

THE CORRELATION BETWEEN READING SKILL AND READING MOTIVATION

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Abstract

Reading is one of important skill for students to understand more the material in studying English. However, reading motivation is also important for students to improve their reading skill. Therefore, it is important to do a research entitled “The Correlation between Reading Skill and Reading Motivation”. This research, the problem is “Is there any significant correlation between reading skill and reading motivation at second grade students of SMK Darusallam Jombang in the 2020/2021 academic year ?” and the objective of this research referring to the research problem is to know whether the significant correlation between reading skill and reading motivation. This research is quantitative research and using correlational study. The research subject are 60 students. The data are collected using score of students that the writer gets from the teacher and the instrument adopted from Motivations for Reading Questionnaire (MRQ). Based on the result by using statistically Pearson Product moment correlational formula and the calculation of Microsoft Excel Program by using Data Analyze of Correlation, r-count was 0,611 and this value is consulted by $r_{table\ of\ 5\%} = 0,254$. It can be seen that $r\text{-count} > r\text{-table}$ so that the null hypothesis above is rejected. It can be concluded that because the null hypothesis is rejected means there is significant correlation between reading skill and reading motivation.

Key Words: Correlation study, Reading skill, Reading Motivation

Reading is active process that requires a great deal of practice and skill. Based on the theory of Johnson (2008, p. 3) reading is the practice of using text to create meaning. There are two key words of reading, creating and meaning. It means if there is no meaning being created, there is no reading taking place. Therefore, Spangler (2000, p.15) in order to become mature and effective reader that can understand and grasp the reading content, students must have the skill and the will. The will to read, or later will be mentioned

as motivation, will influence students' interest in reading, whether they will engage and engross in their reading. Students' motivation is one of the most important factors influencing their success or failure in language learning. According to Harmer (1998) reading is not passive skill. Reading is an active occupation. It involves many skill as guessing, predicting, checking, and asking oneself question. Reading skill means the students' skill to understand the text given by teacher and how far students' can comprehend the text.

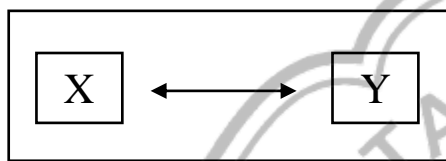
According to Perfetti (2001) definitional component of reading skill which is an individual's standing on some reading assessment. Based on the assessment result, the researcher will indicate and categorize the students into some categories. According to Connell & Ryan (2000) in Richardson et al, (2009, p. 401), stated that motivation is view as a drive toward competence that is sustained and augmented by the feelings of efficacy that accompany competent interaction with the environment. There are some dimensions in reading motivation according to Wigfield & Guthrie (1997) in the purpose aspects of the reader has for reading, those are: Intrinsic motivation and extrinsic motivation. Intrinsic motivation, the desire for change or do something comes from within individual. Extrinsic motivation, achievement goals that come from outside the person, according to Dweck and Leggett (1998) in Wigfield & guthrie (1997), it includes: reading for recognition, the performance goals. Middleton (2011, p. 15) emphasize that composition and context of motivation is the important part of reading skill abilities. Besides, he also said that reading motivation and reading skill have significant genetic influence to the environment. The objective of this research referring to the research problem is to know whether the significant correlation between reading skill and

reading motivation on student at SMK Darusallam Jombang in 2020/2021 academic year. The significance of study is theoretically and practically. The first is theoretically. The result of this study is expected to give the students the theoretical information of reading skill and reading motivation in learning. This is also as input and information for the teacher how the way to give students motivation to make students more interest in learning reading. The second is practically. Practical significant as input to the English teachers in order to apply some motivation given by the students in teaching and learning process, especially in reading skill. The results of the research are expected to give contribution to the English teacher, students. The research to be useful for the practical contribution to help the teacher to be the main stimulator and motivator in teaching learning process, and as a the teacher, they should be much more creative in deciding strategies in learning activities, especially in teaching reading skill, so that students will not bored in reading activity.

Method

This research is quantitative research. Quantitative research is expressed in numbers and graphs. Kasiram (2008, p. 149) stated that quantitative research is a process of finding knowledge that uses data in the form of numbers as a means of

analyzing information about what you want to know. This study used correlational study, which attempts to measure the relationship between two variables of reading skill and reading motivation. There are two primary types of correlational research design such as explanation and prediction (Creswell, 2012, p. 340).



In which: X: Reading Skill
Y: Reading Motivation

Figure1. Research Model

According Arikunto (2002, p. 112) stated that if the number of respondents is less than 100, all samples are taken so that the research is population research. Whereas if the number of respondents is more than 100, then sampling is 10% - 15% or 20% - 25% or more. Based on the theory, the sample is 60 students. This taking is done because the number of eleventh grade students is less than 100, so this is population. In this study, there are 2 steps in data collection. First, the writer will take reading scores from teachers at the school. Second, Questionnaire. The type of questionnaire used to collect data is a closed type questionnaire, i.e. answers to all question items are available and the respondent only has to choose which answer is deemed appropriate by giving a

sign. Beside, to know the correlation between reading skill and reading motivation, this research uses product moment formula to computer the interval data from both variables. This research also using computer system called Microsoft Excel 2013 program. Microsoft Excel 2013 program is uses to do the statistical test. Using this way the hypothesis of this research will be tested to know whether or not there is a significant correlation between reading skill and reading motivation. The result statistical computing value of r-statistical is compared with the r-table Person Product Moment with the significance level 5%. If the r-statistical is higher r-table, it means that there is correlation between reading skill and reading motivation.

Result and Discussion

The first is collecting data of reading skill students. Based on the results of data collection from 60 students using scores from the English teacher, the data described as follows:

Table1. Descriptive Analysis of the Students Reading Skill

	Descriptive Analysis	Score
1.	Maximum	90
2.	Minimum	65
3.	Mean	76,2
4.	Standard Deviation	6,7

Based on the data above of reading skill that score from the teacher, the maximum score is 90, the minimum score is 65, mean score is 76,2 and standard deviation is 6,7 that can be achieved.

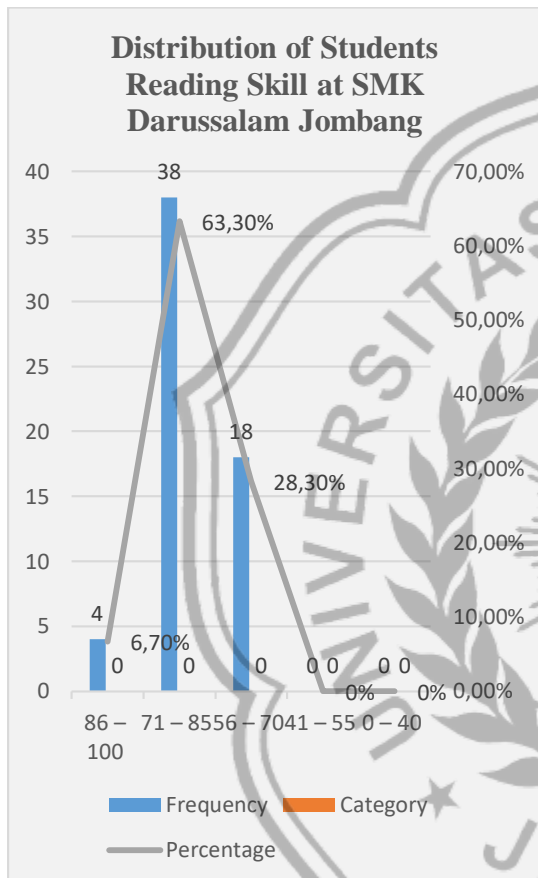


Figure2. Distribution of Students Reading Skill at SMK Darussalam Jombang

The result above showed that the students were included in five category. 4 students had very good reading skill (6,7 %), 38 students had good reading skill (63,3 %), and 18 students had average reading skill (28,3 %).

Based on the results of data collection from 60 students using tests, the data described as follows:

Table2. Descriptive Analysis of Reading Motivation

	Descriptive Analysis	Score
1.	Maximum	200
2.	Minimum	98
3.	Mean	151,6
4.	Standard Deviation	26,8

Based on the data above, total score of reading motivation obtained from questionnaire, the maximum score was 200, the minimum score was 98, mean score was 151,6 and the standard deviation was 26,8. Then, it was revealed that from the questionnaire, the three level of reading motivation were all perceived by the students with different number. The details are as follow:

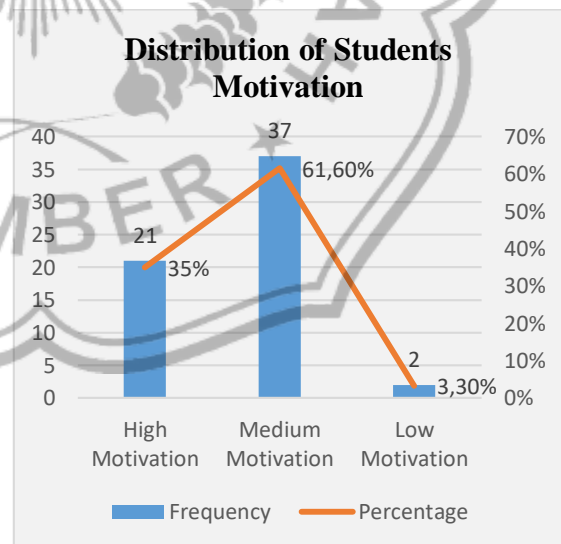


Figure3. Distribution of Students Motivation

The result showed that there are 21 students (35 %) who are indicated as highly motivated, 37 students (61,6 %) who are indicated as moderately motivated, and 2

students (3,3 %) who are indicated as low motivation. This data analysis was carried out with the help of a computer using the Microsoft Excel program. In used the Excel program to process data, the first step was to look for the validity and reliability of the questionnaire. For the validity, the researcher looked for r-statistic and r-table, from these data it can be seen that of the 53 items there are 5 invalid items. Second, calculated the reliability by using the Spearman Brown formula and compared with the correlation strength table. Third, to correlate the score of the teacher with the total score of the questionnaire. From these data, a correlation figure was obtained which is then compared with the r-table. Fourth, the conclusion.

	<i>Teacher's Score</i>	<i>Questionnaire</i>
<i>Teacher's Score</i>	1	
<i>Questionnaire</i>	0,611591	1

Figure4. The result of Correlation between Reading Skill and Reading Motivation

Based on the calculation result of Microsoft Excel Program by using Data Analyze of Correlation, r-count was 0,611 and this value is consulted by r table of 5% = 0,254. In this research the correlation between reading skill and reading motivation was high correlation because based on the

criteria coefficient of correlation by Arikunto (2013) the value of coefficient correlation 0, 611 were included in a high category of correlation. Besides, according of Program International Student Assesment (PISA) in 2018, stated that reading skill of students in Indonesia is low which is reading in our country, reading skills rank seventh out of 80 countries. But if we can see from this research that reading skill was high category of the correlation between reading skill and reading motivation. This happened because the results from the data of teacher's reading score and after the writer correlated with the score of reading motivation so that the reading skill was high and there was correlation between 2 variables. The other study was by Berna Urun (2017), stated that was investigated in terms of various variables and there is low correlation between reading motivation and reading engagement with reading comprehension skill in 8th grades. In this research, to collecting the data, Berna using Reading Motivation and engagement Scale (RMES) adopted by Guthrie and Klauda (2014). On the other side, to collecting the data of reading comprehension skill, the researcher using test which there were 45 questions of the test and focused on storytelling and informative text. The research by Berna was contrast with this research because the result of the analysis that in this research

conclude that if there is correlation between reading skill and reading motivation in this research followed from the result of the collecting data. According to the explanation above, it could be conclude that reading skill and reading motivation were correlated to each other. It means that reading skill and reading motivation are closely related to one another. Then, this research confirmed that the existence of motivation in reading was really important for successful in reading skill of the students. Besides, need to know that this research has a weakness that was from the reading score because the writer got the scores of the reading skill was only from the scores from the teacher so that the validity, reliability, and the quality of the test were not known. This analysis must be read carefully because the data of the reading was one of the weakness reading skill data was not normal but it should not.

Conclusion

Based on the result of the data analysis using Microsoft Excel and the discussion, the result of Pearson product moment formula that r-count was 0,611 with the significance 5% that r-table was 0,254. It can be seen that r-count higher than r-table so that the null hypothesis above was rejected. The results is classified in high correlation. The hypothesis of this research has a relationship between reading

skill and reading motivation on the second grade students at SMK Darussalam Jombang in the 2020/2021 academic year. Thus, it can be concluded that in this research there was a significant correlation between reading skill and reading motivation on the second grade students at SMK Darussalam Jombang in the 2020/2021 academic year.

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