

The Effect of Students Motivation Towards Reading Skill at 10th Grade of SMK Nusantara Beber-Cirebon; A Survey Study

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Abstract

Motivation is an important factor in learning English. Students who have motivation will give more attention in learning. This research was to found out the students' motivation towards reading skill. Data were obtained by questionnaire and test. The writer distribute the questionnaire to 60 students who are the 10th grade of SMK NUSANTARA Beber-Cirebon. Instruments of validity and reliability are carried out by SPSS 25.0 for Windows. The writer made a hypohotesis to answer the research problem. The result of this research revealed that the $t_{observed}$ is more than t_{table} ($11.806 > 2.00172$). The probability value (p) is also less than 0.05 ($p = 0.000 < 0.05$). It can be proved with the result of the hypothesis testing which is $t_{observed}$ is more than t_{table} . The probability value (p) is also less than 0.05 ($p = 0.000 < 0.05$) the finding of this research helps the English teacher of SMK NUSANTARA Beber-Cirebon to decide the right teaching strategies to teach English. Therefore, it can maintain students' motivation and improve students' reading skill and achievement in learning English.

Keywords: *Students Motivation, Reading Skill, Language Learning*

A. Introduction

Learning foreign languages require more efforts because these languages are rarely used in everyday life. Therefore, learning a foreign language takes a long time and continuously till achieve success in each skill such as listening, speaking, reading, and writing. For students learning English is not easy as learning a first or second language. There are several factors that influence students in learning foreign language including aptitude, motivation, and opportunity.

Reading plays an important role in all of areas of school. Without adequate reading skill, the students can struggle in excessively subject areas. By reading, the students may get more knowledge as they are obtain to comprehend and construct the meaning of the text. The achievement of reading comprehension is no simple task. In the quest to construct coherent representations of texts' meanings, readers must manage the complex coordination of multiple cognitive elements, such as phonological, syntactic, semantic, and strategic processes, as well as multiple dimensions of text, for a variety of purposes as said by

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Cartwright, K. B., Marshall, T. R., Wray, E. (2016). The point of reading skill in English teaching is to make students get to answered the question based on reading comprehension and to interpret what they read and also get knowledge and information. According to Maxom (2009), reading is one of the crucial skill in language learning. It reinforces the students to acquire their skill in speaking, listening, and writing. It means that reading becomes the fundamental factor to acquire those skill. In which, by reading, students can improve their capability in speaking, listening, and writing. Next, reading is crucial and important for students seeing that the success of their study depends on their ability to read. According to Ahmadi and Hairul (2012) and Ahmadi and Pourhossein Gilakjani (2012), reading comprehension is not an easy process because students need to be able to read the written text, decode the words, and identify the meanings of the words. Reading comprehension is one of the main significant elements in English language learning for all learners because it provides the foundation for a substantial amount of learning in education. Because reading comprehension is so logical in terms of academic success, it can be argued that motivating a student to read is essential. In order to understand the importance of what is read one must be a critical reader.

According to Prihartanta (2015) motivation is a psychological phenomenon in the form of an impulse that arise in a person consciously to take action with a specific purpose. The successful in learning English will depend on the motivation. In other word, learning and motivation are closely bound together and influence one another heavily. However, for many students, reading English as a foreign language is not an easy task. Problems are greater and comprehension failure is common. In reading skill, they do not only read the symbols but also get to understand what they read. Motivation was affected by a “combination of many factors involving trying, desire, and pleasure with the learning situation. Different types of motivation have been discussed in related literature including integrative, instrumental, intrinsic, and extrinsic motivation (Carreira, 2006)

Based on the explanation above, we know that motivation is considered an essential element along with language capacity in shaping success in learning a new language in the classroom setting. By knowing about the students’ motivation, teachers can know their students’ interest in learning English.

According to Djamrah(2002) motivation is a change in energy in a person’s personality which is marked by the emergence of affective (feelings) and reaction to achieve goal. Therefore, someone who has a purpose in activities, then someone has a strong motivation to achieve with all the efforts they she/he does. As stated by Sadirman (2006), motivation can be said to be driving force from within and within the subject to carry out certain activities in order to achieve a goal. Furthermore Mc Donald (Sadirman, 2006) states “motivation is a change in energy in person characterized by the emergence of “feeling” and is perceded by a response to a goal”. From this description, motivation contains three important elements, namely: (1) That motivation initiaties energy changes in each individual; (2) Motivation is characterized by the emergence of a person’s affection; (3) Motivation will be stimulated with a goal.

The function of motivation is also stated by Oemar Hamalik (2002) namely: (1) Encourage behaviour or an action; (2) As a guide, which means directing the achievement of the desired goal; (3) As a driving force. Thus, the function of learning motivation, namely encourage students to learn, direct and move students in doing and do something to achieve the desired

goals in studying a subject. Though there is some research that examined the relationship between self-efficacy, motivation, and achievement following students receiving a growth mindset intervention (Saunders, 2013). In learning activities, the motivation that exist in each person has different characteristics. If someone has these characteristics, it means that person has high enough motivation. These motivational characteristics will be very important in teaching and learning activities because the teaching and learning process will run well and produce good results as well. Pachtman and Wilson (2006) stated that it is vital to motivate learners to read by giving them opportunities to select their interest materials. In other words, readers want to read more when they are permitted to select their reading materials because they must discover that reading is a pleasurable activity.

Finocchiaro and Bonomo (Finocchiaro & Bonomo, 1973) in short, reading can be said that “reading” is “bringing meaning to and getting meaning from print or written material”, picking and understanding the meaning or meaning contained in written material. Reading activity is the capturing and understanding of ideas, the activities of the readers accompanied by an outpouring of their souls in living the script. In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge (Spratt et al., 2005). The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them.

Hence, reading can be defined as an activity which constructs meaning from a written text based on the readers’ background knowledge to make better concept so that the readers will learn a new thing from the information grabbed from the text.

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skill to the students to make them comprehend text easily. Using the skill, the students may increase the pleasure and effectiveness of reading activity.

Schunk (2012) defined learning as a process that results in long lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and in certain capacities. Learning is a relatively permanent change in behaviour as a result of a reinforced experience or practise. Furthermore, Schunk (2012) also sees that student learning begins with the knowledge and skill brought to the situation, which are developed and refined as one of the learning functions.

From the explanation above, it can be concluded that learning will provide experience through the knowledge and skill received during the learning process. Learning is a form of conscious activity to obtain a change, both changes in attitudes, behaviour, patterns of thought, and the process of adding knowledge. Learning can be done anywhere, anytime, with anyone and is not limited by time, can also be obtained in school, personal experience, books, and other media. Learning English is the key to success because of its importance in various aspects of life.

The previous study by Nidaa Ul Khasanah (2018) about “Students’ Motivation In Learning English (A Case Study of Eleventh Grade Students in SMK NU Ma’arif Kudus in Academic Year 2017/2018)” The data was collected through a questionnaire and interviews. The result was extrinsic motivation is higher than intrinsic motivation. It means the motivation comes from outside was bigger, the factor that influences students’ motivation are in learning English are positive task orientation, need for achievement, high aspiration, reward and goal orientation.

The next research conducted by Sri Mulyani (2020) regarding “Students’ Perception And Motivation Toward English E-Learning During Covid-19 Pandemic (A Study At The Tenth Graders At SMA N 1 Suruh In The Academic Year Of 2019/2020)”. This research aimed at knowing the students' perception towards English E-Learning during Covid- pandemic, the participants were 64 of tenth graders at SMAN 1 Suruh. The research found that E-Learning gets positive perception because it is flexible and effective ways. Meanwhile, its flexibility makes some students motivated but some are being lazy in doing it and choose to procrastinated the assignments.

B. Method

Variables are the center of attention in quantitative research. In short, a variable can be defined as a concept that has variations or more than one value (Martono, 2010). In this study there is one independent variable and one dependent variable. For measuring the scale in this study using a Likert scale. Likert scale is a research scale used to measure attitudes and opinions. With this Likert scale, respondents are asked to complete a questionnaire which requires them to indicate their level of agreement or statements used in this study are usually referred to as research variables and are specifically determined by the researcher. The level of approval referred to in this Likert scale consists of 5 scale options which have a gradation from Strongly Agree (SA) to Strongly Disagree (SD).

The research was carried out at SMK NUSANTARA Beber-Cirebon, which had 60students who are the 10th grade were distributed the questionnaire and test. This study employs validity test, reliability test, classics assumption test (normality test and linearity test). It also employs simple linear regression analysis, a statistical technique used to measure the effect between the independent variable (X) and dependent variable (Y) (Sugiyono, 2011).

C. Result and Discussion

In this research there are two variables, consisting one of independent variable and one dependent variable. These variables are as follows students’ motivation as variable (X) and reading skill as variable (Y).

Table 1. The Results of Regression Linearity Test Variable X on Y

The Results of Regression Linearity Test Variable X on Y ANOVA Table						
		Sum of		Mean		
		Squares	df	Square	F	Sig.
Reading	Between (Combined)	334,167	22	15,189	,504	,000
Skill *	Groups Linearity	25,424	1	25,424	,844	,000

Students' Motivations	Deviation from Linearity	308,742	21	14,702	,488	,958
	Within Groups	1114,017	37	30,109		
	Total	1448,183	59			

Based on the calculation above, results obtained Deviation from Linearity between students' motivation and reading skill with $F = 0.488$ and the probability of $Sig. = 0.958$. Because the significance of probability $p = 0.958 > 0.05$, it can be conclude that H_0 is accepted and H_1 is rejected. This has meaning that the variable students' motivation (X) with the reading skill (Y) are linear relationship and significant.

Table 2. Recapitulation of Regression Equation for The Effect of Variable X Towards Y

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	68,349	6,190		11,042	,000
	Students' Motivations	,673	,085	,325	11,806	,000

a. Dependent Variable: Reading Skill

Based on the result above, by using SPSS version 25.0 and analyzed, it can be seen the value of VIF for each research variable is VIF value for reading skill is $1.000 < 10$ and tolerance value is $1.000 > 0.1$. It means that there is no multicollinearity symptoms.

Tabel 3. The Result of Correlation Coefficient the Effect of Students' Motivation (X) Towards Reading Skill (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,732 ^a	,556	,001	4,953

a. Predictors: (Constant), Students' Motivations

Table 4. Recapitulation of The Result for Regression Coefficient Significancy for The Effect of Variable X Towards Y

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25,424	1	25,424	1,036	,000 ^b
	Residual	1422,759	58	24,530		
	Total	1448,183	59			

a. Dependent Variable: Reading Skill

b. Predictors: (Constant), Students' Motivations

Tabel 5. Recapitulation of Regression Equation for The Effect of Variable X Towards Y

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	68,349	6,190		11,042	,000
	Students' Motivations	,673	,085	,325	11,806	,000

a. Dependent Variable: Reading Skill

Based on the result above the effect of students' motivation (X) towards Reading Skill (Y) hypothesis:

$H_0: \beta_{y1} = \beta_{y2} = 0$

$H_1: \beta_{y.1} \neq 0$ or $\beta_{y.2} \neq 0$;

Means:

H_0 : There is no effect of students' motivation towards reading skill

H_1 : There is an effect of students' motivation towards reading skill

The square of multiple correlation coefficient is a coefficient of determination namely 0.556, it means that the contribution of students' motivation (X) towards reading skill (Y) is 55,6%. The remaining 27,8% is influenced by other factors. Simple linear regression with 1 (one) predictor variable free form is:

$$Y = a + bX$$

Y = the subject in the dependent variable is predicted; a = the value of Y when the value of X = 0 (constant value); b = the direction number of regression coefficient, which indicates the number of increase or decrease in the dependent variable based on changes in the dependent variable. If (+) the direction of the line goes up, and if (-) the line goes down and X = the subject in the independent variable which has a special value.

From the calculation $Y = 68.349 + 0.673 X$ thus shows the equation of straight line. In other words, it can be seen a = 68.349, b = 0.673. To find out whether the students' motivation variable (X) has the effect towards reading skill variable (Y) it concerns to the values indicated in the t or Sig. column. The test is carried out using a significance level of 0.05 ($\alpha=5\%$) and the Sig value is listed in the Sig column in the table 4.10. For students' motivation (variable X) in table 4.10, it shows $t_{\text{observed}} = 11.806 > t_{\text{table}} 2.00172$ and $\text{Sig} = 0.000 < 0.05$. Then, H_0 is rejected and H_1 is accepted which means there is a significant effect of independent variable X (students' motivation) on Y variable (reading skill).

D. Conclusion

Based on the data analysis and discussion findings, it is concluded that there is a significant effect of students' motivation towards reading skill at SMK NUSANTARA Beber-Cirebon. This is proved by $\text{Sig} = 0.000 < 0.05$ and t_{observed} is greater than t_{table} ($11.806 > 2.00172$). Students' motivation significantly effect reading skill. Therefore, it is recommended

that the habit of reading be continuously improved, in other words students' reading abilities also improve. Another evidence was the students reached the indicators of motivated. Most of them liked to learn English because they were interested in and enjoy the English lesson. When they found difficulties in learn English, they did not give up. They tried to learn about it until understood. It showed that they had big intention in learning English. Principals should continue to provide professional guidance for teachers, this is important because basically teachers play a strategic role in the overall learning process of students in school.

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