hardiyanto et al., 2019; Widana et al., 2020). Student's reading comprehension and motivation are important factors because they support student success and lifetime learning (Kamila, 2022). Students need the motivation to learn both in the

classroom and during daily activities, even though it is widely recognized how important this is. (Surani & Hamidah, 2020).

The first study addressing the relationship between students' motivation and their reading comprehension at the eleventh grade of SMA is presented. A paper entitled "The relationship between Learning Motivation and Reading Achievement for Class X students of SMAN 8 Bekasi" (Puspitorini & Hamdani, 2021) was published in the International Journal of English and Applied Linguistics (IJEAL). The study is questionnaire-based since it used a quantitative method and a questionnaire on a large number of objects 99 students in three classes in grade 1 at SMAN 8 Bekasi comprised the study's population. 40 students were chosen at random from the entire population to serve as the study's sample using a simple random selection technique. The outcome showed a correlation coefficient of 0.905, which suggests a strong relationship between learning motivation and success in reading comprehension. The class X population, which is the target group, can be fully characterized by the degree of association between learning motivation and achievement in reading activity. So many students act passively on the reading activity. When the teacher assigns them a text to read, their limited vocabulary often hinders their ability to understand the material. Ultimately, there is a strong relationship between reading motivation and other contributing factors. Encouraging students to read more can help them expand their knowledge and improve their academic performance.

The researcher is interested in carrying out a study entitled "The Correlation between students' Motivation and Their Reading Comprehension at Eleventh grade of SMAN 1 Rajabasa" based on the description provided above. Based on the background above, this study focused on the problems of the correlation between students' motivation and their reading comprehension at the eleventh grade of SMAN 1 Rajabasa and the problems faced by students in reading comprehension.

The purpose of this research is to investigate the correlation between student's motivation and their reading comprehension at the eleventh grade of SMAN 1 Rajabasa and to find out the problems faced by the students during the reading process.

METHOD

The researcher conducted a correlation research using a quantitative data approach. The quantitative approach is a method of gaining knowledge through the use of numerical data as a tool to describe a subject. A quantitative research method is a type of research in which the specifications are systematic, planned, and clearly structured (Puspitorini & Hamdani, 2021). Correlation study, according to (Marbun, 2016), evaluates the correlations between two or more variables in a single group. The correlation method was best suited to this study because it employs two variables to determine the relationship between students' motivation and their reading comprehension. To determine the outcome, the author used Pearson Correlation Product Moment to assess the research. Based on Gay in (Syahfutra, 2019), sampling is the process of selecting a number of individuals or a study in such a way they represent the larger group from which they were selected. From the definition above, the sample can be interpreted as part of the population, and can be said to be representative of the members of population. After looking at the population data at SMAN 1 Rajabasa, the researcher decided to choose class XI Merdeka 2 with a class population of 30 students, with 13 Female and 17 Male Students. According to (Sugiyono, 2016), a research variable is an attribute or characteristic or value of a person, thing, organization, or activity with specific variations from which a researcher can study and

draw conclusions. This variable certainly has diverse properties and refers to characteristics that differ from one variable to another. Research variables also become important things that are very basic in research. It is because the research variable is the initial stage of writing. Research is certainly impossible without research variables. In this study, there are two types of variables, namely, independent variable and dependent variable.

This variable is often called the stimulus variable, predictor variable, or antecedent variable. In this study, the independent variable is Student's Motivation (X). According to (Sugiyono, 2016) the dependent or boundary variable is the variable or outcome that is affected by the independent variable. Means of dependent variable is a result or effect of the independent variable. The dependent variable used in this study is actual usage of intermediate variable. In this research, the dependent variable is reading comprehension (Y).

Data Collecting Technique
Questionnaire
A self-administered questionnaire was the only way to elicit self-report on peoples' opinion, attitudes, beliefs, and values (Schratz, 2020). In this research, the questionnaire would be formulated in line with students' perception of their motivation to read. In this case, the researcher provided the closed-ended questionnaire (MRQ) (Wigfield & Guthrie, 1997). This questionnaire consisted of 23 items which were categorized into 5 dimensions. In addition, the researcher gave the questionnaire in the Indonesian version in terms of making the respondents more understandable.

Table 1. Motivation Reading Questionnaire Items

Categories	Dimensions	Number of Items	Sample of Items
Goal for Reading	Competition	6	I like being the best at reading
	Recognition	4	I like Having the teacher say I read well
	Grades	3	I read to improve my grades
Social Purpose of Reading	Social	6	I sometimes read to my parents
	Compliance	4	I read because I have to
Mean		**23**	

MRQ used a Likert scale with range 1-4. It consisted of "a lot like me", "a little like me", "a little different from me", "very different from me". The score of each item described as follows:

Table 2. MRQ Score for Each Option

Category	Score
A lot like me	4
A little like me	3
A little different from me	2
Very different from me	1

Paper Test
There are 40 reading test questions given to Merdeka 2 eleventh grade students. The reading tests in the form of multiple choice which consists of several components, namely

main idea, moral value, reference, purpose, and synonym. There was a short story on the question then students determined the answer to the question of each component of the reading test. The results of this test were used as variable X to calculate the test results achieved by each participant. The test results were calculated using the following formula:
$S = CA/N \times 100$

Where:
S: Final test score
N: Number of questions
CA: Number of correct answers

Interview
Interviews are a widely used tool to access a person's experiences and perceptions, attitudes, and inner feelings towards reality. Based on the level of arrangement, interviews can be divided into three categories: structured interviews, semi-structured interviews, and unstructured interviews (Parupalli, 2019). In conducting this study, researchers also conducted interviews with students. This interview was conducted after the researcher found a correlation score between student motivation and reading comprehension. The purpose of this interview was to find out the causes experienced by students in reading comprehension.

RESULTS AND DISCUSSION
Result
This section presents the research findings and analysis of collected data according to the research procedure. The presented data are related to the objectives of this study, namely to find the correlation between student motivation and reading comprehension of grade 11 students and also to find out the problems faced by students in reading comprehension. This study uses the first grade as sample data that is in grade 11 Merdeka 2 with a total of 30 students. This research used questionnaire that was adapted from AMTB questionnaire from Gardner. The questionnaire had been valid because it took from the previous researcher and already tested. But the researcher also conducted a validity test on the questionnaire on the SPSS 27 Program before it was distributed to the students by Google Form.

Reliability Test
The reliability test is used to see if the questionnaire has consistency if measurements are made with the questionnaire repeatedly. This validity test is also useful for knowing the validity or suitability of the questionnaire used in measuring and obtaining research data. If the significance value is <0.05, then it is valid, and if the significance value is> 0.05, then it is invalid. The following is a table that shows Cronbach's Alpha obtained from the test using SPSS.27:

Table 3. Reliability Questionnaire for Motivation Student

Reliability Statistics	
Cronbach's Alpha	N of Items
.937	23

The table above shows the results of reliability test, which is 0.937. It means that the test to measure the consistency is valid. Based on the previous explanation that if the significance value is <0.05, then the reliability test is declared valid.

Result Student's Motivation Test

There are 23 questionnaires which are divided into 5 dimensions, they are competition, recognition, grades, social, and compliance. The table below is explaining the students' motivation questionnaire based on dimension:

Table 4. Report Questionnaire Dimension of Competition

No	Statement	N	Mean
Q2	I like being the best at Reading	30	3.10
Q3	I try to get more answers eight than my friends	30	3.03
Q11	Grades are a good way to see how well you are doing in reading	30	3.27
Q13	I am willing to work hard to read better than my friends	30	3.33
Q16	It is important for me to see my name on a list of good readers	30	3.17
Q23	I like to finish my reading before other students	30	3.17
	Mean		3.17

Based on the results table above, the overall mean value of competition dimension is 3.17. The highest mean is found in Q13. It indicates that many of these students have high motivation and determination to achieve their academic goals, while the lowest mean is found in Q3 with the statement "I try to get more answers than my friends" with a mean value of 3.03. It indicates that students may be more focused on personal achievement.

Table 5. Report Questionnaire Dimension of Recognition

No	Statement	N	Mean
Q7	I like having the teacher say I read well	30	3.23
Q10	My friends sometimes tell me I am a good reader	30	3.10
Q15	I like to get compliments for my reading	30	3.00
Q20	I like being the only one who knows an answer in something we read	30	3.27
	Mean		3.15

The highest value is found in Q20 with the statement "I Like being the only who knows an answer in something we read", with a mean of 3.27. It shows that students may feel satisfied and proud when they have knowledge or answers that no one else has. It indicates pride in their role as a source of information or as an expert on a particular topic. High mean scores indicate that students may have a desire to stand out or demonstrate their expertise.

Table 6. Report Quesionnaire Dimension of Grades

No	Statement	N	Mean
Q1	I read to improve my grades	30	3.37
Q11	Grades are a good way to see how well you are doing in reading	30	3.27
Q21	I look forward to finding out my reading grade	30	3.30
	Mean		3.31

Based on the result table above, the mean value of grades dimensions is 3.31. The highest mean is found in Q1 with statement "I Read to improve my grades", with a mean of 3.37.

It indicated that the students read with the main purpose of improving their grades or academic performance. It shows that students have a drive to read as part of their efforts to achieve better academic results.

Table 7. Report Questionnaire Dimension of Social

No	Statement	N	Mean
Q4	I visit the library often with my family	30	3.00
Q5	My parents often tell me what a good job I am doing in reading	30	3.03
Q8	My friends and I like to trade things to read	30	3.13
Q14	I sometimes read to my parents	30	3.27
Q17	I talk to my friends about what I am reading	30	3.20
Q19	I like to tell my family about what I am reading	30	3.07
	Mean		3.11

The table above shows that the overall result of the social dimension is with a mean of 3.11. The lowest value is in Q4 with the statement "I visit the library often with my family" with a mean value of 3.00. It shows that the low mean value indicates that students rarely or not often visit the library with their families.

Table 8. Report Questionnaire Dimension of Compliance

No	Statement	N	Mean
Q6	I read because I have	30	3.27
Q9	Finishing every reading assignment is very important to me	30	3.23
Q18	I always try to finish my reading on time	30	3.13
Q22	I always do my reading work exactly as the teacher wants it	30	3.33
	Mean		3.24

The table above shows the overall results of the compliance dimension with an overall mean value of 3.24. The highest value being in Q22 with the statement "I always do my reading work exactly as the teacher wants it" with a mean value of 3.33. It shows that they consistently follow the instructions. It was given by the teacher in their reading work. The students pay attention to the details and quality of their reading work according to the teacher's expectations.

Result of Reading Test

This section presents the results of reading test which was attended by 30 students in class XI Merdeka 2 as a sample. This reading test aims to determine the level of student understanding. In the test, there were 40 questions which were divided into several components such as: main idea, main character, the purpose, synonym, reference, and moral value for reading test questions taken from narrative text material. Below is the descriptive data of reading test score:

Table 9. Descriptive Statistics of Reading Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Reading_Test	30	70	100	90.63	8.632
Valid N (listwise)	30				

The table above is the result of data presentation obtained from SPSS.27 in calculating the reading score. The reading test carried out by Merdeka 2 XI class students, with a total of 30 students.

Analysis The Correlation between Student's Motivation and Reading Comprehension

Table 10. Correlations

		Motivation	Reading_ score
Motivation	Pearson Correlation	1	.685[**]
	Sig. (2-tailed)		.000
	N	30	30
Reading_ score	Pearson Correlation	.685[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

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

The table above shows the significant value of the correlation between student's motivation and their reading comprehension with a significant value (.000), then with the significance value, the Pearson correlation owned 0.685, which has a strong correlation. The result of this study also in line with previous studies conducted by (Parliyah, 2020) that the correlation between student's motivation and their reading comprehension has significant correlation.

Interview Analysis
The students who became respondents were students of class XI Merdeka 2 which was the class used for the study. The participants were selected and only 6 students, namely 3 girls and 3 boys, were used as samples. The interview section was conducted on the WhatsApp application via voice messages, then the voice messages from students answers are then written on notes and produce one from eighth question and the answers below for the sample:

Question sample: Do you find it difficult to understand certain readings? If so, what kind of texts do you find difficult to understand? And which parts of the text usually confuse you?
Answers:
Student 1 (I sometimes find it very difficult to understand the shortened vocabulary so I keep repeating myself when I don't understand it.)
Student 2 (the problem when I read is not understanding vocabulary that contains two meanings)
Student 3 (The problem I usually face is that the sentences are not effective enough and I have to repeat myself to read)
Student 4 (the problems I face while reading are when the atmosphere around me is noisy which makes me unfocused while reading, and vocabulary that has multiple meanings becomes a problem because I have to read repeatedly to understand the reading)
Student 5 (The problems I face when reading are long sentences and vocabulary that is difficult to interpret)
Student 6 (There are usually problems such as vocabulary and the text is too long and there are no pictures, making it difficult for me to understand or describe the story)

In the sample questions and answers above, it can be concluded that the problem usually experienced by students in reading storybooks, or textbooks is when the book or story has

vocabulary that has multiple meanings that are difficult to understand which makes students have to repeat themselves to read the text.

Discussion

This discussion section related to the researcher's questions in the introduction. Based on the result of correlation, it was found that there was a significant between the questionnaire data of students' motivation and comprehension. The result showed the presence of extrinsic motivation of student and their reading comprehension (Muyawan & Sudewi, 2023). The second grade of SMAN 1 Rajabasa had a strong relation with their reading comprehension. The questionnaire analysis result showed that most of the student's motivation was by extrinsic effect in several dimension such as grades and compliance. It shows that students indicated that they read with the main purpose of improving grades or academic achievement (Purnadewi et al., 2023). It shows that they consistently follow the directions and instructions given by the teacher in their reading work. To answer the second question using the interview method which resulted in the answer of problem faced in reading is when a reading text has a double meaning vocabulary (Wahyuni et al., 2024). 4-6 students agreed that the problem usually faced is the vocabulary part. In addition to vocabulary, students usually do not understand something being read because the surrounding environment is noisy, they are more comfortable when they are in a quiet environment while reading.

CONCLUSION

This study uses a quantitative method, using data collected through a questionnaire, paper-based reading test (multiple choice), and interviews. The target participants are students from class 11 Merdeka 2, SMAN 1 Rajabasa, Lampung Selatan. The data was gathered during the researchers carried out *PPL* (teaching practice program) activities, which lasted less than 3 months. The results revealed a relationship between the motivation of Students in class 11 Merdeka 2 and their reading comprehension. The analysis showed that extrinsic motivation had the most significant effect, particularly in the dimensions of grades and compliance, as indicated by the questionnaire findings. Additionally, interview data highlighted common challenges faced by students, such as difficulties with vocabulary that has multiple meanings and disturbances from a noisy environment.

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