

**THE CORRELATION BETWEEN EXTRINSIC MOTIVATION AND
READING COMPREHENSION ACHIEVEMENT OF ENGLISH
EDUCATION STUDY PROGRAM STUDENTS AT SRIWIJAYA
UNIVERSITY**

A Thesis

by

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06011281520071

English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
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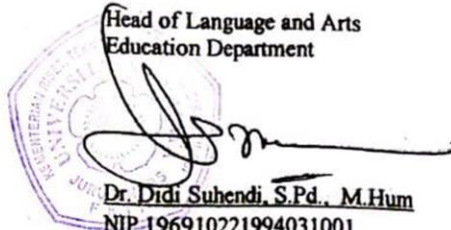
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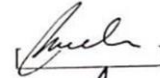
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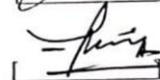
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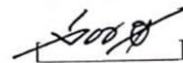
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Alhamdulillah, all praises to the Almighty and the Owner of the universe, Allah SWT who has blessed me a power to compile this thesis. This thesis was written to fulfill one of the requirements to complete undergraduate degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education of Sriwijaya University.

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The last, I would like to say thank you to everybody who has participated to the successful of this undergraduate thesis that I could not mention one by one. I realize that this thesis is far from perfect, but I expected it will be useful not only for the other researchers, but also for the readers. Therefore, criticisms and suggestion for the improvement of this thesis are really appreciated.

Palembang, July 2019



Andini Nurul Khotimah

DEDICATIONS AND MOTTO

My lovely parents:

My Mother (Neneng Suryani) and My Father (Iwan)

“TIME PROVES EVERYTHING”

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PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY**

ABSTRACT

The objective of this study was to find out whether or not there was a significant correlation between extrinsic motivation and reading comprehension achievement of English Education Study Program Students at Sriwijaya University. The sample of this study was 70 students from the fourth semester of English Education Study Program Students at Sriwijaya University in academic year of 2018/2019 chosen by using total sampling technique. In collecting the data, the researcher used by Motivation for Reading in English Questionnaire (MREQ) and reading comprehension test. The data were analyzed by using Pearson Product Moment Correlation Coefficient in SPSS version 24. The result of Pearson Product Moment Correlation Coefficient showed that there was a significant correlation between extrinsic motivation and reading comprehension achievement of English Education Study Program Students at Sriwijaya University with the r-obtained (0.799) which was higher than the r-critical (0.235).

Keywords: *Correlation, Extrinsic Motivation, Reading Comprehension Achievement*

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CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1. 1 Background

In this era, people use English to communicate with people all over the world. It helps us to transfer our feelings and thoughts to people whose languages are different from us. It also unites people who live from different parts of the world. Therefore, it plays as *lingua franca* (Kirkpatrick, 2010, p. 2). Seidlhofer (2005, p. 25) states that the term ‘English as a lingua franca’ (ELF) has emerged as a way of referring to communication in English between speakers with different first language and it is part of the more general phenomenon of ‘English as an international language’ (EIL) or ‘World Englishes’.

The use of English has three functions such as native language, second language, and foreign language. In Indonesia, people use English as a foreign language (Shabaan and Ghaith, 2000, p. 12). According to Indonesian Government Regulation, No. 28, 1990, English as a foreign language is taught from elementary school to university level. It is also one of the obligatory subjects in Indonesia that students must take. As stated in Kemendikbud (2014, p. 10), “English is listed as the obligatory subject for students”. In this study, the researcher only focuses on English at university level, especially at English Education Study Program of Sriwijaya University.

At English Education Study Program of Sriwijaya University, there are 144 credits for students to complete their study (Buku Pedoman FKIP 2018-2019). The 144 credits consist of several English skill subjects such as Listening, Speaking, Reading, and Writing. Reading as one of the subjects that every student must take consists of Literal Reading (3 credit hours), Interpretive Reading (2 credit hours), Critical Reading (3 credit hours), and Extensive Reading (3 credit hours).

According to FKIP Curriculum 2018-2019 of English Education Study Program at Sriwijaya University, the objectives of reading subject are to develop competent and strategic readers who are able to read and comprehend short, popular articles (about 1500-word long) in terms of topics, main ideas, supporting details, and text organization, either explicitly or implicitly stated, to develop competent and strategic readers who are able to read and comprehend short, popular articles and short stories (about 2000-word long) both textually and contextually in terms of topics, main ideas, supporting details, and text organization, either explicitly or implicitly stated, to develop competent and strategic readers who are able to read and comprehend short, popular and scientific articles (about 2500-word long) both textually and contextually in terms of topics, main ideas, supporting details, and text organization, either explicitly or implicitly stated, and to provide students with opportunities to choose and read poems, fables, fairytales, folktales, and short stories for children at pre-intermediate level. Based on the explanations, it is clear that the students of the English Education Study Program need to read the texts or passages in their reading classes because it is the requirement. Therefore, they have to do that if they want to accomplish reading subjects.

To make the students want to read, they need motivation. Pressley and Harris (2006, p. 56) state that motivation is the main factor affecting students' reading comprehension. In line with that, Takaloo and Ahmadi (2017, p. 15) also state, "motivation is the most essential factor to improve reading comprehension". Moreover, motivation is a powerful contribution to reading achievement as well as to the disposition and commitment to reading for a range of personal and societal benefits (Mazzoni, Gambell, and Korkeamaki, 1999, p. 32). Thus, motivation is needed to enhance their reading comprehension and achievement in reading.

According to Baily and Garratt (2002 p. 49), "there are two types of motivation, intrinsic motivation, and extrinsic motivation". Barkuokis, Tsorbatzoudis, Grouios, and Sideridis (2008, p. 22) state, "intrinsic motivation refers to the engagement in an activity for the pleasure and satisfaction of

performing it". In contrast, Kistnasamy (2014, p. 7) states that extrinsic motivation is one of the most significant psychological concepts in education and can be indicated by the achievement of personal goal setting and developing an interest in the subject area; and reliance on external rewards and pressures. In line with that, Deci and Ryan (2000, p. 10) state that extrinsic motivation is an external factor that makes students feel motivated to read. Thus, it can be concluded that motivation is the reason that makes students want to read.

In this study, the researcher focused on extrinsic motivation. According to Lai (2011, p. 100), students are highly motivated by external factors. Parent, teacher, reward and penalty, and competition are the factors of extrinsic motivation (Rodiyah, Rahayu, and Antoni, 2016, p. 16). Furthermore, teachers, family members, friends, books, environment, and activities were the external factors that had a diagnostic effect on students in terms of awakening their willingness to read (Ulper, 2011, p. 5). This shows that students who are especially motivated by extrinsic will bring good impacts to their success in reading comprehension achievement.

Komiyama (2013, p. 9) conducted a study at five colleges and universities in the United State of America and he found that there was a significant correlation between extrinsic motivation and reading comprehension achievement. Moreover, Wulandari, Sutarsyah, and Supriyadi (2015, p. 5) did a study at SMAN 7 Bandar Lampung and they found that there was a significant difference of students who had extrinsic motivation in reading comprehension. Besides, Anggraini (2018, p. 26) conducted a study in Palembang senior high schools, represented that there was a significant correlation between students' motivation, academic dishonesty, and English achievement of senior high schools students in Palembang.

In this study, the researcher did not take the second-semester students because they have not passed all the reading subjects as the fourth-semester students and they only passed Literal Reading as one of the reading subjects. Then, the researcher also did not take the sixth and eighth-semester students because they did not use the same curriculum as the second and the fourth semester students.

In this case, the researcher took the fourth semester of English Education Study Program Students as the sample because they already passed some reading subjects, such as Literal Reading, Interpretive Reading, and Critical Reading. Based on the results of civitas academic, the researcher found that most of the students passed the reading subjects with a good category. Based on the explanation, the researcher was interested in conducting a study entitled **“The Correlation between Extrinsic Motivation and Reading Comprehension Achievement of English Education Study Program Students at Sriwijaya University”**.

1.2 The Problem of the Study

The problems of the study was formulated in the following question : “Was there any significant correlation between extrinsic motivation and reading comprehension achievement of English Education Study Program Students at Sriwijaya University ?”.

1.3 The Objective of the Study

Based on the above problem, the objective of the study was to find out whether or not: there was a significant orrelation between extrinsic motivation and reading comprehension achievement of English Education Study Program Students at Sriwijaya University.

1.4 The Significance of the Study

This study is hoped to provide some advantageous for the students, lecturers, and future researchers.

- a. Students : Hopefully, this study can help English Education Study Program students of Sriwijaya University understand the importance of extrinsic motivation to reading comprehension.
- b. Lecturers : Hopefully, this study can give them the information about how extrinsic motivation can benefit students’ reading comprehension and can

help them to motivate their students more not only from extrinsic but also intrinsic.

- c. Future researchers : Hopefully, this study can provide comprehensive information for future researchers so they will not only focus on extrinsic motivation and reading comprehension achievement but also they can add more variables in their further studies.

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