



# RIELT JOURNAL

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## EFL LEARNERS' MOTIVATION IN LEARNING ENGLISH:

### *DOES IT MATTER IN READING?*

#### Abstract

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Motivation and achievement are two debatable factors in educational context since those two play prominent roles in supporting students achieving their objectives in learning, and so it is in learning language especially in learning reading comprehension. This phenomenon happened by some students in SMP 10 Bandar Lampung. Some of them understood what they read and some of them did not while they had enough curiosity and motivation in learning English. Thus, the objective of this research was to find out whether or not there was a correlation between students' motivation in learning English and their achievement in reading comprehension at the second semester of the eighth grade of SMP 10 Bandar Lampung in the academic year 2022/2023. This research employed correlational research design involving 62 students as the sample. The data were collected by using motivation in learning English questionnaire and reading comprehension test. There were 50 questions for motivation in learning English questionnaire and 50 validated items for reading comprehension test. After obtaining the data of both variables, they were analyzed to test the hypothesis by computing Pearson Product Moment correlation formula by using SPSS version 25. The result of hypothesis test demonstrated that  $\text{Sig.} = 0.009 < \alpha = 0.05$ . Thus, H1 was accepted which meant that there was a correlation between students' motivation in learning English and their reading comprehension achievement. Further, it was obtained that the result of coefficient correlation was 0.169 which yielded that the correlation of the two variables was very low and positive. Therefore, it was barely able to predict that students who had high motivation in learning English also had a high achievement in reading comprehension.

#### Keywords

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*Correlation, Learning English, Reading Comprehension, Students' Achievement, Students' Motivation.*

## A. INTRODUCTION

Reading is very important in education because we know that reading is the foundation for learning and understanding other skills like speaking, listening and writing skills. Because when students' write something in an essay or answer questions in multiple-choice exercises, students must read first to find the answers. Of course, by mastering reading, students can also easily develop the other abilities and increase knowledge of skills in other fields such as listening, speaking, and writing.

Motivation in learning is also able to have a significant impact on students' achievement, and the motivational boost will provide positive things for these students, especially motivation when learning English. Lack of motivation can make it difficult to achieve the learning objectives. Purnawati et al. (2021) stated that when students use it during the learning process, they will have a better comprehension of the subject matter, particularly in learning English either instrumental, integrative, resultative or intrinsic motivation (Ellis, 2006). It means that the success in the learning process cannot be separated from students' motivation. Then the situation of the English teaching and learning process in eighth-grade of SMP 10 Bandar Lampung is also good which included with the enthusiasm and motivation provided by the teacher and has made the classroom atmosphere fun and interesting but the teacher's efforts do not fully provide maximum results to make these students more enthusiastic in learning English this is because these students only learn soberly which is not based on the heart or intention and seems to only learn what it is because it is only a formality of responsibility as a student.

Concerning reading, Pang and Angaluki Muaka (2004) explained reading is primarily about comprehension. It is a complicated process that entails an interaction between our perceptions and thoughts. Reading is counted as one of the fundamental skills which is not simply to translate word by word but needs to be acquired during a language course. This implies that reading is gaining comprehension of information in the form of writing, this activity involves perception and a reasoned mind. Reading is a basic ability that is not only interpreted word by word but we also have to understand it from the courses we have learned so far. Additionally, McNamara (2007) said that reading skills are outstanding abilities, considering the multitude of levels mastered and competence acquired. This implies that reading has a very important and significant role in developing the ability to excel in all fields and levels that have been mastered. For students reading is the foremost imperative thing in progressing reading comprehension and knowledge, especially towards English as a second language because by reading students can understand the information in literacy. They also were asked to master aspects in reading comprehension. Stanley and King (1990) mentioned that there are five aspects to comprehend a reading text namely find the main idea, derive the meaning of context words, identify references and make inferences in English and find facts. However, Rosita (2009) said that reading is not a favorite activity for Indonesian students. Rosita carried out research at a Senior high school in Jakarta. Her research explored problems related to understanding of a written text in English. The results of the study showed that the majority of students did not show much interest in reading. The reason for this was varied. They did not know how to read effectively not understanding the text due to complex grammar and vocabulary and had an interest in the topic. Nowadays, this phenomenon does not only happen in Jakarta but also

in the most of Junior High School in Indonesia, including in SMP 10 Bandar Lampung. There are many students less practice reading because they do not understand and less practice checking the meaning in the dictionary.

Having conducted a preliminary research in SMP 10 Bandar Lampung, Mrs. AR as the English teacher was interviewed to know students' problems when learning English, specifically in reading comprehension. Based on the results obtained from interviewing, she said that she did not find problems about her teaching but she found many difficulties and problems with the students themselves. The result of the interview revealed that students were both happy and unhappy with learning English. However, most of them struggle with understanding meaning, understanding reading questions, and determining main ideas. Their motivation for learning English varied, with some passionate and enthusiastic, while the others were not. Reading difficulties also arose, with some students struggled to interpret meaning and understand lengthy texts. Most students would ignore English lessons if the material was difficult, but some would persist until they understood the material. Overall, students' motivation varied, with some students found it enjoyable and others struggled to understand the materials. However, some students in SMP 10 Bandar Lampung understood reading comprehension and some did not. On the other hand, students in SMP 10 Bandar Lampung had enough curiosity and motivation in learning English. Concerning those phenomena, motivation was something that caused someone to do something. Elliot et al. in Hastomo in Upton (2008), stated that motivation is an internal state that instigates us to take action, directs us towards specific goals, and maintains our involvement in particular activities. From these definitions, motivation influenced someone to do something and let them act until the goal was achieved.

There were some previous researches investigating a significant correlation between the motivation of the students to learn the English language and their level of achievement in reading comprehension. The first previous research was conducted by Marbun & Sipahuta (2016). The finding showed that motivation correlated significantly with students' reading comprehension achievement. The difference between this previous research and this research was that in previous research it just focused on motivation but this research focused in more specific on motivation in learning English and this previous research only just focused on two types of motivation. The second previous research was carried out by Purnawati et al. (2021). The result indicated that there was a significant correlation between students' motivation and their reading comprehension. This research differed from previous studies in terms of its focus on specific types of motivation related to learning English while previous research only concentrated on intrinsic and extrinsic motivation. This research incorporated four different types of motivation: integrative, resultative, instrumental, and intrinsic.

Considering the problems found previously and the aforementioned research gap, this research tried to investigate whether there was a correlation between students' motivation in learning English and their achievements in reading comprehension at the eighth grade of SMP 10 Bandar Lampung in the academic year 2022/2023.

## B. RESEARCH METHOD

Creswell (2009) explicated that quantitative research was a research to testing objective theories by investigative the relationship between one variable and others. In line with Creswell, Kothari (2004) supported that correlational research goal is to determine whether two or more variable are related. The two associated variables in this research were students' motivation in learning English and their achievement in reading comprehension. The collected data were analyzed to test the hypothesis by administering Pearson Product Moment Correlation formula in SPSS 25.

The population was the second semester students of the eighth grade at SMP 10 Bandar Lampung in the academic year of 2022/2023. The second semester of the eighth- grade students were distributed into 5 classes and total number of the population was 145 students. This research took 2 classes from 5 classes to fulfill the Taro Yamane criteria. The sample were class VIII B and VIII A. One class consisted of 31 students and the total sample of this research was 62 students based on Taro Yamane calculation. The sampling technique utilized in this research was a cluster random sampling due to the nature of students who were in group prior to this research.

The data collection technique in this research were a questionnaire and a test. The instrument was a tool used in this research to gather the data. There were two types of research instruments namely students' motivation in learning English questionnaire and reading comprehension test. The questionnaire was administered to collect data about students' motivation in learning English. There were 50 statements in the questionnaires which had been tried out. The statements on the questionnaire were constructed based on four types of motivation proposed by Ellis. They were integrative motivation, resultative motivation, instrumental motivation, and intrinsic motivation. For each item, there were four options with corresponding scores: Selalu Setuju (SS) scored 4, Setuju (S) scored 3, Tidak Setuju (TS) scored 2, and Sangat Tidak Setuju (STS) scored 1. The motivation score was categorized by referring to a score range in Table 1.

**Table 1. Interpretation of students' category motivation**

<b>Score Range</b>	<b>Category of Motivation</b>
151 - 200	Very High
101 - 150	High
51 - 100	Low
0 - 50	Very Low

The second instrument was reading comprehension test which was intended to obtain the data about students' achievement in reading comprehension. That was an objective test in the form of multiple-choice question consisting of 50 items with the purpose to elicit students' reading comprehension on three kinds of text namely descriptive, recount and narrative text. Those texts were selected based on the syllabus stating that the students were expected to master those texts in one semester. The aspects of reading comprehension tested were adapted from Brown. Each item in reading

comprehension had been validated. For the scoring, dichotomous scoring was employed in which every correct answer would be scored 1 and every incorrect answer would be scored 0.

### C. FINDING AND DISCUSSION

#### *Result of Students' Motivation in Learning English Questionnaire*

This research distributed a questionnaire to find out students' motivation in learning English of the eighth grade at SMPN 10 Bandar Lampung. The questionnaire was distributed on 8<sup>th</sup> March 2023 and had been validated by CW, the lecturer of UIN Raden Intan Lampung. After the tryout, there were 50 statements with 4 alternatives: SS, S, ST, STS. The result of the questionnaire for descriptive statistic could be seen in Table 2.

**Table 2. Descriptive statistic of students' motivation in learning English questionnaire**

Descriptive Statistic					
		Minimum	Maximum	Mean	Std. Deviation
Students' Motivation	2	155	178	166,16	5.741
Valid N (listwise)	2				

Based on Table 2., it could be described that the number of data analyzed was 62 respondents. The highest score was 178 and the lowest score was 155. Mean was 166.16 and Standard Deviation (SD) was 5.741. After knowing the score distribution of the questionnaire, those scores were categorized into four categories as in Table 3.

**Table 3. Students' motivation category**

Categories	Scale	Number of Students	Percentage %
Very High	151 – 200	62	100 %
High	101 – 150	0	0 %
Low	51 – 100	0	0 %
Very Low	0 – 50	0	0 %
<b>Total</b>		<b>62</b>	<b>100 %</b>

Based on Table 3., it could be seen that 62 students were in the very high category with scale of 151 – 200, then there were no students in the rest of categories. It could be concluded that all students had very high motivation in learning English.

#### *Result of Reading Comprehension Test*

The test was administered on March, 9 – 10<sup>th</sup> 2023 to 62 students. The test materials given were those which had been taught to the students in one semester about descriptive, recount and narrative texts to know their reading comprehension achievement. The reading comprehension test comprised validated 50 items consisting of 16 descriptive text

items, 16 recount text items, and 18 narrative text items. There were 4 alternative answers where the correct score is 1 and the incorrect score is 0. The result of students' reading comprehension achievement test could be seen in Table 4.

**Table 4. Descriptive statistics of reading comprehension achievement test**

Reading Comprehension	N	Minimum	Maximum	Mean	Std. Deviation
	62	48	82	67.16	8.318

Based on Table 4., it could be described that the number of students was 62 students. The highest score was 82 and the lowest score was 48. The mean was 67 and standard deviation (SD) was 8.318. It was known that standard minimum criteria of reading comprehension in SMPN 10 Bandar Lampung is 70 (standard minimum of criteria) which meant that most of students' reading comprehension score was under the criteria.

**Table 5. Students' motivation in learning English and their achievement in reading comprehension**

Students' Motivation	Above Criteria	Under Criteria	Percentage %
Very High	37.10%	62.90%	100%
High	0%	0%	0%
Low	0%	0%	0%
Very Low	0%	0%	0%
<b>Total</b>			<b>100%</b>

Based on Table 5., it could be concluded that there were 23 (37.10%) students with very high motivation who got score above criteria of standard minimum completion of reading comprehension and 39 (62.90%) students' who got score under criteria. The total of all students was 62 as 100%, then it can be concluded that as many as 37.10% are 23 students who are above the criteria and 62.90% are 39 students under the criteria.

#### *Result of Data Analysis*

##### *The result of prerequisite tests*

There were two assumptions needed to be fulfilled before testing the hypothesis using parametric statistics, Pearson Product Moment. The assumptions were normality test and linearity test.

##### *The result of normality test*

Kolmogorov-Smirnov was employed and computed by using SPSS 25.0 to determine whether the data were in normal distribution or not. The normally distributed data yielded if Sig.  $0.05 \geq \alpha = 0.05$ .

**Table 6. The result of normality test for students' motivation in learning English**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
Students' Motivation in Learning English		Unstandardized Residual
N		62
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	8.17556189
Most Extreme Differences	Absolute	.107
	Positive	.106
	Negative	-.108
Test Statistic		.108
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

**Table 7. The result of normality test for students' achievement in reading comprehension**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
Reading Comprehension		Unstandardized Residual
N		62
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	7.17956179
Most Extreme Differences	Absolute	.109
	Positive	.101
	Negative	-.109
Test Statistic		.109
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Based on Table 6., it was visible that Significant of students' motivation in learning English was  $0.200 > \alpha = 0.05$  and referring to Table 7. it was visible that Significant of students' achievement in reading comprehension was  $0.200 > \alpha = 0.05$  which showed that both data of students' motivation in learning English and also their achievement in reading comprehension were in normal distribution.

#### *Result of Linearity Test*

The linearity test was conducted to see if the two variables that would be subjected to correlational statistical analysis procedures demonstrated a linear correlation or not. Through this linearity test, it was possible to see that the functions used in a research should be linear, quadratic or cubic. To carry out the linearity test, SPSS for Windows version 25.0 had been employed. The results of linearity test was presented in Table 8.

**Table 8. The result of linearity test**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading comprehension * Students' motivation	Between Groups	(Combined)	1023.333	23	44.493	.440	.808
		Linearity	36.255	1	36.255	.358	.582
		Deviation from Linearity	987.078	22	44.887	.443	.803
	Within Groups		404.667	4	101.167		
	Total		1428.000	27			

Referring to Table 8., it could be found out that the Sig. deviation from linearity was  $0.803 > \alpha = 0.05$ . It could be inferred that there was a linear relationship between those variables.

#### *Result of hypothetical test*

After examining normality of the two data along with its linearity before testing the hypothesis using parametric statistics, Pearson Product Moment, it could be determined that those assumptions had been fulfilled. Thus, Pearson Product Moment correlation could be employed in this research and the result could be seen in Table 9.

**Table 9. The result of hypothetical test**

Correlations			
		Student Motivation	Reading Comprehension
Student Motivation	Pearson Correlation	1	.169
	Sig. (2-tailed)		.009
	N	62	62
Reading Comprehension	Pearson Correlation	.169	1
	Sig. (2-tailed)	.009	
	N	62	62

Based on Table 9., it could be concluded that the value of Sig. =  $0.009 < \alpha = 0.05$  which meant that  $H_1$  was accepted. Besides, the coefficient correlation of Pearson Product Moment was 0.169 which was in the scale of 0.000 – 0.200 meaning that it could be interpreted as very low positive correlation. Hence, there was a correlation between students' motivation in learning English and their achievement in reading comprehension at the second semester of the eighth grade students of SMP 10 Bandar Lampung in the Academic Year 2022/2023 even though it was very low positive correlation.

This research was conducted to find out the correlation between students' motivation in learning English and their achievement in reading comprehension. Based on the results of hypothesis test, it was revealed that there was a correlation between both variables, Sig. =  $0.009 < \alpha = 0.05$  but the correlation coefficient value was 0.169 meaning that the correlation was positive and low. This low coefficient correlation could be interpreted that it was hardly to see if students are highly motivated in learning language would also have highly achievement in their reading comprehension. This occurrence could be seen from the result of data description of each instrument that there were 37.10% students got score above criteria of standard minimum for reading materials and 62.90%



students' who got score under criteria while as many as 62 students were all in very high motivation category. It could be summarized that students under the criteria were more dominant than those above the criteria. This happened because motivation in learning English had a very small effect on achievement in reading comprehension. It could also be concluded that although students had high motivation, it did not rule out the possibility of low reading comprehension scores and vice versa. For example, the highest motivation score was obtained by student code 8B - RYP in the number 24 but the reading comprehension score was low at 66. Interestingly, the lowest motivation score was 155, which was obtained by student code 8A - JHK in the number 40 but that student had a fairly high reading score of 74. As explained previously, high motivation did not have much effect on achievement in reading comprehension, and vice versa even though students had low motivation, it did not mean that their reading comprehension scores were also low. However, motivation in learning English was very important even though it only had a slight impact on reading comprehension, but for other achievements besides reading, there must have been one that could increase this achievement to the maximum.

#### **D. CONCLUSION**

Having tested the hypothetical test, it was gained that  $\text{Sig.} = 0.009 < \alpha = 0.05$  meaning that  $H_1$  was accepted. Hence, it could be inferred that there was a correlation between students' motivation in learning English and their reading comprehension achievement at the eighth grade of SMP 10 Lampung in the academic year of 2022/2023. Furthermore, the result of coefficient correlation was 0.169 which meant that it was barely able to predict that students who had high motivation in learning English was also had a high achievement in reading comprehension.

#### **E. SUGGESTION**

Referring to the result of this research, there are some suggestions for the upcoming researchers who are interested in conducting research in this area. Since this research focus was only on students' achievement in reading comprehension, it was recommended that the future researchers investigate the other skills such as listening, speaking or writing. Also, motivation in language learning, in this research, was a broad area which can be specified into EFL reading motivation or motivation in other specific skills. Finally, the future researchers are recommended to utilize other theories of motivation which are relevant to the area being observed other than theories of motivation in this research.

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