



ENHANCING STUDENT'S MOTIVATION IN LEARNING READING COMPREHENSION

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Abstract

The objective of this research is to know the student's motivated in learning reading comprehension. This research employed descriptive quantitative. The population of this research was the third semester of English Study Program in STAIN Watampone. This research used cluster random sampling. The sample of this research was 25 students. The data were collected by questionnaire. The result of the data showed that the students' motivation in learning reading comprehension is 87.14 and it is categorized as strongly motivated. Therefore, it can be stated that motivation is one of the most essential factors that has a direct impact on the enhancing of reading comprehension, but the teachers need to know that the students are motivated differently.

Keywords: *students' motivation, reading comprehension*

INTRODUCTION

Motivation in learning is very important in learning process because it will more effective if it is force by motivation. It is supported by Walberg and Uguroglu in Wlodkowski (2010:5) stated that "when there is no motivation to learn, there is no learning". So, motivation is very important to create an interesting learning climate for students, when students are motivated during the learning process, things go more smoothly, communication flows, anxiety decreases, and creativity and learning are more apparent.

According to Wlodkowski (2010:6), stated that “learners who complete a learning experience feeling motivated about what they have learned seem more likely to have a continuing interest in and to use what they have learned”.

Moreover, motivation plays an essential role in learning English especially in learning reading comprehension. The students who have strong motivation can get a good achievement while the students who have weakness motivation can get low achievement in learning English especially in learning reading comprehension.

Reading comprehension is one of the important skills of language. Reading comprehension is the process of acquiring information from the text. Students can improve their own knowledge, experience, and know what they do not know before through reading. Therefore, students need ability in understanding the meaning of the text that they read. The students are not only expected to read the whole of the text but also to comprehend the meaning of the text and understand what happen with the text. Similarly, Grabe and Stoller (2002:9) stated that “reading is ability of drawing meaning and interpreting information in the printed page appropriately”.

However, the students seem difficulties to comprehend the text that given to them. This supported by Hayuningtyas, (2013:2) found that the causes of the students difficulties in comprehending the text: the students’ lack of vocabulary and grammar, the students’ interest in the reading text and motivation to read, the teachers’ inability to guide and manage their class, and the students’ inappropriate reading strategy. On the other hand, the writer assumes that one of factors that influence the students to read is their motivation. In other word, the problem will make them hard to understand the content of the reading text if they do not have motivation to learn through reading.

Based on the writer observation in STAIN Watampone, the writer found that most of the students become passive when they faced in the reading text. The students play with their mobile phone without pay attention when the teacher was teaching but some of them still paid attention to the teachers. The writer found the problem faced by the students is lack of motivation. Based on the phenomenon, it can be influenced the students achievement in reading comprehension. Based on the teacher, the writer found that most of the students get 74. Consequently, their average score in reading was low.

To solve these problems, in teaching and learning process should empower and not weaken the spirit of the students. The students should be inspired and stimulated to learn. The teacher has to be both creative and thoughtful to the needs of the varied learners’

learning style. These may lead to effective teaching which consistently ensured the teacher has delivered what the learners have understood, motivated, and inspired.

Moreover, the teacher has the duty and responsibility to plan and implement the learning process especially in learning reading in the class. Besides teaching knowledge, teachers have duty to educate, especially English teacher is required to have a good knowledge in English and motivate students. English teacher has been said success to teach if he can make teaching- learning process running well. So the teacher must have many techniques to increase and nurture motivation of students in learning English especially in reading comprehension.

Based on the explanation above, the students' motivation and their success in learning English specially reading comprehension have closely related. Thus, the writer conducted this research to know student's motivation in reading comprehension.

LITERATURE REVIEW

A. Definition of Motivation

Ellis (2003:75) stated that "motivation is involves the attitude and affective states that influence the degree of effort that learners make to learn". According to Harmer (2001:3), motivation is a kind of internal drive that encourages somebody to pursue a course of action.

According to Dornyei (2001:65), motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operated, and (successfully or unsuccessfully) acted out.

In psychology, motivation refers to the motivation refers to the initiation, direction, intensity and persistence of behavior. Motivation is a temporal and dynamic state that should not to be confused with mentality or emotion.

According to Arbianti (2011) concluded that motivation is an inner desire that moves an action to achieve goals that have been set. Evidently, a motivated learner can achieve learning goals faster and more efficient than a less motivated learner.

From the definitions above, it can be known that motivation is a kind of inner drive, desire, needs, and interest of someone to do something or to achieve something with her/his action.

B. Kind and Function of Motivation

1. Kind of Motivation

Harmer (2001:51) compiled two kinds of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better.

Furthermore, intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. The motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding. Intrinsic motivation is an important topic in education, as teachers and instructional designers strive to develop learning environments that are intrinsically rewarding.

According to Harmer (2001:51), “extrinsic motivation is caused by any number of outside factors, for example, the need to pass exam, the hope of financial reward or the possibility of future travel”. In other words, extrinsic motivation refers to the performance of an activity in order to attain an outcome, whether or not that activity is also intrinsically motivated.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behavior, and the threat of punishment following misbehavior. Extrinsic motivation deals with external factors, such as reward and punishment, which affect the learners to start their effort.

Based on the explanation above, in relation to language learning, it can conclude that intrinsic motivation is motivation which is guided by an interest in the English language itself and internal desire to learn and understand it well without concern for external reward, while the extrinsic motivation is motivation which is directed toward goals external to the students such as good grades, rewards for work well done, teacher’s explanation. Thus, extrinsically motivated students persist at a learning activity for external rewards gained or received from it.

2. Function of motivation

According to Gardner and Lambert in Brown (2000:162), there are two types of function of motivation in learning English as a foreign language/L2, namely: integrative and instrumental motivation.

a. Integrative motivation

The integrative motivation is described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. In other word, Integrative motivation is a motivation to learn a second language of positive feelings toward the community that speak that language. Some students may choose to learn a second language because they are interested in the people and culture represented by the target language group. Integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members.

b. Instrumentals motivation

The instrumental motivation is referred to acquiring a language as a means for attaining instrumentals goal; furthering a career, reading technical material, translation, and so forth. In the line with, Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired such as getting a better job, or higher salary. Students may make efforts to learn second language for some functional reason to pass an examination, to get a better job, or to get a place at university.

Based on the description above, it can conclude that integrative motivation is a usual behavior of someone who appreciates the target language community, and studies the language for the reason of joining that community, while instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

C. The Characteristic of Motivation

Thonrburg in Prayitno (1989:28) presented 5 general characteristics of motivation, namely:

1. The motivated behavior in energized. The energized may be basic needs or it may be a learned need such as praise from the teacher.
2. The motivated behavior gives direction it. If the students lead their energy into what

can motivate them such as expanding social interaction, getting praise from the teacher, it means they are attaining their purposes.

3. Motivation brings about behavioral intensity. Well known capable students in English subject, for instance, will be motivated to improve it. This motivation will bring about behavior intensity in learning English.
4. Motivation is selective. Since behavior is directed toward some goals, the students may choose appropriate activities to the students their needs.
5. Motivation is to satisfying needs. To be motivated a student has realize his or her shortcoming. By realizing it, it will be motivated the students that shortcoming.

According to Worrel and Nelson in Abrianti (2011:19) stated that there are some characteristic of motivated students as follows:

1. High inspiration. These characteristic can be identified based on students' active participation in class activities. To participate in classroom activities means that students ask and answer question, initiate ideas, or give comments, whether in individual work, pair work, group work, or class work.
2. Positive task orientation. It means that students who participate actively in some kind activates can be categorized as positive task orientation.
3. Need for achievement. Using English as means of communication in English class shows that the students have positive orientation to achieve individual and instructional goals. It means that the students have a need to achieve to overcome difficulties and succeed in what he or she sets out to do.
4. Positive attitude toward class. Students consider themselves as the member of group that should respect each other. The students respect the teacher and their friends. They pay attention and cause very little class management problem. They maintain good classroom climate and interaction. Psychologically, interesting and challenging let alone enjoyable classroom activities.

D. The Measurement of Motivation

Motivation is concept or variable without physical reality. We don't see motivation, we see behavior. Thus, the measurement of motivation is indirect; e.g: attitude, interest and value (Anderson et al, 1981:247). Furthermore they states that the implication to measurement is that motivation can be assessed through a variety of measure motivational

constructs. Thus, to measure motivation, the evaluator has to choose from among a list of motives and decide which to use.

Gay et al. (2006: 129-131) state that an attitude scale determines that an individual believes, perceives, or feels about self, other, activities, institutions, or situations. Five basic types of scale are used to measure attitude: Likert scales, semantic differential scales, rating scales, sustain scales, and Guttman scales.

1. Likerts Scale

A Likerts scale asks an individual to respond to a series of statements by indicating whether he or she strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD). Each response is assigned a point value, and the individual's score is determined by adding the point values of all the statements. For example, the following point values are typically assigned to positive statements: SA=5, A= 4, U= 3, D= 2, SD= 1. An example of positive statement is, "short people are entitled to the same job opportunities.

2. A Semantic Differential Scale

A semantic differential scale asks an individual to give a quantitative rating to the subject of the attitude scale on a number of bipolar adjectives such as good–bad. Friendly – unfriendly, positive – negative. For example, on a scale concerning attitudes toward TV taxes, the following items might include:

3. Rating Scales

A rating scale may also be used to determine a respondent's attitudes toward self, activities, institutions, or situations. On the form of rating scale provides descriptions of performance or preference and asks the individual to check the most appropriate description.

Select the choices that best describe your actions in the first five minutes of the classes you teach. State lesson objectives and overview at the start of the lesson State lesson objectives, but no overview at the start of the lesson don't state objectives or give an overview at the start of the lesson. The second type of rating scale asks the individual to rate the performance of preference using a numerical scale similar to a Likert Scale.

Circle the number that best describes the degree to which you state lesson objectives and give an overview before teaching a lesson. 5 = always, 4 = almost always, 3 = about half the time, 2 = rarely, 1 = never

1 2 3 4 5

It is noted that Likert, semantic differential, and rating scales are similar, requiring the respondent to self-report along a continuum of choices. Note, also, that in certain situations, such as observing performance or judging teaching competence, Likert, semantic differential, and rating scales can be used by others (a researcher, a principal_ a college) to collect information about study participants. For example, in some studies, it might be best to have the principal, rather than the teacher, use a Likert. Semantic differential or rating scale used to collect data.

4. Thurstone and Guttal scale

A Thurstone scale asks participants to select from a list of statements that represent different points of view on a topic. Each item has an associated point value between 1 and 11; point values for each item are determined by averaging the values of the items assigned by a number of judges. An individual's attitude score is the average point value of all the statements checked by that individual. A Guttman scale also asks respondents to agree or disagree with a number of statements; it, however, attempts to determine whether an attitude is one-dimensional if it produces a cumulative scale in which an individual who agrees with a given statement also agrees with all related preceding statements. For example, if you agree with Statement 3, you also agree with statements 2 and 1.

In this research, this research used likert scale in order to find the motivation of students in reading comprehension and the factors that influence their motivation to learn it.

E. Reading Comprehension

This section contains three sub-section they are the nature of reading comprehension; levels of reading comprehension, and factors that influences reading comprehension.

1. Definition of Reading Comprehension

Reading comprehension is not just to read with loudly voice, but read with aims to understand the meaning of the words, sentences, and paragraph sense relation among the ideas. If the student just read and cannot understand the content of the text means that he fails in comprehension. Reading comprehension is an active thinking process that depends not only on comprehension skill, but also the understanding of vocabulary relation among word and concept, making judgment and evaluation.

Hamra (2010) defines comprehension is decoding and associating the meaning with the symbol it conveys. Reading requires thinking and interpretation because the goal of reading is comprehends the meaning of the text.

In addition Klingner et al (2007:2) defines “reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency”.

From those definitions, it can be conclude that reading comprehension is a process of incorporating the new information presented in the text a reader’s own prior knowledge in order to find the meaning of a text such as defining the printed words, relating the sentence, identifying the main ideas and supporting ideas.

2. Level of Reading Comprehension

The term of level does not mean simply different of difficulties. It refers to attitude and reaction to what is read. Heilman, et al (1981:246) described that there are three levels of comprehension, namely:

a. Literal comprehension (reading the line)

Understanding the ideas and information explicitly stated in the passage. Abilities:

- 1) Knowledge of word meanings.
- 2) Recall of details directly stated or paraphrased in own words.
- 3) Understanding of grammatical clues-subjects, verb, pronouns, conjunctions and so forth.
- 4) Recall of main idea explicitly stated.
- 5) Knowledge of sequence of information presented in the passage.

b. Inferential comprehension

Understanding of ideas and information not explicitly stated in the passage. Abilities:

- 1) Reason with information presented to understand the author’s tone, purpose and attitude.
- 2) Infer actual information, main ideas, comparisons, cause-effect relationship not explicitly stated in the passage.
- 3) Summarization of story content.

c. Critical comprehension

Analyzing, evaluating and personally reacting to information presented in a passage.

Abilities:

- 1) Personally reacting to information in a passage indicating its meaning to the reader.

- 2) Analyzing and evaluating the quality of written information in terms of some standards.

3. Factors that Influence Reading Comprehension

In relation to the factors that influence the reading comprehension, Cooper in Hamid (2014:13) explained that there are some factors that influence the students' comprehension:

- a. Oral language

Oral language is important factor that teacher must consider when teaching reading comprehension. The students with limited oral language ability will not have an understanding to the basic pattern and concept of the language. Therefore, these students will not have the basic to develop their reading's comprehension.

- b. Attitude

The students' attitude can affect their comprehension in reading. The students with negative attitude toward reading will not be able to comprehend as actively as the students with positive attitude. The students who have developed their negative attitude in reading task will not perform as well as the students with positive attitude.

- c. Purpose of reading

The purpose in reading by an individual directly influences the person's comprehension in reading. If the students just read the text because they are going to have a test, they probably just focus on what they need to know. They will not pay attention to all details of the reading text.

- d. Physical and emotional condition

Physical and emotional condition influences the students' comprehension. Students who have good health, good vision, and good emotional will comprehend most effectively.

METHOD

Design and Samples

This research was used descriptive quantitative because the researcher conducted the data in form of number. The way to collect the data was by using questioner. The population of this research was the third semester of English Study Program in STAIN Watampone academic year 2016/2017. The numbers of population were 150 students that consisted of six classes; they were, 16 TBI 1-6. Each class consisted of 25 students. Considering to the

grade level of population, the researcher used cluster random sampling technique to determine the sample. One class was taken as sample. Where, 16 TBI 1 chosen as a sample of this research.

Data Collection

In order to collect the data, the researcher used instruments namely questionnaire. The writer gave questionnaires to the students to see the students' motivation achievement in learning reading comprehension.

Data Analysis

In this research, the data collected through the test was analyzed quantitatively. The steps undertaken in quantitative analysis are described as follows:

The data collecting in form of questionnaire in this research was analyzed quantitatively by using the following procedures:

Table 1. Likert Scale

Positive Statement Score	Category	Negative Statement Score
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Gay, 2006:130)

The data was calculated by using percentage formula, as follow:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Percentage

F = Frequency

N = Amount of Sample

(Sudjana, 1991)

Based on the percentage, to know the mean score of the students' motivation in reading activities using STAD, the researcher used the formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = Mean score

$\sum X$ = Total score

N = The number of sample

The research had ten positive and ten negative statements. Therefore, if a respondent answers the ten positive statements with strongly agree and with all ten negative ones with strongly disagree, he gets 100, and if a respondent answers the ten positive statements with strongly disagree and with all ten negative ones with strongly agree, he gets 20. So, the rating score ranged from 20-100 (interval 80). Since the questionnaire got five categories, the interval that was used to determine the category was $80/5 = 16$. The following is the rating score of the category. Based on the interval, to determine the category of the students' motivation, the researcher uses the following classification:

Table 2. Motivation Classification

Scores	Classification
85-100	Strongly motivated
69-84	Motivated
52-68	Fairly motivated
36-51	Unmotivated
20-35	Very unmotivated

(Sugioyano, 2008:182)

RESULT AND DISCUSSION

The Student's Motivation in Learning Reading Comprehension

The questionnaire was distributed to the students to know their motivation in learning reading comprehension at the third semester of English Study Program in STAIN Watampone. Based on the data analysis, the researcher found that the students' motivation in learning reading comprehension of the third semester of English Study Program in STAIN Watampone was strongly motivated. Based on the analysis of the questionnaire items, the mean score of motivation was 87.16. It means that the students' motivation of the students in learning reading comprehension was very high. These data can be seen in the following table.

Table 3. The Classification of Students' Motivation

No	Interval Score	Category	F	%
1	85-100	Strongly motivated	16	64
2	69-84	Motivated	9	36
3	52-68	Fairly motivated	0	0
4	36-51	Unmotivated	0	0
5	20-35	Strongly unmotivated	0	0
Total			25	100

The data in the table above indicates those 16 students (62.86%) whose scores were in the strongly motivated classification and 9 students (37.14%) whose scores were in the motivated classification. and none of them marked unmotivated, fairly motivated and strongly unmotivated. Based on students' score questionnaire, it was found that the highest score was 100 which were classified as strongly motivated and the lowest score was 77 which were classified as motivated classification. Most of students indicates strongly agree and agree as positive statements about reading comprehension. Further analysis shows that the mean score is as follows.

Table 4. The Mean Score of the Students' Motivation

Total Respondent	Total of Students' Score	Mean
25	2179	87.16

The data in the table 4 shows that the mean score of students' motivation was 87.16 which were categorized into strongly motivated category according to the range of students' motivation score. It means that the students are motivated in the learning reading comprehension.

Based on the result above, the writer assumes that the student have high motivation to learn. Therefore, the teacher has to make the enjoyable classroom activities while the teacher is teaching. Consequently, the students can active in the class. It supported by Worrel and Nelson in Abrianti (2011:19) stated that there are some characteristic of motivated students as follows: the students' active participation in class activities. To participate in classroom activities means that students ask and answer question, initiate ideas, or give comments, whether in individual work, pair work, group work, or class work., positive task orientation. The students need for achievement. The students have positive

attitude toward class. They pay attention and cause very little class management problem. They maintain good classroom climate and interaction.

CONCLUSION

The writer concludes that the students are motivated in learning reading comprehension based on the mean score of students' motivation 87.16. Therefore, it can be stated that motivation is one of the most essential factors that has a direct impact on the enhancing of reading comprehension, but the teachers need to know that the students are motivated differently. Such as, the teacher should make the classroom as an enjoyable space to motivate them and increase their confidence, spontaneity, autonomy, and self-stimulation. Teachers need to pay attention to students' interests and their requirements. Based on the literature review of this study, it can be concluded that all of the educational institutions should specifically focus their students' attention on the important role of motivation in reading comprehension.

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