

RELATIONSHIPS TO READING LEARNING AND LEARNING MOTIVATION WITH STUDENTS WRITING STUDENTS OF SMU STATE KODYA PADANG

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Abstract

This article contains a discussion about the relationship of reading ability and motivation to learn with the ability to write high school students Kodya Padang. The purpose of writing this article to determine the relationship between the ability to read and motivation to the ability to write high school students of SMU Kodya Padang. For this the authors use the theory of reading ability, learning motivation and ability. This type of research is quantitative because of its nature that contains a series of numbers so as to make predictions for the future. Type of research used test and questionnaire. The results showed based on the proposed hypothesis: (1) There is a significant relationship between the ability to read and write high school students of SMUKodya Padang. (2) There is a significant correlation between learning motivation and writing skill of SMU Kodya Padang. (3) There is a significant correlation between reading ability and simultaneous learning motivation toward the writing skill of SMU Kodya Padang. Thus the research hypothesis H_0 rejected and H_a accepted, of course the results showed that the students of SMU Kodya Padang utilize the ability to read and motivation to improve learning skills. They are not only limited to writing a free article, behind the theories they wrote.

Key word: reading ability, motivation to learn, writing ability

1. INTRODUCTION

A person's reading ability is strongly influenced by the four language skills they possess, namely listening skills, speaking skills, reading skills and writing skills. The four skills are interrelated and sequential. A person's reading skills are acquired after the learning process. In order for someone readiness to mature in reading there are several factors that must be considered. Tarigan (1988: 35) explains, factors that must be considered in the process of reading that is, (1) intelligence, (2) physical health, (3) home and community, (4) social maturity, (5) emotional development and (6) integration requirements.

In addition, writing is one of the language skills that a person possesses after having the ability to read. Writing is an activity of expressing a feeling or information through writing. By writing a good and true will make it easier for readers to understand the writer's disclosure. Writing ability can be a learning ability. This is in line with the opinion expressed by Syafei (1988: 42), a man who has a writing talent will try to spend a lot of time in studying writing, and eventually he will become a good writer. People who do not have the talent to write, if he wants to learn seriously and want to practice then he will be a good writer.

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Based on the description, then the formulation of the problem is ,, is there a significant relationship between the ability to read understanding and motivation to learn with the ability to write free students of SMU Negeri Padang?

2. METHODS

This study uses a quantitative method that contains a series of numbers that allows to make predictions for the future. The variables studied are three pieces, namely two independent variables on reading comprehension and learning motivation as well as the dependent variable of writing free essay. This research was conducted for 3 months from 12 March to 12 June 1997.

The study population is all high school students of Kodya Padang who are sitting in second grade, with the reason that the first grade students are just sitting in high school and still carry the nature of study in junior and third grade students will final exam. The total population of 12 public schools located in Padang. Given the vastness of the population, the research sample is determined based on the cluster with a specific purpose. Of the 12 public schools in Kodya Padang, students who meet both criteria are SMU 1, SMU2 and SMU 3

with an average grade of 6.95. and the rest of the SMU criteria are with a grade of 6.65 average in the field of Indonesian subjects. One of the moderate criteria schools selected as samples close to an average grade of 6.65 is SMU 8.

Data collection is done by giving questionnaires and tests that the authors have compiled themselves. Questionnaires for learning motivation and objective tests for reading comprehension, free essay tests for students' ability to score. This study uses multiple regression correlation statistics. The linearity relationship of the independent variable to the dependent variable is done by conducting the F test. Furthermore it is t tested to see the correlation significance.

Need to do a test. Implementation of trials at state high school 11, after obtaining permission from the Head of Regional Office Dikmenum Depdikbud Kodya Padang. To find out the validity of the problem created, done by searching the index of difficulty and differentiation index.

3. RESULT AND DISCUSSION

The variables studied were dependent variable for writing ability and independent variable for reading ability and learner motivation. These three variables have been examined by Indonesian language teachers who do not teach in research schools. The data collected from the two variables are in the form of flat, average, average, average.

3.1 Testing

This study uses multiple analysis and regression for. The use of such analysis must meet several requirements for this. For more details will abort the full terms.

3.1.1 Normality Test.

Normality test is an important requirement that must be met in the regression analysis, because this test can provide whether the existing data can be processed by regression analysis. The result of normality test of ability of writing give result $Lo = 0,0647$, $Lt = 0,886$ with $\alpha = 0,05$. From these results indicate that $Lo > Lt$. For reading ability gives result $Lo = 0,1121$ dn $Lt = 0,886$ with $\alpha = 0,005$. The results also show that $Lo > Lt$. So also with learning motivation to produce $Lo = 0,1664$, $Lt = 0,886$ with $\alpha = 0,05$. The results also show that $Lo > Lt$. From the data above shows that the data shows the normal distribution of data, so it meets the requirements to use regression analysis. For more details can be seen in the summary below.

Table 1: Summary of Data Normality Test

No	Variable	L Hitung	L Distribution	Table
1	Ability to write	0,0647	0,886	Normal
	Ability to read	0,1121	0,886	Normal
	Learning motivation	0,1664	0,886	Normal

3.1.2 Correlation Testing between Independent Variables

The results of correlation and multiple regression between independent variables and dependent variables that will be reported need to be seen in advance whether there is a relationship between the variables of one with the other independent variables to the dependent variable, then the statistical model used is to regress between independent variables and dependent variables.

The results show that the ability to read and motivation to learn the ability to write $r = 0.2737$ with $\alpha = 0.05$. After obtained correlation coefficient, then the next step is to do t test, t count 3.356. Thus it can be said that the variable reading and learning motivation is an independent variable. Results t arithmetic when compared with t table can be known that the hypothesis is accepted because $t \text{ count} > t \text{ table}$.

3.2 Data Distribution

The variables studied consist of one dependent variable that is the ability to write, as well as two independent variables, namely the ability to read and motivation to learn. For more details can be described below.

3..2.1 Data Distribution of Writing Ability.

The distribution obtained from the students' ability to write the free essay spreads from the lowest value of 25 and the highest value 87. The calculation on the distribution of the score results in an average score of 64.27, standard deviation of 19.93, median 45. Average and median scores are not much different and still below the standard deviation. This suggests that the scattering of the variable writing ability scores is in the form of a normal distribution. The result of grouping of students' writing ability is 19,25% have good writing skill, 45,5% have medium and and 33,25% have low ability. For more details can be seen in the table below ni:

Table 2: Data Distribution of Writing Ability

Interval Class	Absolute Frequency	Relative Frequency
0 – 10	-	-
11 -20	-	-
21 – 30	16	20,00%
31 -40	15	18,75%
41 – 50	23	28,75%
51 -60	11	13,75%
61 -70	10	12,5%
71 – 80	5	6,25%
Jumlah	80	100%

3.2.1 Data Distribution of Reading Skills Reading Understanding

Distribution of scores obtained from students' answers to reading ability (given 20 grit discs and summarizes 50 words) spread from lowest score 32 to highest score 93. Calculations on the scores distribution resulted in an average score of 70.72, standard deviation 14,31, and median 70.25. The mean and median scores are still below one standard deviation. This suggests that the scattering of the variable reading ability in the form of normal distribution. The result of group score of students' answers to this reading ability variable as follows: 63,75% good criterion, medium criteria 17,5%, and 18,75% indicate less criterion. For more details can be seen in the table below:

Table 3: Distribution of Reading Ability

Clas Interval	Absolute frequency	Relative Frequency
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0 -10	-	-
11 – 20	-	-
21 - 30	-	-
31 - 40	3	3,75%
41 - 50	7	8,75%
51 - 60	8	10%
61 - 70	14	17,5%
71 – 80	24	30%
81 – 90	20	25%
91 - 100	4	5%
amount	80	100%

3.2.2 Data Distribution of Learning Motivation.

The distribution of scores obtained for students' answers to learning motivation spreads from score 35 to score 90. Calculations on the distribution resulted in an average score of 65.54. standard deviation of 12.11 and median 55.26. Average and median score scores are not much different and still under one standard deviation. It is indicated that the scattering of learning motivation variables in the form of normal distribution. The result of grouping students' scores for learning motivation variables is as follows, 18,75% for student's learning motivation is good,, 52, 5% for student learning motivation is, and 28,75% for low student learning motivation. Thus the results of the motivation to learn high school students Kodya Padang show is.

The data frequency distribution of learning motivation variable is presented in the table and histogram below.

Table 4: Frequency Distribution of Learning Motivation.

Class Interval	of Absolute Frequency	Relati Frequency
0 -10	-	-
11 - 20	-	-
21 - 30	-	-
31 - 40	2	2,5%
41 - 50	21	26,25%
51 - 60	24	30%
61 - 70	21	26,25%
71 - 80	8	10%
81 - 90	4	5,%
91 - 100	-	
Jumlah	80	100%

3.3 Hypothesis Testing Research

This study uses multiple correlation and regression analysis to test the research hypothesis of the three variables. The use of research analysis must be through the requirements of the randomness of the sample and the normality test of population distribution. The sampling technique has met the requirements of the study.

Normality test is a requirement that must be done in regression analysis, because this test can give an indication whether the existing data can be processed by using regression analysis. Test results of normality of ability of menus give result $L_o = 0,0647$, $L_t = 0,886$ with $\alpha = 0,05$. The results show that $L_o < L_t$. For reading ability gives result $L_o = 0,1121$ and $L_t = 0,886$ with $\alpha = 0,05$. The results also show $L_o < L_t$. So also with learning motivation also yield $L_o = 0,1664$, $L_t = 0,886$ and $\alpha = 0,05$.

3.3.1 Hypothesis between Reading Ability and Writing Ability.

The relationship and the magnitude of the variable influence of reading skill on writing ability is done by simple correlation analysis. Summary of analysis and significance test of correlation coefficient $r = 0.3551$. The strength of the relationship between the ability to read comprehension and learning motivation with the ability to write a free essay is expressed by the coefficient of determination $r^2 \times 100\% = 0.1260$. This means that the correlation coefficient obtained is significant with moderate criteria.

The price of regression analysis shows that the regression coefficient value $a = 9,4780$, $b = 0.4935$. With regression coefficient value is obtained regression equation as follows: $Y = 9,4780 + 0,4935X$. Thus the research hypothesis is accepted.

Table 5: Summary of Results of Variable Ability of Reading Ability, Motivation of Learning with Writing Ability

Correlation	Coefisien Correlation	Coefficient Determination x 100%
R	0,3551	12,62%

Based on the description previously mentioned, the results of the analysis of the hypothesis presented in this study indicate that H_0 is rejected and H_1 accepted, so the proposed hypothesis is accepted. Thus it means there is a relationship reading understanding and motivation to learn by writing high school students Kodya Padang. This is in line with Semi's (1989) opinion that a person will not be a good writer if he / she does not have the ability to read a good understanding, because the result of writing that is designed, because of diligent reading, so that when writing, the author has knowledge or knowledge or an information that will be written so that the information presented can be understood readers.

3.3.2 Hypothesis Relationship Motivation Learning with Writing.

The way that is done for testing the second hypothesis is the same as the first hypothesis testing that is correlation analysis. The result of coefficient correlation between learning

motivation (X2) on writing ability (Y) is positive with correlation coefficient $r = 0,5276$. The strength of the relationship is expressed by the coefficient of determination with coefficient $r^2 \times 100\% = 27.83\%$. That means that the correlation coefficient obtained is significant. For more details can be seen in the table below

Table 5: Summary of Learning Motivation on Writing Skills.

Variables	Coofisien Correlation	Coofisien Determination x 100%
R	0,5276	27,83%

The price of regression analysis shows the value of regression coefficient $a = 40,7889$, $b = 0,0647$. With the obtained values, then obtained the regression equation as follows $Y = 40.7889 + 0.0647X$. This means that the hyphlyses that are proposed for the motivation of learning by writing are accepted.

Thus it means there is a relationship of motivation to learn by writing high school students Kodya Padang. This is in line with the opinion expressed by Davies (1991) that someone who wants to succeed in his studies, the motivation he has to have is intrinsic motivation, so he tries to learn as well as possible so he can get the best learning outcomes. In addition, external motivation can also influence large enough to improve student achievement.

.3 Hypothesis Relationship between Reading Ability and Motivation Learning

simultaneously to the Ability of Writing High School Students Padang.

The relationship and the amount of variable contribution of reading comprehension of free essay (Y) of SMP Negeri Padang is done by double correlation analysis. Multiple correlation analysis is performed to test whether the relationship is predictive or not. Coefficient of double correlation between reading ability and motivation of learning together towards the

ability to write positive with the correlation coefficient. $R = 0.4118$, its correlation power is expressed in the coefficient of determination $R^2 \times 100\% = 16.9579\%$

After tested with F test, the price of F arithmetic is greater than F table ($F_o > F_t$) for $\alpha = 0,05$ with $n = 80$. This means that the multiple correlation coefficients obtained are significant.

The result of double regression shows the value of regression coefficient $a = 48,32$, $a_1 = 0,7592$ and $a_2 = 1,0443$. With these coefficient values we get the model of multiple regression equation as follows:

$$\hat{Y} = 48.38 + 0.7592 X^1 + 1,0443 X^2$$

Based on the results of the above analysis was the price of F arithmetic = 7.8635 and F table = 3.11 for $\alpha = 0.05$. This means that the multiple regression equation is accepted. Based on the above analysis, it can be argued that there is a relationship between reading ability and simultaneous learning motivation to the writing skill of SMU Kodya Padang. In other words there is a significant relationship between the ability to read and motivation to learn simultaneously on the writing skills of high school students Kodya Padang

Table 6: Summary of Multiple Regression and F-Test of Variable Ability of Reading and Learning Motivation on Students' Writing Skill at SMU Padang.

Correlation	Coofisien Correlation	Coofisien Determinasi	F Calculate	F Table α 0,05
R	0,4118	16,9579%	7,9253	3,11

The result shown in the table above shows that the double regression coefficient between reading ability and simultaneous learning motivation is positive writing skill with correlation coefficient $R = 0,4118$, correlation strength is expressed in coefficient of determination $R^2 \times 100\% = 16,9579\%$.

The existence of an effective contribution given by both independent variables to the dependent variable, it is still necessary to see how large the contribution is. The analytical technique used to achieve these results is by partial correlation. Partial analysis is needed to support the conclusion that attention to reading ability and learning motivation is essential for improving students' writing skills.

Based on the results of the research indicates that the three proposed hypotheses are accepted. The likelihood of the acceptance of the three hypotheses can be seen from Semi's

(1989) opinion that one can not be a good writer, if previously not having good reading ability, because the writing made is a product of good reading.

3.4 Discussion

After doing research, it turns out the opinion expressed Atar (1989) proved in the field. Students are able to use their reading and learning motivation to write well. Print media / newspaper, school library became the main place for high school students in Kodya Padang to get a lot of information. The opinion is also justified by teacher builder library, that the time of rest or certain times a lot of students who come to the library to read newspapers or read books they need.

In addition, the Indonesian language teacher at the research school has also given free essay writing exercises to students in their classes. Teachers are not only focused on language theory alone, but also pay attention to the students' written language. The desire to write a free essay more arise from students.

The data processed in this study was obtained from the student test. Because this test is the student's answer, it is possible that the objectivity of the data is not guaranteed, so the interpretation of the results of this research needs to be done carefully.

D.. CONCLUDES AND RECOMMENDATIONS

The results of this study indicate that there is a relationship between the ability to read and motivation to learn individually or together to the ability to write high school students Kodya Padang. By looking at the nature of the relationship can be said to increase the ability to read and motivation to learn students will guarantee the ability to write. This happens because the students themselves have developed the power of reason and have been able to express with appropriate vocabulary in a good paragraph, so the public's assumption so far there is no relationship to language skills, especially the ability to write is not proven.

To the students of SMU Kodya Padang expected that they should learn harder, must be able to improve the reasoning power well, should` be able to improve their language skills, especially the ability to write. A lot of practice will produce good writing. Discussions with friends and with teachers in the field of study are necessary to obtain information and knowledge on how to write good.

So also to all teachers of Indonesian language study, to be really in teaching and using various learning strategies that match the material given and always provide motivation

to their students. In addition to forming language studio so that problems in the learning process can be overcome

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