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THE EFFECT OF STUDENTS LEARNING MOTIVATION AND GRAMMAR MASTERY ON STUDENT'S READING COMPREHENSION (Survey at senior high school of eleventh class in Cirebon regency)

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ABSTRAK

Key word: Learning Motivation, Grammar Mastery, Reading Comprehension

This research is a kind and aims to find out and analyzes empirically the effects of students learning motivation and grammar mastery on studersts reading comprehension The population of the research is eleventh class of senior high school in Cirebon. The sample was taken from eleventh class of senior high schools. The research has three variables which are divided into two independent variables (students learning motivation and grammar mastery) and one dependent variable (students' reading comprehension) The collection of the data is taken from questionnaire and test of students The gained data was analyzed by using correlation technique and double linier regression. The research findings were: 1) there are significant effects of students learning motivation and grammar mastery on students reading comprehension at eleventh class of senior high schools in Cirebon. It is proved by the score of F observed 9,164 and Sig 0,000 <0, 05 2). There is a significant effect of students learning motivation on students reading comprehension at eleventh class of senior high schools in Cirebon. It is proved by score $t_{\text{observed}} = 2,299$ and Sig 0,025 < 0,05 3) There is a significant effect of Grammar mastery on students' reading comprehension at eleventh class of senior high schools in Cirebon It is proved by score $t_{\text{observed}} = 3,745$ and Sig 0,000<0,05.

Introduction

Communication plays an important role in the human lives. Communication is the activity of expressing the ideas or giving information to the other. Communication lets people to share their ideas, experiences, opinions, etc to the other people. In their daily lives, people always need to communicate with the other because they are social creature. They need to talk, ask, answer, etc. People need a media in communication; the language is a media for communication, so the language is used by people in communication.

There are so many languages in the world because different area has different language, for example Spain has Spanish, China has Chinese, Japan has Japanese, etc. However it is possible that different area has same language, for example America, Australia, and England has English, Saudi Arabia, Iran, Iraq has Arabic, etc. It is also possible that in one are there are some languages, for example in Indonesia. In Indonesia there are many languages such as Javanese, Sundanese, Balinese, Maduranese, etc. Because of the differences of language in Indonesia, Indonesian use Bahasa Indonesia to communicate with the other Indonesian. It is because in Indonesia, Bahasa Indonesia is decided as Indonesia's national language, so most of Indonesian can communicate in Bahasa Indonesia. Bahasa Indonesia usually used by Indonesian to communicate with other Indonesian who has different language (mother tongue). However when they want to communicate with people from different country, they do not use Bahasa Indonesia, they usually use English because English is the international language.

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from junior high school.

Nowadays, English becomes an important language because it is used as means of international communication. As international language, it has been generally used in various aspects of life such as in culture, economic, business, politic, sport, and social. Therefore, studying English becomes a necessity for most people in world to communicate and to get information around the world.

Therefore, to master this language well, students need to learn four skills in language. They are listening, speaking, reading, and writing. From those skills, reading is one of the four skills which functions as a connection between the writer and the reader. Meanwhile the connection means that the idea or the information which the writer explains in a text and could be understood by the readers. Reading without comprehension or understanding is not reading. Many students can pronounce words fluently but when they are asked what they have just read, they are unable to respond. Although they may get high score in terms of reading rate (the ability to read with speed, accuracy, and proper expression per unit of time), they are not really good readers.

Broadly, among the four language skills taught in schools, reading is one of difficult skills to learn. This is true because it needs specialized skills that include the ability to comprehend the text or understanding the writer ideas clearly and efficiently. This ability can be achieved only if a learner masters some technique such as how to determine the main idea, how to read correctly,

and how to specify specific information from the text.

(Maxom, 2009; 139) stated Reading is one of the four skills which need to be learned besides listening, speaking, and writing. Reading has the considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing. Reading skill affects the other skills learning process. Besides, the students have to be able to achieve reading competencies as urged by the national curriculum.

Especially, in Indonesia, reading is considered as important part to be learned by the students in school. As stated in School Based Curriculum (2013), that students of senior high school are expected to be able to comprehend a written text in simple function. For this reason students should be able to read any kind of English text in learning English.

There were difficulties found by students in reading activities. As the beginners in learning English, they still had many problems in determining the main ideas correctly; specify specific information, understanding vocabulary, etc. Many students of Indonesia said that learning English was difficult like math and physics. As a result, the students were not able to understanding vocabulary items, reference, inference and determining main idea of reading text.

In relation to the statement above, during my teaching practice program, those perceptions happened because their school didn't have suitable facility which could help them learn English. That bad perception of English affected their motivation in learning English, especially in reading. The wrong strategies in learning also could make them lazy to read a book, especially English book. In fact, reading is one of the most important language skills which students couldn't achieve the result sufficiently. But if the students try to know how to learn, how to use specific strategies, and how to make better study habits as a routine practice, they normally will improve these particular reading skills.

There are many students experience difficulties in reading, especially in terms of vocabulary, grammatical and determining the main idea, inference, reference, and specific information. Students often make some mistakes when determining the main ideas, specifying the information and interpreting the vocabulary.

Aeber sold (1997:152) states a good reader is involved in a complicated thinking process as she or he reads. When students comprehend, they interpret, integrate, critique, infer, analyze, connect, and evaluate ideas in texts. They analyze multiple ideas or information not only in their heads but also in the other minds. When comprehending, students strive to process text base on word-level to get to the big picture. When comprehension is successful, students finished with a sense of satisfaction from having understood the meaning of text.

This condition was also found in reference to the writer's experience through Teaching Practice Program (PPL) in MA Shiddiqiyah Cirebon,. It was objectively observed that almost half of students from each class still obtained score under 60 in reading comprehension test. The students found many difficulties in determined the main ideas from the text, and still weak in grammar.

Based on the problem above, the Researcher found some difficulties in Reading comprehension found by students. To moderate such problems above, teacher as a facilitator should find out solution to help students in their effort to be able to comprehend a text. Certainly, finding out the suitable learning strategies done by teacher is the solution. But the teacher may be able to figure out how to solve the problem because, in fact, there are so many options available to be applied. Determining the suitable strategies is good to be chosen to solve such problems faced by the students.

Particularly, in order to decrease the difficulty and minimize the problems in learning English, It can be assumed that students should mastery grammar and motivation in learning English in order to increase their reading skill. Students should know the grammatical of English in order able to understand the text well. It also makes students' process in gathering knowledge and skills of English run well and easier. In school, students must analyze and comprehend the information and do their task that is given by their English teacher. They must mastery grammar to understand the text easily. So that, motivation and grammar mastery are very important aspect for the students which can guarantee them to have a high score in learning English, especially in reading.

Based on the background above, the writer wants to conduct a research with the title “**The Effect of Students Learning Motivation and Grammar Mastery On Student’s Reading Comprehension**”.

Method

This research used survey method, which involves the collecting of information from a sample of individuals through their responses to questions. Survey research is useful for documenting existing community conditions, characteristics of a population, and community opinion. The tools used for data collection are aimed at obtaining information in a consistent way for all kind participants in the survey. This means that a particular set of questions have to asked, or a particular of data collected, for all of those include in the study.

There more common instruments used to collect survey data are the questionnaire and data from schools. Questioners and data from schools provide means of obtaining data by asking people rather than by observing them behave As a shortened method of data collection, use of these instruments is a practical way to gather data. An important disadvantage to remember about self reported data is the possibility of distortion on the part of the respondent For example, the respondent might in a certain situation give the response that she thinks the researcher wants to hear. rather than her own opinion.

The study emphasize on the effects student’s learning motivation and grammar mastery to student reading skill. It means there are two independent variables and one dependent variable: Variable X_1 as first independent variable (student’s learning motivation) and Variable X_2 as the second independent variable Grammar mastery) which have interconnected and influenced the variable Y as the dependent variable (student reading skill). The method used in survey with multi-correlation technique.

Therefore, this research will be seen clearly throughout the research design in the following figure.

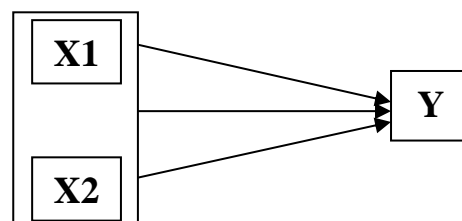


Figure 3.1
Design of the Research

Details:

Independent Variable: Student's learning motivation (X_1) and Grammar Mastery (X_2)
 Dependent Variable: students' reading skill (Y)

1. The effects of student's learning motivation and Grammar mastery on students reading comprehension
2. The effect of student's learning motivation to students' reading skill
3. The effect of grammar mastery towards students' reading skill.

Population and Sample of the Research

Sugiyono (2008:17) population is an area of generalization which compares object or subject that has quality and certain characteristic determined to be analyzed and then made conclusion by researcher

The population of this research was a total ± 160 students of MA Ash Shiddiqiyah and MA Salafiyah in Cirebon Regency..

Frankel and Norman (2003:97) stated that the sampling refers to any group which information is obtained.

According to Suharsimi Arikunto (1996:11.7) said that, "*Sample adalah sebagian atau wakil populasi yang diteliti.*" The writer took total sampling technique in her study; it means that all population in this research is sample of the research. The writer took the sample is tenth grade which consist of 60 students. The determination of the number of samples that were developed by Roscoe are as follows:

1. A decent sample size in the study were between 30 to 500.
2. If the sample is divided into categories (eg: men and women, private-public servants and others), the number of members of each category at least 30 samples.
3. If the research will perform with multivariate analysis (correlation or multiple regression for example), then the number of members of the sample at least 10 times the number of variables studied.
4. To study a simple experiment, which uses the experimental group and the control group, the number of members of each sample between 10 to 20.

Here are some stages done in taking the research process:

1. Determining sampling frame based on available population by counting the students who are included in the sampling frame.
2. Assigning numbers to all of the students from the classes.
3. Selecting 70 students from the classes to obtain a sampling frame.
4. Writing down the names of the selected samples.

Technique of Data Collection

To collect the data, the research finds out on the field research. The data are namely: Learning Motivation and grammar mastery on students' reading comprehension. All data are collected by giving an objective test to do in the form of multiple choices. All tests are given to 70 students from 2 schools, which are set samples.

1. Variable of Research

This research has three variables namely: two independent variables and one dependent variable. The independent variables of this research are students' learning motivation (X_1) and students' grammar mastery (X_2) while dependent variable of this research is students' reading comprehension.

2. Source of Data

In this research, all data is gained from students. For further information, we can see the table below:

Table 1
Source of Data

Variables of Research	Source of Data
Student's Learning Motivation	Students
Grammar Mastery	Students
Reading Comprehension	Students

3. Method of Collecting Data

The data for this research is collected through:

Table 2
Method of Collecting Data

	Technique of Collecting Data
Student's Learning Motivation	Questioner
Grammar Mastery	Test
Reading Comprehension	Test

4. Research Instrument

In this research, the writer conducts the questioner and a test. The questionnaires used to measure the reading interest of the students, while the test is measure the grammar mastery, and reading comprehension of the students.

The result of the research is used to support the hypothesis and answer the formulation of the problem. The technique is used to collect data which are conducted through observing and testing.

Result and Discussion of the Research

Result

The data processing cope the score of questionnaire, and qustion. The scores were made in table of distribution and mean, median, mode description of frequency and histogram. The description of three variable. They are reading comprehension (Y), learning motivation (X1), and grammar mastery (X2). The dataare described in statistic description that obtain from the result of research and counting that is done by computer with SPSS application and analyses and interpretation.

Data of student's reading comprehension are taken from student's test, there are 70 student's that has taken a test. It is known that then score in the range. It means that the minimum score is 93 and the maximum score is 169. The student's reading comprehension level of the respondents is on average 133, 69 (mean), standard deviation 23,496 median (score at center of distribution) is 141.00 and mode (most frequently score in the data set) is 100. The score of standard deviation is 23,496 which means equal to from the average score. It shows that the disparity of student's reading comprehension among the respondents is relatively low. It is concluded that student's reading comprehension level of respondents is homogeneous.

From the description of table 4.1 above, we either can see that the average score and median score are almost the same, by 133, 69 and 141, 00. It means that data of student's reading comprehension level is quite representative. Meanwhile, the higher reading comprehension are almost the same as those of the lower – level ones, it means that most respondents reading comprehension are the same level.

Data of grammar mastery are taken from student's test; there are 70 students' that has taken a test. It is known that then score in the range. It means that the minimum score is 36 and the maximum score is 163. The student's grammar mastery level of the respondents is on average 133, 91 (mean), standard deviation 26,462, median (score at center of distribution) is 143, 00 and mode (most frequently score in the data set) is 147. The score

of standard deviation is 26,462, which means equal to from the average score. It shows that the disparity of grammar mastery among the respondents is relatively low. It is concluded that student's grammar mastery level of respondents is homogeneous.

From the description of table 4.1 above, we either can see that the average score and median score are almost the same, by 133, 91 and 143, 00. It means that data of student's grammar mastery level is quite representative. Meanwhile, the higher grammar mastery are almost the same as those of the lower – level ones, it means that most respondents grammar mastery are the same level.

Data of student's learning motivation are taken from student's test. The test consists of questions out of 70 respondents. It has analyzed result with lower score as 35, highest score is 131, mean score is 85, 60, mode score is 76, and standard deviation is 27,672.

Conclusion

Based on the results of hypothesis testing and discussion of research findings, on this chapter presented conclusion and suggestion that are synthetically and systematically. The general conclusion which form the basis for further assessment will be presented in the form of research suggestions.

Some conclusion of this research can be presented as follows

1. There are significant effects of student's learning motivation and grammar mastery on student's reading comprehension at eleventh class in Cirebon. It is proved by the score of Sig $0,000 < 0,05$ and $F_0 = 9,164$.
2. There is a significant effect of student's learning motivation on student's reading comprehension at eleventh class in Cirebon. It is proved by the score Sig. $0,025 < 0,05$ and $t_0 = 2,299$.
3. There is a significant effect of grammar mastery on students reading comprehension at eleventh class in Cirebon. It is proved by the score of Sig $0,000 < 0,05$ and t observed = 3,745.

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