

**THE EFFECT OF STUDENTS' READING PROCESS STRATEGIES AND
MOTIVATION ON COMPETENCY ACHIEVEMENT IN READING AT
STUDENTS FIRST GRADE SEMESTER**

Diah Retno Angraini
Universitas Muhammadiyah Tangerang

Abstract

Reading can be characterized as a “conceptual process”, a tool for thinking and a problem solving process. As a reader, they try to discover what the author means while, at the same time, they build meaning for themselves. The purpose of this research is to know is there any significant effect of students' reading process strategies and students' motivation on reading English text achievement at students first grade semester. This study was quantitative research, 80 students were chosen as a sample with simple random sampling technique. The questionnaires and reading test were distributed to gather the data, and they were analyzed quantitatively. The results of data analysis show that there is an effect of students' reading learning process strategies and students' motivation simultaneously on their reading English text achievement at students' first grade semester. It is proven from the results of statistical calculation that $F_{obs}(132.407) > F_{tab}(3.33)$. In conclusion, this study found that reading learning process strategies and motivation used by students positively influenced students' reading English text competency achievement. In line with this conclusion, the writers suggest that the teacher had positive and motivating attitudes.

Key words: Reading strategy, Motivation, Competency achievement

Introduction

Reading is a basic competence for learners, through reading learners can involve actively or passively in acquirement of language and acquirement of information. Reading is one skill that is taught in the English subjects. Richard R. Day in Purba states, that reading skills are very important because these help learners to extract information from the written texts, to consolidate the learning that has taken place, to increase knowledge of English language through exposure to new vocabulary and grammatical structures, and to learn about the target culture.

Ministry of Education No. 23/2006 about Graduation Competence Standard, the competences expected in reading activity are that students are able to understand meaning in the functional written text formal and informal in the daily life context.

Berry in Adiwiria, stated that reading process is influenced by four phases, first, interpreting ideas; second, understanding in detail; third, deftness entangling in dealing with word, and the last, related to logical organization and relevant idea selection.

Reading is a meaning-making process that involves interaction between the reader and the text which have purposeful of identifying, interpreting and evaluating ideas. Lack mastery in the concept and comprehension reading process is among the problems frequently faced by readers, without exception students of first grade semester. These problems are students' level intelligence, students' background knowledge and experience, students' competence, students' attitude and interest, environment, support from teacher. Strategies in reading English text needed by student to facilitate in understanding reading text and to make effective and efficient motivation are needed.

Based on the background above, the writers want to know strategies used by students have effect on their reading English text achievement and whether motivation affecting on their reading English text achievement. Therefore, the writers conducted a study to know and to prove an effect of students' reading process strategies and motivation on competency achievement in reading at students first grade semester.

Theoretical Framework

1. Reading

a. Reading process

Though reading is often considered a passive skill, research in the field of psycholinguistics has demonstrated that it is actually a highly complex process of interaction between reader and text. Reading, thus, can be seen as the processing of information. The reader brings to the text his own store of general information deriving from his native culture, education, personal experience, and normally, some specific knowledge of the topic of the written text.

Reading is a tool for thinking and a problem solving process. As a reader, they try to discover what the author means while, at the same time, they build meaning for themselves. They use their own language, their own thoughts, and they own view of the world to interpret what the author has written. However, since readers are compelled to understand what they are reading, they interpret actively while reading in order to gain meaning, which is their ultimate goal.

b. Reading comprehension

The U.S. National Reading Panel (Armbruster, Bonnie B and Jean Osborn, 2001 in Suparman) defines reading comprehension as a complex system of deriving meaning from prints that requires all the following:

- The skill and knowledge to understand how phonemes, or speech sounds are connected to prints;
- The ability to understand unfamiliar words;
- The ability to pronounce words in English text fluently;
- The ability of background information and vocabulary to comprehend reading English text;
- The development of appropriate active learning process strategies to construct meaning from English text;

- The development and maintenance of a motivation and interest to read English text;

From the definition above, it is understood that the interaction the reader and English text is not simple. It requires considerable work from the reader during the reading process. There is a “link” between comprehend reading English text and the reading strategy that is used to build the reading comprehension. Therefore, students must use appropriate strategy to enable them to think, reason, and communicate through the written words. Thus, it is assumed that comprehension involves combining reading with thinking and reasoning in the prints with an appropriate strategy. It means any appropriate reading strategy may assist the comprehension to the reading text.

2. Learning strategies

a. The concept of learning strategies

O’Malley and Chamot, stated that learning strategies refers to special ways, behaviors or attitudes that individuals use to help them comprehend, learn, or get new information. Learning strategies for students serve as a means to help them succeed in learning process.

b. Factors influencing learning strategies use

Language learning strategies have found that various factors can affect strategy choice by learners. Oxford mentions some of these factors including the language being learned, the learning goals, the level of learning (or the proficiency of learners), the learner’s self-awareness, age and sex. Moreover, affective variables like behavior, motivational levels, motivational orientations, personality factors and learning experiences also play a role in the strategy use.

c. Learning strategies classification

Chamot and O’Malley 1987; O’Malley et al. 1985 in O’Malley and Chamot, 1990 classifying learning strategies into three types, i.e.:

- Metacognitive strategies is process in planning for learning process, monitor how far students' comprehend and production, and evaluating how well students has achieved a learning objective;
- Cognitive strategies is a interacts between learner and the material by manipulating it mentally (as in making mental images, or elaborating on previously acquired concepts or skilled) or taking notes on important information to remembered;
- Social/affective strategies is interacts either the learner with another person in order to assist learning, as in cooperation or asking questions for clarification, or uses some kind of affective control to assist a learning task.

3. Motivation

Motivation is usually defined as an internal state that arouses, directs, and maintains behavior. Motivation is the activation of goal-oriented behavior. Motivation may be internal or external. There are two concepts in motivations, i.e., motivation come from inside (intrinsic) and motivation come from outside (extrinsic).

- **Intrinsic motivation**

Intrinsic motivation comes from rewards inherent to a task or activity itself. Intrinsic motivation is usually associated with high educational achievement and enjoyment by students.

- **Extrinsic motivation**

Extrinsic motivation comes from outside of the performer. Money is the most obvious example, but coercion and threat or punishments are also common extrinsic motivations.

4. Concept of competency

According Bloom theory, students' competency can see in three aspects; cognitive (knowledge), psychomotoric (skill), and affective (attitude). Cognitive (knowledge) can enhance psychomotoric (skills) and build or create affective (attitude).

Based on Ministry Regulation (*Permen Diknas*) No. 23/2006, about Competency Passing Grade Standard (SKL), in reading, the basic competence is to respond meaning in the functional written text formal and informal in the daily life context to access knowledge in the command and request form. The competence standard is to comprehend meaning of short functional written text and simple essay formed in command and request, in daily life context to access knowledge. Achievement in reading means that readers' responsibility was not merely to transfer what the author had written into the reader's head but also asked the readers to interact with the text to create meaning and understanding.

5. Previous studies

There are some previous studies which have explored the effect of reading process strategies and motivation on reading English text achievement.

Ellis stated students exposure their understanding of reading text through orally answer in cognitive, metacognitive and social or affective strategies. O'Malley and Chamot, view cognitive stage operate directly on incoming information, manipulating it to enhance learning; metacognitive stage refer to skills that may entail planning for, monitoring, or evaluating the success of a learning activity; and social or affective stage, which cover interaction with another person or exercising control over emotional or affective responses to learning. Barnett, 1988; Olshavsky, 1977; Paris *et al.* 1983; Carrell, 1985; Carrell, Pharis, and Liberto, 1989 in Pani, stated that reading strategies are the mental operations involved when readers doing approach a text effectively to make sense of what they read. Good readers apply strategies more frequently and effectively than poor reader. Learners can be instructed to use appropriate reading strategies to help them improve comprehension.

Marhaeni and Ngurah in Sappaile, states that motivation is a condition of which emerge in individual itself which because of interaction between motivate and events perceived by individual so that push to activate behavior become an real action.

Thorkildsen and Nicholls, 1998; Meece and Miller, 1999, in Guthrie, states individuals with a performance (or ego) have orientation to maximize favorable evaluation of their ability. Students with motivation, a task orientation and high self-efficacy are relatively being an active readers and high achievers.

Chan states that motivation and students' learning strategies had an important role in explaining achievement variance in the younger grades, students' learning strategies was found to mediate between the effects of motivation in reading achievement. Sankaran, Bui, and Xiao-ling find that the use of learning process strategies effect on positive performances. While motivation significantly correlated to students' performance. High motivation is associated with the use of deep learning strategies, and low motivation is associated with the use of undirected strategies. Motivation and strategy have reciprocal relationship; motivation influences the choice of strategies will use by students and correlates with some strategies significantly and more closely.

Methodology

This study was quantitative research, for six months. The population of this study was students in first grade semester, 80 students as a sample used simple random sampling, and conducted for six months.

In this study, the writers used reading test, questionnaires, interview, and observation. Reading tests was given to knowing the level of competence of the respondents in reading achievement. A questionnaire was survey that can capture information in a short of time; the writers used closed questions for the questionnaire. An interview is a conversation between two or more people use some questions will ask by the interviewer to obtain information from the interviewee. In this study, writers used unstructured and structured interview. Observation is an activity of receiving

knowledge of the outside world through the senses, or the recording of data using scientific instruments. In this study, the writers used participant observation, where the writers were involved.

Before the instruments used, the writers tried them out to make sure the quality of the instrument, i.e. validity, reliability, level difficulty, and discrimination power. All of the data were analyzed by simple regression to test learning strategies on reading English text achievement, and also test motivation on reading English text achievement. To test learning strategies and motivation to reading English text achievement, writers used multiple regressions.

Results and Discussion

Based on the learning strategies classification, it was found that the respondents in this study using the social or affective strategies in reading activity. It can be seen from students' behavior, like students ask questions for clarification on things they are not understand, they also use cooperation in various ways, such as practicing with others, playing games in the language, and sharing with others. The students' used these strategies to reduce anxiety, with building their own perception not to be afraid to make errors, not panic if they do not understand everything, and not to be discouraged if they make incorrect guesses. The use of social or affective strategies by students cannot separated from the uses of cognitive strategies, because cognitive strategies are activities using steps or problem solving that require direct analysis, transformation, or synthesis of learning materials such as inference, guessing meaning from context, and elaboration, or relating new information to other concept in memory. The cognitive stage operate directly on incoming information, manipulating it to enhance learning and social or affective stage, which cover interaction with another person or exercising control over emotional or affective responses to learning. This result same with statements from Ellis; O'Malley and Chamot.

78.1% of students have extrinsic motivation. Extrinsic motivation is one which comes from outside of the performer. This condition supports the opinion of Thorkildsen and Nicholls (1998); Meece and Miller (1999), in Guthrie, who stated that “Individuals with a performance (or ego) orientation attempt to maximize favorable evaluations of their ability.” Performance orientation is seen as extrinsic motivation. It is associated with the use of strategies for reading and desire to complete a task rather than to understand or enjoy a text.

From the statistical calculation, it shows that F_{obs} is 132.407 and F_{tab} is 3.33; F_{obs} is higher than F_{tab} . These mean that students' learning strategies on reading process and motivation simultaneously have a significant effect on competency achievement in reading. Hence it can be concluded that there is the effect of students' reading process strategies in learning process and motivation on competency achievement in reading at students first grade semester. This result support statement from Chan; Oxford & Nyikos; WEN Qiu-fang in Xiao-ling, said that motivation and learning strategies have an important role in explaining achievement, motivation is the strongest influence on learning strategies was choose.

Conclusion and Suggestions

Learning strategies and motivation have simultaneously effects on reading English text achievement which are relatively strong. The contribution of those variables was 90.7% while the rest 9.3% was determined by other variables such as teaching methods.

The use of learning strategies by students can make their learning process easier, effective and efficient; and their motivation can be a support in learning process. Motivation can be used to maintain students' interests in reading English text; beside it can be a stimulating and driving force for them to increase their competence.

The teacher must have positive and motivating attitudes, so students' interest in reading English text will increase, this condition will affect to on students' reading English text achievement.

References

- Adiwiria, Pien Supinah. 2007. “*Hubungan antara Intelegensia, Kemampuan Menyimak, dan Kemampuan Membaca dengan Prestasi Belajar.*” *Jurnal Pendidikan dan Kebudayaan* No. 69, tahun ke-13:924-927.
- Anderson, Neil. J. 1999. *Exploring Second Language Reading: Issue and Strategies*. New York: Heinle & Heinle Publishers.
- Badan Standar Nasional Pendidikan (BSNP). 2006. Permen No. 22 23 24 Tahun 2006 tentang Standar Kompetensi Lulusan dan Pelaksanaan Isi dan Skl. Jakarta: BNSP.
- Black. T.R. 1999. *Doing Quantitative Research in the Social Science: an integrated approach to research design, measurement and statistic*. CA: SAGE Publication Inc.
- Chan, L K. S. 1994. “*Relationship of Motivation, Strategic Learning, and Reading Achievement.*” *Journal of Experimental Education* Vol. 62. <https://www.questia.com/signupflow?time=1270807872102>.
- Destefano, J.S. 1982. “*Language and Reading.*” In *Reading in Applied Linguistics*, edited by Harold B. Allen and Michelle D. Linn, 388. New York: Alfred A. Knopf, Inc.
- Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Goodman, Y. M; Burke, C. and Sherman, B. 1980. *Reading Strategies Focus on Comprehension*. New York: Holt, Rinehart and Winston.
- Grellet, F. 1981. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. New York: Cambridge University Press.
- Guthrie, J.T. 2001. “*Contexts for Engagement and Motivation in Reading.*” <http://www.readingonline.org/articles/handbook/huthrie/index.html>.

- Julia, W. 1988. "Improving Reading Comprehension: some current strategies." English Teaching Forum XXVI, No.1.
- Meily, M. 2007. "Assessment of the Effectiveness of Selected Interventions in Improving Students' Positive Attitude and on Task-Behavior toward Reading in a School in Quezon City, Metro Manila, Philippines." Pancaran Pendidikan No. 67. Tahun XX: 1049.
- McClure, C. T. 2008. "Motivation and Reading: Creating Early, Engaged Learners." <http://www.districtadministration.com/viewarticle.asp?articleid=1445>.
- O'Malley, J.M. and Anna Uhl. Chamot. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Oxford, R.L. 1990. *Language Learning Strategies: What every teacher should know*. New York: Newbury House Publishers.
- Pumfrey, P.D. 1997. "Assessment of Affective and Motivational Aspects of Reading." *In the Psychological Assessment of Reading*, edited by John R. Beech and Chris Singeton. 161, New York: Routledge.
- Sankaran, S R. Sankaran and Tung Bui. 2001. "Impact of Learning Strategies and Motivation on Performance: A study in web-based instruction." Journal of Instruction Psychology, under "Settings." http://findarticles.com/p/articles/mi_m0FCG/is_3_28/ai_79370574/
- Septinar, W. 2007. "Simplification as a Strategy in Understanding a Reading Text." Fourth Conference on English Studies 4, No. 4: 110-111.
- Suparman. 2009. "Increasing Students' Reading Achievement using Collaborative Reading Strategy (CRS) at Second Year Students of One of State SMPS in Lampung Province." Edu-Lingua Jurnal Pendidikan Bahasa 2, No. 1:6-7.
- Xiao-ling ,Y. 2006. "Motivation and Reading Strategies," Sino-US English Teaching 3, No. 12: 2-4