Reading Motivation and Reading Comprehension Ability of The Students at Islamic University of Malang

Nuril Firdaus

Faculty of Social Science and Humanities, University of Ibrahimy

Email Correspondence : novinurilfirdaus@gmail.com

ARTICLE INFO

ABSTRACT

This research aimed to knowing whether there was significant correlation between reading motivation and reading comprehension ability of the third semester students of English Language Teaching Department of University of Islam Malang or not. The research design in this study was quantitative research in the form of correlation design. The subject of this study was 33 students. The researcher developed two research instruments; a questionnaire to measure student's reading motivation and a test of reading to measure reading comprehension ability. The finding indicated that there was a positive correlation between student's reading motivation and their reading comprehension ability because the coefficient correlation obtained showed on the table was 0.497. It can be concluded that the correlation between those two variables was on moderate correlation. The coefficient correlation obtained from the computation was significant because r observed was higher than the r critical (0.497 > 0.344).

1. Introduction

Reading motivation is important for learners since they have to be motivated in English language learning and improve their reading comprehension ability. So, reading motivation is vital to the learners' ability to read and comprehend texts purposefully for EFL students. Accordingly, since the need for academic success in all areas of learning, all English foreign language learners need to enhance their English reading motivation for a better understanding of written texts. Reading motivation is regarded as the most vital and necessary for learners in both a classroom context and an extracurricular environment.

Reading motivation is an important factor which supports students to read more, and it has a significant relationship with reading and understanding texts. Accordingly, many researchers have been well aware of the importance of motivation in target language learning and how motivation improves comprehension among language learners. Motivation benefits of being a motivated reader by stating that it is important to motivate students to read by providing them opportunities to select their desired materials. In other words, students would like to read more when they are allowed to choose their reading materials because they would discover that reading is an enjoyable activity (Hairul, Ahmadi, & Pourhossein, 2012).

According to Seymour and Walsh (2006) motivation for learners is always a main element that affects their reading comprehension. However, it has not been yet recognized that motivation is a main factor in reading comprehension. Reading motivation is one of the main factors for foreign language students that helps learners to read more effectively. Wang (2008) pointed out that students who studies a foreign language need to improve their reading ability in order to comprehend the texts (Rosenfeld, Leung, & Oltman, 2001).

Kaharu (2013) investigated the correlation between students' reading motivation and reading comprehension in reading English text. The population of the research was seventh grade students of Junior High School 1 Batudaa and the sample of the research were 22 students. The research design of this study is quantitative correlation. For collecting the data, the researcher used questionnaire and reading test. Descriptive and inferential statistic was using to analyze the data. It was found that t-count > t-list (5.558 ≥ 2.086) , α = 5%, α = 20 and t-list = 2.086. It means that (Ho rejected and H1 acceptable) and 60.60% is determined by motivation. Based on this finding, it can be concluded that there is positive correlation between students' motivation and reading comprehension in reading English text.

In another study Simajuntak, E. G., Purbo, A., & Sutarsyah, C. (2012) found out that there was significant correlation between students' motivation and their reading comprehension achievement. The coefficient correlation was 0.483. It was classified into moderate correlation. The research's result can be interpreted that students' motivation had moderate effect to reading comprehension achievement. The students who had motivation toward English affect their reading willingness to read as well as their participation and commitment to study well.

Therefore the researcher wants to study the correlation between reading motivation and reading comprehension ability of the third semester students of English Language Teaching Department of University of Islam Malang. The researcher is eager to identify whether there is a significant correlation or not. Do the students who have high reading motivation have a good score in their reading comprehension test? Or, maybe in the contrary.

2. Methods

This study used quantitative approach with correlational design. The population in this study was all the students of the third semester of English Language Teaching Department at Faculty of Teacher Training and Education, University of Islam Malang. After highlighting some kind of sampling techniques, the researcher chose cluster sampling since the part chosen was not an individual, but a group of individuals who were naturally together. The researcher took a small represent of the population. From the existing population, the researcher took two classes from a list of the classes and included all students in that selected classes as the sample.

The researcher developed two research instruments; a questionnaire to measure reading motivation and a test of reading to measure reading comprehension ability. The questionnaire given to the respondents consist of some dimensions which was adopted from Watkins and Coffey (2004) theory about dimensions of reading motivation. They were grades-compliance, involvement, social, competition, reading work avoidance, curiosity, recognition, and efficacy. Each dimension had four items. For the test of reading, the researcher used an objective test that was in the form of multiple choice consisting of five general understanding questions, four true-false sentences, and six reading comprehension questions. The test was taken from students' reading book in their third semester.

The analysis of the data were done based on the data obtained from the two instruments in the form of score through the step. There was one step that researcher carried out to analyze the data, computing questionnaire and reading comprehension test result by using statistical package for the social science (SPSS) with correlation formula. The researcher tested the hypothesis at. 0.05 level of significance. If the correlation coefficient (r) > r – critical, it means that the correlation of two variables is significant, so that the hypothesis is accepted. In contrast, if the correlation coefficient (r) < r – critical, it means that the correlation of two variables is not significant, so that the alternative hypothesis is rejected.

3. Result

The data was analyzed by using statistical package for the social science (SPSS) with correlation formula. The result showed that there was a positive correlation between students' reading motivation and their reading comprehension ability because the coefficient correlation obtained showed on the table was 0.497. After consulting the score obtained to the table interpretation level of correlation, it can be concluded that the correlation between those two variables was on moderate correlation. In order to know whether the coefficient of correlation was significant or not, the table of significance or the r table was used. This table functions to interpret the significance of the coefficient of correlation at 0.05 level of significance. To get the df, 33 sample minus two (N-2) was 31. The *r-* critical by df 31 in the 0.05 level significance was 0.344. Therefore the coefficient correlation obtained from the computation was significant because *r* observed was higher than the r critical (0.497 > 0.344).

Based on the description of the data analysis above, it can be concluded that reading motivation correlated significantly with students' reading comprehension ability. Therefore, the null hypothesis that stated: there is no significant correlation between reading motivation and reading comprehension ability of the third semester students of English Language Teaching Department of University of Islam Malang was rejected, and the alternative hypothesis was accepted. In conclusion, reading motivation was one of several factors that help students to develop their comprehension ability.

4. Discussion

Theoretically, reading motivation is an important factor which supports students to read more, and it has a significant relationship with reading and understanding texts. Accordingly, many researchers have been well aware of the importance of motivation in target language learning and how motivation improves comprehension among language learners. (Hairul, Ahmadi, & Pourhossein, 2012).

According to Seymour and Walsh (2006), motivation for learners is always a main element that affects their reading comprehension. However, it has not been yet recognized that motivation is a main factor in reading comprehension. Reading motivation is one of the main factors for foreign language students that helps learners to read more effectively. Wang (2008) pointed out that students who study a foreign language need to improve their reading ability in order to comprehend the texts (Rosenfeld, Leung, & Oltman, 2001).

In addition, there are some factors that influence readers' understanding of text. Westwood (2001) stated some factors influencing reading comprehension. They are readers' motivation, interest, vocabulary, general knowledge, knowledge of particular subjects. Some readers are also in poor reading comprehension because of lack of fluency in lower reading process and they have limited vocabulary mastery that also brings difficulties in understanding the meaning of some words or sentences. Vocabulary mastery also brings difficulties in understanding the meaning of some words or sentences.

5. Conclusion

Reading motivation was one of several factors that help students to develop their comprehension ability. The suggestion for the teacher, they should be model for their students. They are expected to get their students motivated to spend much time in reading. They also should give students opportunity to practice both are in and outside classroom activities in order the motivation of reading will run naturally, and it enables students to improve their reading comprehension and help students to reach the academic achievement. It is suggested that teachers should provide students with a nice and comfortable place for reading, provide popular English texts and good books in the class. It can make students more interest in reading because they do not only reading but also studying English. Moreover, teachers should make the class atmosphere more enjoyable and fun, far from being stress and threatened situation which is usually faced by students in the classroom.

For the future researcher, First, it is suggested for future researchers to employ a wider sample from the population and operate probability sampling procedure. Second, it is suggested for future researchers to deepen the study. They can categorize the students based on gender etc. Third, future researchers are expected to consider the instruments well and all influential factors related to this study. And the last for the students, Hopefully, students can improve and keep their reading motivation. They should encourage themselves to build reading motivation because it plays an important role in paving students' reading skill and affects students' decision making on which reading activities to do, how long they read, and how much effort to comprehend texts particularly when encountering the difficult ones which subsequently build better reading ability. Furthermore, motivated readers tend to be optimistic, persistent, and willing to take a risk on what they read.

References

Ahmadi, M. R., & Pourhossein, A. G. 2012. Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. *Theory and Practice in language studies*, *2 (10), 2053-2060*.

Ahmadi, M. R. 2013. The Relationship between Students' Reading Motivation and Reading Comprehension. *Journal of Education and Practice, 4 (14)*.

Brown, H. D. 2001. *Strategies for Success; A Practical Guide to Learning English*. Pearson Education ESL.

Carrell, P. L. 1989. Metacognitive Awareness and Second Language Reading. *Modern Language Journal, 73 (2), 120–133*.

Deci, E. L. & Ryan, R. M. 1985. *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press.

Gage, N.L., & Berliner, D. C. 1984. *Educational Psychology (3th Edition)*. Boston: Houghton Mifflin.

Gardner, R. C. 1985. *Social Psychology and Language Learning: The role of attitudes and motivation*. London: Edward Arnold.

Grabe, W. 2009. *Reading in a second language: Moving from Theory to Practice*. Cambridge: Cambridge University Press.

Guthrie, J. T., & Wigfield, A. 2000. *Handbook of Reading Research: Engagement and Motivation in Reading.*. Vol. 3: 403-22.

Hairul, N. I., Ahmadi, M. R., & Pourhossein, A. G. 2012. The Role of Reciprocal Teaching Strategy as an Important Factor of Improving Reading Motivation. *Elixir Educational Technology*, *53: 11836 – 11841.*

Harmer, J. 2007. *The Practice of English Language Teaching (4th Ed.).* England: Longman.

Iskandar. 2009. *Psikologi Pendidikan*. Jambi: Persada Press.

Jamil, M. T. 2016. *Reading Habits Among Students And Their Reading Comprehension Ability*. Unpublished Thesis. Islamic University of Malang.

Kaharu, D. O. N. 2016. *The Correlation between Students' Motivation and Reading Comprehension in Reading English Text*. Undergraduate Thesis: State University of Gorontalo.

McGeown, S. P., Duncan, L. G., Griffiths, Y. M. & Stothard, S. E. 2015. Exploring the Relationship Between Adolescent's Reading Skills, Reading Motivation and Reading Habits. *Reading and Writing, 28: 545 – 569.*

McKenna, M. C., Kear, D. J., and Ellsworth, R. A. 1995. Children's Attitude toward Reading: A National Survey. *Research Reading Quarterly*, *30 (4): 934 – 956*.

Meniado, J. C. 2016. Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students. *English Language Teaching Journal*, *9: 117 – 129.*

Middleton, M. E. 2011. *Reading Motivation and Reading Comprehension*. Master's Thesis: The Ohio State University.

Nur, L. C. N. 2011. *The Correlation Between Students Motivation and English Achievement of The Fourth Semester Students of English Department at Islamic University of Malang*. Unpublished Thesis. Islamic University of Malang.

Pachtman, A. B., & Wilson, K. A. 2006. What do the kids think?. *The Reading Teacher Journal*, *59: 680 – 684.*

Pardo, L. S. 2004. What Every Teacher Needs to Know About Reading Comprehension. *International Reading Comprehension Journal*, *58 (3): 272 – 280*.

Rosenfield, M., Leung, S., & Oltman, P. K. 2001. *TOEFL Monograph Series, No. 21: The reading, writing, speaking, and listening tasks important for academic success at the undergraduate and graduate levels*. New Jersey: Educational Testing Service Princeton.

Schaffner, E., Schiefele, U., & Ulferts, H. 2013. Reading Amount as a Mediator of the Effects of Intrinsic and Extrinsic Reading Motivation on Reading Comprehension. *Reading Research Quarterly*, 48 (4): 369-385.

Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. 2012. Dimensions of Reading Motivation and Their Relation to Reading Behavior and Competence: The Review of Research. *Reading Research Quarterly*, 47 (4): 427-463.

Seymour, S., & Walsh. L. 2006. *Essentials of teaching academic reading*. Boston: Houghton Mifflin Harcourt.

Simajuntak, E. G., Purbo, A., & Sutarsyah, C. 2012. *The correlation between students motivation and their reading comprehension achievement at Second Grade of SMA Negeri 1 Terbanggi Besar.* Lampung: University of Lampung.

Stanovich, K. E. 1980. Toward an interactive-compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly.* Vol 16: 32-71.

Sulistyo, G. H. 2011. *Reading for Meaning.* Malang: Pustaka Kaiswaran.

Wallace, J. 1995. *Improving Reading Skills o f Poor Achieving Students, Instructional Models in Reading.* Stahl and Hayes.

Wang, J. H. & Guthrie, J. T. 2004. Modeling the Effects of Intrinsic Motivation, Extrinsic Motivation, Amount of Reading, and Past Reading Achievement on Text Comprehension between U. S. and Chinese Students. *Reading Research Quarterly*, 39 (2): 162-186.

Wang, T. H. 2008. *The Effects of Modified Collaborative Strategic Reading on EFL Learners' Reading Comprehension.* Unpublished Doctoral Dissertation. National Changhua University of Education.

Watkins, M. W. & Coffey, D. Y. 2004. Reading Motivation: Multidimensional and Indeterminate. *Journal of Educational Psychology, 96 (1): 110-118*

Westwood, P.S. 2001. *Reading and Learning Difficulties; Approaches to Teaching and Assessment*. Victoria: ACER Press.

Zakiyah, P. P. 2013. *The Correlation Between Strategies in Developing Students' Speaking Skill and the Speaking Skill of the eleventh Grade Students of SMA Al-Multazam Mojokerto in Year 2012/2013*. Thesis is Unpublished. Islamic University of Malang.