THE EFFECT OF STUDENTS' MOTIVATIONAL BEHAVIOR TOWARD THEIR READING COMPREHENSION AT THE SECOND GRADE OF SMA N 1 PRINGSEWU

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Abstrak. Tujuan penelitian ini adalah untuk menemukan a) apakah ada hubungan antara perilaku motivasi siswa terhadap hasil pemahaman membaca mereka dan b) apa jenis perilaku motivasi yang paling mempengaruhi terhadap hasil pemahaman membaca siswa. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian ini sebanyak 26 siswa kelas dua SMAN 1 Pringsewu. Tes kuesioner dan membaca digunakan sebagai alat untuk pengambilan data. Analisis data menggunakan program statistik untuk ilmu sosial (SPSS) versi 16.0. Hasil menunjukkan bahwa terdapat hubungan yang signifikan antara perilaku motivasi siswa terhadap hasil pemahaman membaca siswa dan *attention* merupakan jenis perilaku motivasi siswa yang paling mempengaruhi terhadap hasil pemahaman membaca siswa. Dapat disarankan bahwa perilaku motivasi berperan penting didalam pemahaman membaca siswa.

Abstract. The aims of this study were to find out a) the correlation between students' motivational behavior and their reading comprehension and b) what kind of motivational behavior mostly influences students' reading comprehension. This research was quantitative research. The subjects of this research were 26 second grade students of SMAN 1 Pringsewu. The Questionnaire and reading tests were administrated as the instrument. The data were analyzed by using statistical Package for Social Science (SPSS) version 16.0. The result showed that there was a significant correlation between the students, motivational behavior and their reading comprehension with the significant level $0.00<0.05$. Attention, as a part of motivational behavior, provides the most contribution to students reading comprehension. This suggests that motivational behavior plays an important role in reading comprehension.

Keywords: *correlation, motivational behavior, reading comprehension*

INTRODUCTION

In 2006 Senior High School Curriculum (KTSP), there are four language skills in language learning, i.e., listening, speaking, reading, and writing. Reading is one of language skill that plays important roles in many aspects of life. Since much of information or literature is still written in English so that reading skill is very important and it is needed in comprehending the texts. It is not only important to those who are studying in school or college, but also for people who are not studying there anymore. It is more than just assigning foreign language sounds to written words. It requires the comprehension of what is written in the text as a process to gain information. So, mastering reading skill becomes a must for all of the students who are studying English as a foreign language.

In the classroom context of reading comprehension, the students play a role as a reader of the text. It means that they must able to comprehend the reading materials which are shown as the written texts. But, most of the students have difficulties to comprehend English texts. According to Guthrie, et al. (2004), there are many reasons why it is difficult for the students to comprehend an English text: the students' lack of vocabulary, the students are not interested in topic of reading, the students are not familiar with the grammar used in the text, and the students do not have background knowledge of reading topic. Because, of those reasons, sometimes the students become lazy to read English text. Even they do not have intention to read the English text. Moreover, when they found the difficult word in a text and they do not know the meaning, they would be lazy to read the text.

When the students got difficulties and failed doing their task, it makes them hopeless, less challenging and they will quit. So, that's why the students must have motivation that they can successfully perform a task. Motivation is one of the factors that can cause the learning process and give impact to the students' reading achievement. This factor cannot be ignored in teaching reading comprehension. As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. That is, motivation is defined by three components: desire to achieve a goal, effort extended in this direction and satisfaction with the task. From those statements, it can be said that motivation is one of the factors that influence people in successfully learning language, especially in reading.

Therefore, students who have high motivation are expected to have good achievement. Tremblay and Gardner (1995) state motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Gardner wants to show that describing motivation as effort is not enough, but that has to include desire to get something by doing favorable attitudes. After that, Tremblay and Gardner (1995) put attitudes as factor that can cause motivational antecedent. Motivational antecedent has function as mediator for building motivational behavior that will become factor that gives impact directly towards success in learning.

Motivation has important role in reading skill by considering that the process of learning depends on effort or energy and time that is used to study. Tremblay and Gardner (1995) state that motivational behavior refers to individual characteristic that someone who wants to observe can feel it. If we refer at the concept of motivation that is described as effort, persistence and attention, we can conclude motivational behavior is individual characteristic that belong to the form of intensity, persistence and attention that are implemented by the learners.

According to the result of research carried out by Purbo (2014), it is found that motivation influenced English reading comprehension of the students with 60,8%; that is, motivation as a psychological factor that had a positive correlation with students' English reading comprehension achievement. Furthermore, Hasan (1999) also investigated the impact of motivation to students' English achievement and she found that motivational behavior that refers to the effort, attention, and persistence gives positive impact to the students' achievement in learning English.

From the previous research above, it can be concluded that when the students' have high motivation, they can increase their reading comprehension achievement. Based on the statement, the researcher interested to know the fact by doing this research, and intends to study the correlation between students' motivational behavior towards their reading comprehension achievement and to know what kinds of students motivational behavior gives the most influence of their reading comprehension achievement

METHODS

Descriptive quantitative was implemented in this research. The design in this research was *ex post facto design*. Hatch and Farhady (1982:26) state that ex post facto design is often used when the researcher does not have control over the selections and manipulation of the independent variable. This is why the researcher looks at the type and/or degree of correlation between two variables rather than at a cause-and-effect-correlation. There were two types of variables in this research; dependent variable and independent variable. Then, the researcher determined the variables as follow: Students' motivational behavior as the independent variable and students' reading comprehension achievement as the dependent variable.

The population of this research was students of the second grade of SMAN 1 Pringsewu in 2016/2017 academic year. There were nine classes of the second grade and each class consists of 25-30 students. The researcher determined the sample by using random sampling and chose XI IPS 4 as the experimental class. Because this research was a correlation study, the researcher used only one class as the sample test using the two data collecting instruments. But, the researcher needed one more class for try outing the instruments. There was no priority class in this research. It is based consideration that every class in the population has the same chance to be chosen.

In collecting data, the researcher used questionnaire motivational behavior and reading test. The questionnaire covers the learners' effort in learning English, the average time of doing English work, learners' sacrifice and interest to gain the purpose, also learners' ability to solve the problem, those are; intensity, attention, and persistence adapted from Hasan (1999) consists of 30 items in which the scores are based on the Likert Scale and the range of 1 to 5. In addition the researcher also used reading test. Reading test were administered in order to find out students' reading achievement in comprehending the text. In this research, the researcher used multiple-choice items in increasing students' reading achievement. It is multiple-choices with five options (a, b, c, d, and e) with one correct answer and four distracters which consist of 50 items.

In this study, the researcher used following step: 1. Determining research problem 2. Determining the research instruments 3.Choosing the subject 4. Selecting and determining the materials, 5. Trying out the Instrument, 6. Analyzing the Try out Research, 7. Distributing Questionnaire, 8. Conducting reading test, 9. Gathering the data, 10. Analyzing the data and Making conclusion.

The data of this study were in form of correlation. The researcher used computer system called Statistical Package for Social Sciences (SPSS) program version 16.0. The researcher used Pearson Product Moment to know the correlation. After that, One-Way Anova implemented to find out the kind of motivational behavior that gives most influence to the students' reading comprehension achievement.

RESULTS AND DISCUSSION

This chapter deals with two major points: the result of the data analysis and discussion as elaborated in the following sections. The objectives of this research were to determine the correlation between students' motivational behavior and their reading comprehension achievement and what kind of students motivational behavior gives the most influence of students reading comprehension achievement. The researcher used questionnaire of motivational behavior and reading comprehension test. The result of the test is described below.

Result of Students' Motivational Behavior

The researcher gave questionnaire of motivational behavior to 26 students of second grade students at SMA N 1 Pringsewu. As it was mentioned on the previous chapter, the questionnaire consisted of 30 items which referred to persistence, attention, and intensity rated on a 5-point Likert-type scale. The following table shows the motivational behavior score of second year students of SMA N 1 Pringsewu.

Table 1 Motivational Behavior Score

Interval Score	Category	Numbers of Students	Percentage
>110	High	10	38.46%
100 – 110	Average	9	34.61%
< 100	Low	7	26.92%

From the result of motivational behavior from questionnaire, it was obtained that the highest score was 127, and the lowest score was 66 and the average was 101.077. According to the writer of questionnaire, the researcher categorized the students who got score up to 110 into high motivation, 100-110 into average motivation, and under 100 into low motivation.

It was found that 38.46% students have high motivational behavior, 34.61% students have average motivational behavior, and 26.92% students have low motivational behavior. From the table, it can be seen that most of the students have high motivational behavior.

Result of reading test

The reading performance test in comprehending text in this study were consist of 50 items represent five aspect of reading, i.e determining main idea, finding specific information, reference, inference, and vocabulary. It was found that the highest score was 82, the lowest score was 60 and the average score was 73.69. There were 15 out of 26 students reached high scores. The lowest scores reached by 9 out of 26 students. Another 3 students reached scores around the average scores.

The Correlation Analysis

In order to know the coefficient correlation between students' motivational behavior and their reading comprehension achievement of the second grade students of SMAN 1 Pringsewu, the researcher analyzed the data by using SPSS. The following table shows the computation result of the two variables.

**Table 2 Correlation between students motivational behavior
and their reading comprehension achievement**

		Motivational Behavior	Reading achievement
Motivational Behavior	Pearson Correlation	1	.846**
	Sig. (2-tailed)		.000
	N	26	26
Reading achievement	Pearson Correlation	.846**	1
	Sig. (2-tailed)	.000	
	N	26	26

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

From the calculation above, it was found that the coefficient correlation between students' motivational behavior and their reading comprehension achievement was 0.846 at significance level of 0.05. It means that the correlation between students' motivational behavior and their reading comprehension achievement was strong.

After knowing the coefficient correlation between students' motivational behavior and their reading comprehension achievement, the simple regression analysis was used to see how far the distribution of motivational behavior to their reading comprehension achievement, and One-way Anova analysis was used to see what kinds of students' motivational behavior gives the most influence to their reading comprehension achievement.

Table 3 The Value of simple regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846ᵃ	.716	.704	3.527

a. Predictors: (Constant), Motivational Behavior

The table showed that the coefficient influences value of X toward Y was 0.716, which classified into strong influence. It means that the effect of students' motivation to the students' reading comprehension achievement was 71.6 %, while another 28.4% was influenced by other factors.

Three kinds of motivational behavior give different portion of impact to the students' reading comprehension achievement. The researcher looked at the score of each kinds of motivational behavior and calculates by using Anova in SPSS program. The following figure showed the portion of each kind of motivational behavior to the reading comprehension achievement.

Table 4 The Value of Descriptive in Oneway Anova

Result					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
intensity	10	75.30	22.779	7.203	59.00	91.60	42	112
attention	10	99.60	6.915	2.187	94.65	104.55	88	109
persistence	10	91.90	6.471	2.046	87.27	96.53	83	101
Total	30	88.93	17.182	3.137	82.52	95.35	42	112

Table 5 Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
6.239	2	27	.006

From the table above, it can be concluded that the mean of intensity was 75.30. The other kind was attention which the mean score was 99.60. The last was persistence which the mean score was 91.90 to the students' reading comprehension achievement. The kind of motivational behavior that gives the biggest influence to the students' reading comprehension achievement was attention. And motivational behavior gives the significant influence to the students' reading comprehension achievement with the score of significant was 0.006.

DISCUSSION

The previous finding research was the research conducted by Hasan in 1999. Hasan (1999) analyzed the impact of motivational behavior toward students' achievement in learning English. Hasan in her unpolished script with the title "*Pengaruh Motivasi Pada Keberhasilan Belajar Bahasa Inggris*" shows that there was a relatonship between students' motivational behavior and students' achievement in learning English. Hasan carried out that motivational behavior that refers to the learners' intensity, attention, and persistence give possitive impact to the students' achievement in learning English.

This research also analyzed the correlation between students' motivational behavior and students' English achievement, but some differences can be found. This research focused on the students' reading comprehension achievement. The reasercher in this research also put the furthermore information: find the kind of the motivational behavior gives the most influence to the student' reading comprehension achievement.

Based on the result of motivational behavior questionnaire, most of the second grade students of SMA Negeri 1 Pringsewu were considered having high motivational behavior. Referring to Gardner and Lambert (1972), motivation is a very important factor which determines the success or failure in second language learning. Motivation can be classified to the motivational behavior that will give direct impact to the learners' achievement in learning language. The learners' motivational behavior in learning directly influence the frequency of learning language, the effort in solving the problem when they learn, learners' concentration in teaching learning process also the persistence in learning.

As Krashen (1981) claims that with high motivation, self-confidence, good self-esteem, and a low level of anxiety, learner will be better for success in second language acquisition especially in reading skill. Furthermore, low motivation, low self confidence, and low self - esteem and debilitating anxiety, can form a mental block that prevents comprehensible input for language acquisition. This will automatically occur when comprehension is successful, when the students have good motivation, they will have more inner state of need or desire that activates an individual to do something to satisfy them. Motivation becomes the forces that account for the arousal, selection, direction, and continuation of behavior. That's why students' who have high motivational behavior are expected having good comprehension in reading.

In this research, the writer found that there was correlation between students' motivational behavior and their reading comprehension achievement of second grade students of SMA Negeri 1 Pringsewu. Based on the information of motivational behavior and reading test result, it could be concluded that motivational behavior affects students' reading comprehension achievement. The same result was shown when the researcher counted the coefficient correlation for those variables. It is found that coefficient correlation was 0.846 which was categorized as strong positive correlation.

When the students lack of motivational behavior, it may open the possibility for the students to do not have the strong persistence in learning English. It made them did not give serious intensity to learn. That also means they were in a state of being forced to study. Some of those students usually lack of activity and direct interest when studying English. Students feel uninterested in English from the very beginning but lose the interest as the difficulty in English learning increases because of lack of enough attention and intensity in learning.

That was also proved when the researcher calculated for the contribution value that showed students' motivational behavior contributes 71.6% to the students' reading comprehension achievement. As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal.

As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. According to the result of research carried out by Purbo (2014), it is found that motivation influenced reading comprehension achievement of the students with 60,8 %; that is, motivation as a psychological factor that had a positive correlation with students' reading comprehension achievement. Hasan (1999) also investigated motivation and focused to the motivational behavior, she found that motivational behavior that refers to the intensity, attention, and persistence gives positive impact to the students' achievement in learning English.

It can be concluded that motivational behavior plays role in developing competences in students' self that make them devote positive behavior in learning language especially English. They would learn more so that their English becomes better and they were able to concentrate on what they read thus, will likely effect their ability to judge or analyze a presented problem, especially in reading.

Furthermore, attention was the kind of motivational behavior that gives big influences to the students' achievement in learning language, especially in reading. Attention is the concentration of all the individual's activities to an object or many objects (Walgito, 1989) and that is very important in success of learning. In learning process, attention is very important. Attention is the concentration or main attention to the information that is reached by someone in the learning period. Suralaga (2005) found that concentration is the basic requirement in

learning process. People cannot learn something if they do not have concentration to understand the lesson. The students' who have high level of attention, their achievement is better than the students' who have high of intensity and persistence, it happened because they can give full concentration when they do the test while students' who have high of intensity and persistence, they cannot concentrate, because it is influenced by some factors such as lack of self-confidence and self-efficacy when they do reading test.

It is also found that intensity was the kind of motivational behavior that gives low influences to the students' achievement in learning process. The concept of intensity according to Dunkel (1948) is behavior that approaching-the-goal. With the same goal, two learners may have different effort or intensity to achieve the goal. Someone who learned with high spirits and spend many times in learning, it will show good results especially in reading comprehension achievement, as opinion Sardiman A.M. (1996), stating that the intensity of student learning will certainly determine the level of achievement namely the purpose of learning raise outstanding achievements. Relates to the learning, intensity can be said as excitement and sincerity, energetic in learning in physics and psychological aspect.

Based on the research findings of this research, the researcher assume could that students with higher level of motivational behavior have a better reading achievement in comprehending a text than the students with lower level of motivational behavior. In other words, higher students' motivational behavior can impact positively to their reading achievement.

CONCLUSIONS

Motivation is one of factor that influences reading comprehension. Students with higher level of motivational behavior have a better reading achievement in comprehending a text than the students with lower level of motivational behavior. They can give full of their concentration during the teaching learning process and nothing could disturb them. In other words, higher students' motivational behavior can impact positively to their reading ability. It can be concluded that there is a significant correlation between students' motivational behavior toward their reading comprehension achievement.

SUGGESTIONS

For teachers, they should not only give attention to the students' reading material, they also should be aware with students' positive behavior in learning. The good teachers are they who can give positive motivation to the students so they will have positive motivational behavior. For future researchers, they can use another instrument and include the predictive power when they want to do the similar research in order to make the research much better. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any writers interested in the same field are suggested to do deep analysis and focus on academic motivation in order to give a big contribution in academic life.

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