THE CORRELATION AMONG STUDENTS' READING MOTIVATION, ENTHUSIASM, AND READING COMPREHENSION AT THE SECOND YEAR OF ENGLISH DEPARTMENT OF UNP

THESIS

Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B.Ed) in English Language Education

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ABSTRACT

Anwar, M Fikri. (2023). ***The Correlation Among Students' Reading Motivation, Enthusiasm, and Reading Comprehension At The Second Year of English Department of UNP*****. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

Reading is one of the language skills in English subject. By reading, students achieve reading comprehension. There are some factors that influence reading comprehension, for instance reading motivation and enthusiasm. The purpose of this research was aimed to see how extent the correlation among students' reading motivation, enthusiasm, and reading comprehension at the second year of English Department of UNP. This research was correlational research with quantitative approach. The population of this research was 123 students of English Education UNP academic year 2020 from K1-K5. In choosing sample, the researcher used *cluster random sampling* technique to choose one class only. The researcher chose K2 consisted of 30 students as the sample of this research. The data of this research were obtained from two questionnaires to measure students' reading motivation and enthusiasm and used test to measure students' reading comprehension. Then, the data was analyzed with the help of SPSS program version 22. The result of this research showed that reading motivation partially had no correlation with reading comprehension (Sig. 0.637 > 0.05); enthusiasm partially had a correlation with reading comprehension (Sig. 0.019 > 0.05) with the negative correlation and moderate level based on the Pearson Correlation (-0.425); and reading motivation and enthusiasm simultaneously had no correlation with reading comprehension (Sig. 0.067 > 0.05). Properly, correlational research among three variables can be further developed.

Key Words: Reading Motivation, Enthusiasm, Reading Comprehension.

ABSTRAK

Anwar, M Fikri. (2023). ***Korelasi Antara Motivasi Membaca Mahasiswa, Antusias, dan Pemahaman Membaca pada Tahun Kedua di Departemen Bahasa Inggris UNP*****. Skripsi. Padang: Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Membaca adalah salah satu keterampilan berbahasa di bahasa Inggris. Melalui reading, mahasiswa akan mendapatkan pemahaman membaca. Ada beberapa faktor yang mempengaruhi pemahaman membaca, diantaranya motivasi serta antusias membaca. Penelitian ini bertujuan untuk melihat sampai sejauh mana korelasi antara motivasi membaca dan antusias terhadap pemahaman membaca mahasiswa tahun kedua di departemen Bahasa dan Sastra Inggris UNP. Penelitian ini berbentuk penelitian korelasional dengan pendekatan kuantitatif. Populasi pada penelitian ini berjumlah 123 mahasiswa prodi Pendidikan Bahasa Inggris UNP Angkatan 2020 dari kelas K1-K5. Dalam pemilihan sampel, peneliti menggunakan teknik *cluster random sampling* dengan memilih hanya satu kelas saja. Peneliti memilih kelas K2 yang berjumlah 30 mahasiswa untuk dijadikan sampel pada penelitian ini. Data pada penelitian ini diperoleh dari dua kuisioner untuk mengukur tingkat motivasi dan antusias membaca mahasiswa serta menggunakan tes untuk mengukur pemahaman membaca mahasiswa. Kemudian, data tersebut dianalisis menggunakan bantuan dari program SPSS versi 22. Hasil dari penelitian ini menunjukkan bahwa motivasi membaca secara parsial tidak memiliki korelasi terhadap pemahaman membaca (Sig. 0,637 > 0,05); antusias secara parsial memiliki korelasi terhadap pemahaman membaca (Sig. 0,019 > 0,05) dengan jenis korelasinya negatif dan berada pada tingkatan sedang berdasarkan pada nilai Pearson Correlation (-0.425); dan motivasi membaca serta antusias secara simultan tidak memiliki korelasi terhadap pemahamam membaca (Sig. 0,067 > 0,05). Sebaiknya, penelitian terkait korelasi antara tiga variabel dapat lebih dikembangkan lagi.

Kata Kunci: Motivasi Membaca, Antusias, Pemahaman Membaca.

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At the end, the writer realizes that this thesis is not perfect yet. The writer hopes this thesis can be useful not only for himself, but also for all of the readers. Therefore, advices, critics, and suggestions are welcomed.

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Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a skill which is important to be mastered by the students beside three other skills. Anderson (2003) says that reading is formulating meaning in the written text. By reading, students can get information from the text and process it. In addition, Ahmadi and Pourhossein (2012) say that reading has some positive effects to the students themselves. For instance, it will increase students' vocabulary, knowledge, reading experience, and also reading comprehension.

Reading comprehension is to know and understand any information after reading the text. It is the activity to get an important essence from the text. Ahmadi and Pourhossein (2012) say that reading comprehension is to get the correct message or meaning from the text. To understand the text, students need to combine their background knowledge and the information from the text. Thus, the gist of reading comprehension will be achieved.

In English Language Education (ELE) study program Universitas Negeri Padang (UNP), reading class is started from Basic Reading. Students can take the next reading class if they passed Basic Reading class. It is important to focus to Basic Reading first because students should really understand the basic of reading itself. So, there are some parts in Basic Reading, for instance understand context clues, word parts, sentence, the topic

of the paragraph, stated main ideas of paragraph, unstated main ideas of paragraph, supporting details of paragraph, transitional words and phrases, and reference words and phrases.

Hidayati (2018) found that students commonly found difficulties in reading comprehension because of several factors; how to get main ideas, how to make an inference, and lack of grammar mastery. Then, Satriani (2018) found that the difficulties in reading comprehension are lack of motivation, low skill of reading, and the reading material is unfamiliar for students. Next, Sultan (2018) found that students got difficulties in reading comprehension due to reading enthusiasm, bad recognition of the words, and slow text reading speed. Thus, based on the observation to English Education UNP students, there are main factors that cause the students feel difficult to comprehend their reading. The main factors are about motivation and enthusiasm.

One of the factors that influence reading comprehension is motivation. Morgan and Fuchs (2007) explained in their research that there is a strong relationship between reading motivation and reading comprehension. Wolley (2011) also says that reading comprehension needs a motivation. Motivation is an important key to be successful in reading comprehension. Students who read the text should have motivation which comes from their excitement, their behaviour, and their desire. If they have motivation, they will be able to push their ability in building an effective reading process which increases consciousness and willingness in reading. At the end, students will be more active in reading and their reading comprehension will increase.

The previous research about the correlation between reading motivation and reading comprehension has been conducted a lot by some researchers namely Wigfield and Guthrie (1997), Andrinnal (2012), Erman (2013), Ahmadi (2013), Marsela (2017), Kusdemir (2018), Nevo (2020). The main result of the research was a positive correlation between reading motivation and reading comprehension. Besides, there were also previous research about the correlation between enthusiasm and reading comprehension done by Fitria (2019) and Qodariyah (2021). The main result of those research was a positive correlation between enthusiasm and reading comprehension. Therefore, it is necessary to add motivational factors to the curriculum to strengthen the basic of reading. Due to Weber (2000), motivation cannot stand alone. The researcher has speculated that enthusiasm is related to motivation. The result of this research was the positive relationship between enthusiasm and motivation. In addition, Frymier et.al (1996) has conducted the same research with result showing that there was a positive correlation between enthusiasm and motivation. So, "enthusiasm" variable can be considered as a gap in this research.

Apart from motivation, enthusiasm also plays an important role to the students' reading comprehension. As stated in e-book from Qodariyah (2021), enthusiasm is a situation when someone doing an activity willingly and enjoy it. It is also stated by Fitria (2019) that says an enthusiasm is needed to get reading comprehension. The result of that research was a significant correlation between enthusiasm and reading comprehension. Furthermore,

Unrau and Quirk (2014) say that enthusiasm is related to several things such as interested, emotional, and excited. If students feel enthusiasm, they will be able to read willingly. So, students will do more reading and spend much time on it. In brief, enthusiasm of reading needs to be grown.

From the previously mentioned research above, it indicates that those research have analysed about the correlation between students' reading motivation and reading comprehension and also the correlation between enthusiasm and reading comprehension. However, the research that analyses the correlation among students' reading motivation, enthusiasm, and reading comprehension is still under investigated. The researcher wants to see the relationship among those three variables. So, this research will show to what extent is the correlation.

B. Identification of the Problem

Reading is one of the language skills in English subject. Reading helps students to comprehend about the information from the text. It is called reading comprehension. Based on the background of the problem, there are some factors that influence reading comprehension, for instance motivation, enthusiasm, knowledge, and vocabulary. In addition, there are some previous research related to the correlation of those factors.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limits the factors that influence reading comprehension becomes two factors namely

motivation and enthusiasm. Therefore, the researcher focuses to the correlation among students' reading motivation, enthusiasm, and reading comprehension. This research is conducted at English Education UNP academic year 2020.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the problem as follow: "To what extent is the correlation among students' reading motivation, enthusiasm, and reading comprehension at the English Education of UNP academic year 2020?"

E. Research Questions

Based on the formulation of the problem, the statements as follow:

1. To what extent is the correlation between reading motivation and reading comprehension?
2. To what extent is the correlation between enthusiasm and reading comprehension?
3. To what extent is the correlation among reading motivation, enthusiasm, and reading comprehension?

F. Purposes of the Research

The purposes of the research are:

1. To discover to what extent is the correlation between reading motivation and reading comprehension in English Education of UNP academic year 2020.

2. To discover to what extent is the correlation between enthusiasm and reading comprehension in English Education of UNP academic year 2020.
3. To discover to what extent is the correlation among reading motivation, enthusiasm, and reading comprehension in English Education of UNP academic year 2020.

G. Significances of the Research

Both theoretically and practically, this research is expected to give beneficial information for English lecturers about the concept of reading motivation and enthusiasm that influence reading comprehension. Then, English lecturers can apply some teaching strategies to make students feel enjoy while reading process. For the students, this study is expected them to be motivated and enthusiastic to increase their reading comprehension. For the next researcher, it provides benefits as a reference for the futher research.

H. Definition of the Key Terms

The researcher explains the specific terms as follow:

1. Reading motivation is students' desire to read and their beliefs about reading.

2. Enthusiasm is the manner to do the activities without any enforcement from anyone.

3. Reading comprehension is students' understanding and comprehending about reading text.