

**THE CORRELATION BETWEEN READING MOTIVATION
AND READING COMPREHENSION ACHIEVEMENT OF THE
NINTH GRADE STUDENTS OF PUBLIC JUNIOR HIGH
SCHOOLS WITH “A” ACCREDITATION IN PALEMBANG**

A Thesis by

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**FACULTY OF TEACHER TRAINING AND
EDUCATION SRIWIJAYA UNIVERSITY
INDRALAYA**

2019

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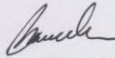
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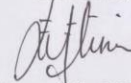
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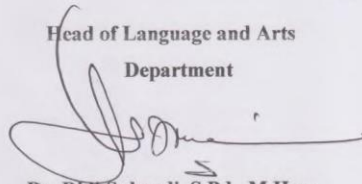
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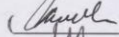
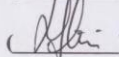
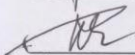
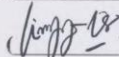
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
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Certify that thesis entitled "The Correlation between Reading Motivation and Reading Comprehension Achievement of The Ninth Grade Students of Public Junior High Schools with "A" Accreditation in Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, October 2019

The Undersigned,



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DEDICATIONS

This thesis is dedicated to :

- My beloved parents, Pak Sembiring dan Buk Girsang. Thank you for always giving me tons of love, support and motivation. This is for you
- Abang dan edaku (Papa Gee dan Mama Gee) Thank you for everything that you give to me, love you the most. XOXO
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“When I am affraid, I put my trust in You”

Psalm 56:3

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THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION ACHIEVEMENT OF THE NINTH GRADE STUDENTS OF PUBLIC JUNIOR HIGH SCHOOL WITH "A" ACCREDITATION IN PALEMBANG

ABSTRACT

The objective of this study was to find out whether or not there was a significant correlation between reading motivation and reading comprehension achievement of the ninth grade students of public junior high schools with "A" accreditation in Palembang, and how much the influence of reading motivation was on reading comprehension achievement. The sample of this study was 378 ninth grade students who were selected by using random sampling technique. Reading motivation questionnaire and reading comprehension test were given to collect the data and measure students' reading motivation and reading comprehension achievement. Correlation and regression analyses were applied to analyse the data. The finding showed that there was a significant correlation between reading motivation and reading comprehension achievement (r -value = 0.252; p -value = 0.05). The result of the regression analysis also revealed that reading motivation gave 6.3% contribution to the students' reading comprehension achievement.

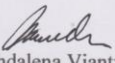
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CHAPTER I

INTRODUCTION

This section presents background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1 Background

Reading in English is important in a variety of reasons. For Indonesian secondary school students, reading in English is important for educational objective because English is one of the compulsory subjects taught at school. Therefore, they study it for academic reason. For others, reading in English is for getting news. Through reading in English people can get information about what happen around the world and discover new things. In relation to reading in English, Donaghy (2016) makes a list of the benefit of reading in English for students; they include gaining competence in reading, writing, oral and aural skills, vocabulary growth, and increases in motivation, self-esteem and empathy. She further states that students who read extensively also become more autonomous learners.

As stated in the previous paragraph, English is a compulsory subject for secondary students based on *Badan Standar Nasional Pendidikan (BNSP)* (2006, p.13). As a compulsory subject, English became one of the subjects included in the National Examination in which the number of questions in English subject is dominated by reading test. For example, in the National Examination for Indonesian Junior High School in 2018, there were 50 questions and 46 out of 50 questions were based on the 15 reading texts. It means that reading questions form in the National Examination is up to 92%, and it shows that reading takes a big part in English subject for Indonesian Junior High School students.

According to the 2013 curriculum, the aim of teaching English subject in junior high school is to develop students' potentials to have communicative competence in the interpersonal, transactional, and functional discourses using any kinds of texts both in oral and written English language. Meanwhile, the aims of

teaching reading at junior high school students is for them to be able to understand and apply the factual, conceptual and procedural knowledge or information related to science, technology, arts and culture. In order to have good communicative competence, students need to be able to produce either spoken or written information. Students are required to master reading to comprehend the information. Komiyama (2009) states that reading is an important skill for English language learners and supports the development of overall proficiency and provides access to crucial information at work and in school.

However, reading comprehension is a challenging task for students. Suryanto (2017), for instance, who investigated reading comprehension problems in Indonesia through Google scholar search engine to gather the journal articles found that Indonesian get a cultural obstacle when they learn to understand English reading, because mostly Indonesian prefer the oral culture which affects the habits of Indonesian students in reading English and makes their reading ability low. Moreover, a study conducted by Ikhsanza, Vianty, and Rosmalina (2018) who investigated the reading performance which measured by PISA Reading Literacy test, involved 328 students from four public senior high schools in Palembang, South Sumatera (Indonesia) found that the average score was below the benchmark or *Kriteria Ketuntasan Minimal (KKM)*, which is 75. In addition, based on PISA reading level, the students' reading level was at 2 means students were able in some cases are able to find information of the text, make single comparison and relate the text with their personal experiences.

Students' reading performance may be influenced by certain factors. One of them is motivation to read. According to Guthrie, Hoa, Wigfield, Tonks, Humenick, and Littels (2007), when children are motivated to read, they are more likely to be engaged in reading and comprehend better. Takaloo and Ahmadi (2017) claim that motivation is an essential factor to improve reading comprehension which all of researchers and teachers admitted it. For example, Salikin, Bin-Tahir, Kusuaningputri, Yuliandari (2017) who investigated intrinsic and extrinsic

motivation in reading of EFL learners at the English Department of Jember University, reported that both the intrinsic and extrinsic motivations had significant contribution in motivating the learners to read the English texts.

Besides, based on Khan, Sani, and Abdullah (2016) two social-psychological motivation on reading also presents in L2 learning motivation studies. They are instrumental and integrative motivation. In this present study, the reading motivation that the writer wants to conduct is focus in the instrumental and integrative motivations that present in L2 learners where English is learned as a second language. Addition, Mao (2011) states that the motivation is the combination of efforts and one's desire to achieve the purposes of language learning

Some findings revealed that reading motivation contributed to students' reading comprehension achievement. Marsela (2017) conducted a study and involved the eleventh grade students of MAN 2 Palembang, found that the students' reading comprehension achievement was influenced by motivation; Marsela (2017) concluded that the students who have higher motivation tended to have a better reading achievement. In line with that, Sari (2016) found that there is a positive correlation between students' reading motivation and reading comprehension achievement by involving the fourth semester students of Islamic Institute of Surakarta. Moreover, a study done by Hartati, Erni, and Syafri (2015) who got involved the first year students of SMK Taruna Satria Pekanbaru found that there was a significant moderate level of correlation between the students' reading motivation and reading comprehension. Sari (2016) who investigated the correlation between reading motivation and reading comprehension achievement of the fourth semester students of Islamic Institute of Surakarta, reported there was a positive and significant correlation between the two variables.

Hayikaleng, Nair , and Krishnasamy (2016) conducted a study and involved 60 of first year students from a collage in Pattani province. They found that Thai students have low motivation toward learning English Reading with English Reading Comprehension that was under the average. This means that if students have low

reading motivation, it impacts their reading comprehension. In addition, Kirchner and Mostert (2017) did a study to the 402 students Namibian learners in 6 schools in the central region of Namibia. They found positive relationship between reading motivation and reading achievement. Based on the study conducted by Salikin, Bin-Tahir, Kusuaningputri, Yuliandari (2017), Marsela (2017), Sari (2016), Hartati, Erni, and Syafri (2015), Hayikaleng, Nair, and Krishnasamy (2016), Kirchner and Mostert (2017) above, it can be inferred the students' reading motivation is correlated with their reading comprehension achievement.

In addition to the motivation, the students' reading achievement also inseparable from the role of the school. For example, an access to reading materials provided by schools' library is important in motivating students to read. This suggests that facility such as library and places to exercise should be owned by the school. In Indonesia, there is an accreditation standard to measure the feasibility of a school. Based on *Kemdikbud* (2018), *Badan Akreditasi Nasional/Madrasah* (BAN-S/M) is the independent evaluation institution that set the feasibility of the program and formal education units for formal primary and secondary education with reference to national education standards. Accreditation is the recognition and assessment of an educational institution about the feasibility and performance of an educational institution carried out by *Badan Akreditasi Sekolah Nasional* (BASNAS)/*Badan Akreditasi Nasional Sekolah/Madrasah* (BAN-S / M) which then results in the form of eligibility rating recognition. This accreditation is done by comparing the actual state of the school with the predetermined standard criteria.

A school will get an "A" accredited status if the actual conditions of the school have met the predetermined standard criteria set by *Badan Akreditasi Nasional Sekolah/Madrasah* or National Accreditation Board School/Madrasah. There are 8 standards for school to meet; they are Standard of Content, Standard of Process, Standard of Graduate Competence, Standard of Teachers and Education Administrators, Standard of Infrastructure, Standard of Management, Standard of Finance, and Standard of Evaluation. If a school has achieved "A" accreditation, it

means the school has met the 8 aspects of those criterias, such as qualified standard of teachers, a good infrastructure, or standard of management.

Siahaan (2018) conducted a study about the correlation between school accreditation and students' English achievement of private senior high schools. This study was done by involving 2.227 12th grade students of private senior high schools in Palembang. She found that there was a significant correlation between school accreditation and students' English achievement. Siahaan (2018) also reported that the contribution of school accreditation to students' English achievement was 30.6 %. However, Kurniawan's study (2018) showed a different result; he found that there was no significant correlation between school accreditation and students' English achievement of public vocational school. His study got involved 1338 students from 5 vocational schools in Palembang as the sample. Kurniawan (2018) highlighted that in 2016 there were 5 public vocational schools and 16 programs within the schools that have been accredited "A", but the students' English achievement was low as indicated by the result of the national final examination or *Ujian Nasional* (UN). Likewise, Darusmiyati's study (2018) investigating the correlation between school accreditation and students' English achievement by involving 3556 12th graders of public senior high school from 18 accredited schools in Palembang showed that students still have problems in achieving good result in English subject although their schools were accredited "A", suggesting the fact that "A" accredited label does not guarantee the students demonstrate a good performance in English subject.

Taking into consideration the findings of the previous studies investigating students' motivation and reading performance as well as school accreditation and students' reading performance, this present study focus on researching the correlation between motivation in reading and English reading performance of ninth graders from "A"-accredited junior high schools in Palembang. As previously described, in relation to English reading comprehension, an "A" accredited school is expected to support students' reading such as the availability of a good library where the students can have an access to English reading materials which can booster their reading

motivation and eventually improve their reading performance. This present study involved junior high school as the level of study because based on *Permendikbud* No. 58/ 2014, English subject is taught formally at junior high school level and the aim was to find out whether or not there is a significant correlation between students' reading motivation and their reading comprehension achievement as well as whether or not there is a significant contribution of motivation on students' reading achievement.

1.2 The Problem of The Study

Based on the explanation above, the problems of this study are formulated in the following questions :

- 1) Is there any significant correlation between reading motivation and reading comprehension achievement of the ninth grade students of public junior high schools with "A" accreditation in Palembang?
- 2) Is there any significant contribution of reading motivation to reading comprehension achievement of the ninth grade students of public junior high schools with "A" accreditation in Palembang?

1.3 The Objective of The Study

Based on the problems of the study, the objective of this study are:

- 1) To find out whether or not there is a significant correlation between reading motivation and reading comprehension achievement of the ninth grade students of public junior high schools with "A" accreditation in Palembang.
- 2) To find out whether or not there is a significant contribution between reading motivation and reading comprehension achievement of the ninth grade students of public junior high schools with "A" accreditation in Palembang.

1.4 The Significance of The Study

The result of this study can be a good reference for the development of language teaching and learning. It is also expected that this study will provide insight about students reading motivation and reading comprehension achievement of public junior high school with “A” accreditation in Palembang. It is hoped that this study will be useful for English teachers as an evaluation to help students reading ability especially in Palembang region. For the students, through this study it is hoped that students find out the importance of reading motivation and reading comprehension achievement. Finally, for the writer herself, she can enlarge her knowledge and experience in doing the study.

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