

**THE CORRELATIONAL STUDY BETWEEN SECOND GRADE
STUDENTS' READING HABIT AND THEIR LEARNING
MOTIVATION TOWARD THEIR ABILITY TO
COMPREHEND INVITATION TEXT
AT SMPN 27 PADANG**

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
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*Submitted to fulfill a Partial Requirement for Strata 1 (S-1) Degree of English
Department, Teacher Training and Education Faculty, Bung Hatta University*



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Padang, January 2017

The Reseacher

ABSTRACT

Putcani, Hellisa (2017). “The Correlational Study between Second Grade Students’ Reading Habit and Their Learning Motivation toward Their Ability to Comprehend Invitation Text at SMPN 27 Padang”

Advisors : 1. Dra. Lisa Tavriyanti, M. Pd.
2. Adzanil Prima Septy, Ph. D.

This research was aimed to find out a correlation between second grade students’ reading habit and their learning motivation toward their ability to comprehend invitation text at SMPN 27 Padang. The hypothesis of this research was that there was a significant correlation between second grade students’ reading habit and their learning motivation toward their ability to comprehend invitation text at SMPN 27 Padang.

The number of population was 226 students. The researcher used convenience sampling technique. To choose the sample, the researcher took the sample who are conveniently available participating in this study. The researcher gathered the data by using reading habit questionnaire, learning motivation questionnaire and reading test. The reliability of students’ reading habit was 0.92 (very high correlation), learning motivation was 0.90 (very high correlation) and their ability to comprehend invitation text was 0.86 (high correlation). To analyze the data, the researcher used the Pearson Product Moment Formula and Multiple Correlation Formula.

After analyzing the data, the researcher found that the students’ reading habit was moderate (72.5%), their learning motivation was moderate (75.9%), and their ability to comprehend invitation text was moderate (51.7%). The researcher found the coefficient correlation between students’ reading habit and their ability to comprehend invitation text was 0.487 and t_{counted} was 2.898. Because the value of t_{table} was 2.052 (α .05 and $dk=27$) and t_{counted} was 2.898, it can be stated that there is a significant correlation between students’ reading habit and their ability to comprehend invitation text. Next, the researcher found the coefficient correlation between students’ learning motivation and their ability to comprehend invitation text was 0.372 and t_{counted} was 2.079. Because the value of t_{table} was 2.052 (α .05 and $dk=27$) and t_{counted} was 2.079, it can be stated that there is a significant correlation between students’ learning motivation and their ability to comprehend invitation text. Finally, the researcher found the coefficient correlation between three variables was 0.490 and f_{counted} was 4.11. Because the value of f_{table} was 3.37 (α .05 and $dk=n-k-1$) and f_{counted} was 4.11, it means that f_{counted} is higher than f_{table} ($4.11 > 3.37$). It can be stated that there is a significant correlation between students’ reading habit and their learning motivation toward their ability to comprehend invitation text.

The researcher suggested the teacher to promoting a love of reading to the students by giving more motivation in order to improve students’ ability to comprehend invitation texts.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction that consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, hypotheses, purpose of the research, significance of the research, and definition of key terms.

1.1 Background of the Problem

English is used as an international language by the majority of countries of the world. As an international language, English has a very important role in education, commerce, politic, social, communication and scientific research. In education field, English become an important subject learned by the students throughout the world. According to Siragih *et al* (2014:56), in learning English there are four skills, which are very important for English learners. They are: speaking skill, writing skill, reading skill and listening skill.

English language is one of the compulsory subjects that is taught at Junior High School. It means that the students must pass this subject in order to continue their study to higher level of education. Moreover, it is one of the subjects that must be tested in National Examination. As a matter of fact, there are about 35 questions on reading comprehension out of 50 questions.

Concerning with this, the purpose of teaching reading is to guide the students to be able to understand a text. In other words, they are expected to be able to understand a text, to identify the communicative purpose of the text, and to identify the communicative purpose of the text, and to identify the language system. As stated in the ‘Standar Kompetensi’ and the ‘Kompetensi Dasar’ of

reading skill for Junior High School, the students must be able to understand kinds of text such as descriptive, recount, functional, etc.

There are some kinds of texts taught at Junior High School, one of them is invitation. Invitation is one of the forms of functional text. It is used for everyday information; presents information or ideas and aim to show, tell or persuade the audience. It is called functional because it helps the function in day-to-day-life. Anjani (2014:13) states that by functional, it means that the language in a text is doing something in a context.

To have a good reading comprehension in invitation text, the students should have motivation in learning. Broussard and Garrison in Lai (2011:4) states that motivation as the attribute that moves us to do or not to do something. Moreover, according to Lai (2011:2), motivation refers to reasons that underlie behavior that is characterized by willingness and volition. It means that learning motivation can improve students' reading comprehension in invitation text. Sardiman in Hasanah (2013:17) classifies motivation into two kinds. They are intrinsic motivation (comes from inside of the students), and extrinsic motivation (comes from outside of the students).

Not only motivation that can improve students ability in comprehending invitation text but reading habit also take a role in that skill. Habit is a routine of behavior that is repeated regularly and tends to occur unconsciously (Wikipedia: 2016). Reading habit is behavior of reading that students do while they are reading. Habit can identify the reader's ability in reading. If the students have a good reading habit, it will be easy for them to comprehend reading text especially the functional text of invitation.

Based on the researcher's informal interview with Nurmasni, S.Pd, an English teacher at SMPN 27 Padang, she said that many students still seemed confused in comprehending invitation text. Some students could comprehend invitation text which was given to them and could answer questions about it. But, some others could not understand it well and as the result they could not answer questions.

Based on the background of the problem above, the researcher was interested to identify “*The Correlational Study between Second Grade Students’ Reading Habit and their Learning Motivation toward their Ability to Comprehend Invitation Text at SMPN 27 Padang.*”

1.2 Identification of the Problem

Habit is an easy way and need more both concentration and attention. Habitual actions do not require the attention and concentration of the individual minds in doing it and it is a good while people think about or pay attention to other things. According to Gaona and Gonzalez (2011:59), the indicators to determine the presence of reading habits are: reading frequency, amount of books, time spend on academic reading, time spend on non-academic, motivation in the family environment, and motivation in the academic environment.

Graham in Ganelson (2016:7) defines motivation as the choices people make as to what experiences or goals they will approach to avoid, and the degree of effort they will exert in this respect. Sardiman in Hasanah (2013:17) classifies motivation into two kinds. They are intrinsic motivation (comes from inside of the students), and extrinsic motivation (comes from outside of the students).

According to Hill (2011:62), reading comprehension is the ability to take in information, analyze it in its respective segments, and come up with an understanding of the input in a cohesive and accurate manner. The comprehension levels of reading are: literal, interpretive, applied and appreciative.

According to Dewisudjia (2011), short functional text is a short text that contains of command, instruction, something that should be done or should not be done in the form of prohibition, invitation, greeting card, short message, shopping list, notice, announcement and many others.

Functional text of invitation is divided into two kinds: formal invitation and informal invitation. Formal invitation is official invitation that is usually written by institutions and companies (Eliska in Kaswina, 2012:14). Informal invitation is not an official invitation and that is written by someone that is usually given to friends, family and others (Bumamik in Setiasih, 2012:16).

1.3 Limitation of the Problem

Based on explanation above, the researcher limits this research on correlation between students' reading habit and learning motivation toward their ability to comprehend invitation text at the second grade in SMPN 27 Padang. Reading habit deals with reading frequency, amount of books, time spend on academic reading, time spend on non-academic, motivation in the family environment, and motivation in the academic environment. Students' learning motivation deals with internal and external factors. And the last, students' ability in comprehend invitation text deals with formal and informal invitation.

1.4 Formulation of the Problem

The researcher formulates the problem of the research as follows: *“Is there any significant correlation between second grade students’ reading habit and their learning motivation toward their ability to comprehend invitation text at SMPN 27 Padang?”*

1.5 Hypotheses

The hypotheses of this research are formulated as follows:

Alternative Hypothesis (Ha):

(Ha₁) : There is a significant correlation between second grade students’ reading habit and their ability to comprehend invitation text at SMPN 27 Padang.

(Ha₂) : There is a significant correlation between second grade students’ learning motivation and their ability to comprehend invitation text at SMPN 27 Padang.

(Ha₃) : There is a significant correlation between second grade students’ reading habit and their learning motivation toward their ability to comprehend invitation text at SMPN 27 Padang.

Null Hypothesis (Ho):

(Ho₁) : There is no significant correlation between second grade students’ reading habit and their ability to comprehend invitation text at SMPN 27 Padang.

(Ho₂) : There is no significant correlation between second grade students’ learning motivation and their ability to comprehend invitation text at SMPN 27 Padang.

(Ho₃) : There is no significant correlation between second grade students' reading habit and their learning motivation toward their ability to comprehend invitation text at SMPN 27 Padang.

1.6 Purposes of the Research

In general, the purpose of this research was to describe correlation between second grade students' reading habit and their learning motivation toward their ability to comprehend invitation text at SMPN 27 Padang. It aims to describe whether the hypothesis was accepted or rejected. In specific, the purpose of this research were to identify or to determine how the description of students' reading habit in SMPN 27 Padang, to identify or to determine how the description of students' learning motivation in SMPN 27 Padang and to identify or to determine how the description of students' reading comprehension of invitation at SMPN 27 Padang.

1.7 Significance of the Research

The results of this research are expected to give significant contribution to the following people:

- a. The English Teacher

The result of this research is hopefully useful for the English teachers. By knowing the correlation between students' reading habit and their learning motivation toward their ability to comprehend invitation text, teachers can help students to improve their reading habit by giving some motivation that makes the students interested in reading, help students to improve their motivation by giving

interesting teaching method, help student to be active during learning process, and create a good classroom atmosphere.

b. The Students

The result of this research is expected to motivate the students to improve their ability in comprehending a text about paying attention to their reading habit. Also, it can give more information and knowledge about functional text of invitation.

c. The Further Researcher

The result of this research may be useful for further researchers who are interested in doing research on the correlation between students' reading habit and their learning motivation toward their reading comprehension of invitation. The result can be used as a reference and a source of information to conduct a further research within similar areas of the study with the same or different research design in other schools to develop the quality of the teaching learning process.

1.8 Definition of the Key Terms

In order to avoid misunderstanding of key terms in this research, the researcher defines them as follows:

- a. Correlational design provides an opportunity to predict scores and explains the relationship among variables (Cresswell, 2012:338)
- b. Reading habit is a routine of behavior that is repeated regularly and tends to occur unconsciously.
- c. Students' learning motivation is the internal and external condition of the students which motivates them to do something especially in reading

- d. Reading comprehension is the ability to read text, process it and understand its' meaning.
- e. Ability is a level of students' skill to read invitation text.
- f. Invitation text is a kind of functional text that has purpose is to invite someone to attend an occasion or event.