

A CORRELATIONAL STUDY ON READING INTEREST AND READING MOTIVATION OF THE SECONDARY SCHOOL STUDENTS

Devina J Alodia
Tridinanti University
devinaalodia99@gmail.com

ABSTRACT: Reading is fundamental to understanding and taking inspiration from texts. Students' reading interests can influence their reading motivation. They will be more motivated to read if they are interested in reading. Someone who has a strong interest in reading, as well as clarity and enjoyment in carrying out reading activities, is assumed to be motivated in reading and can instruct himself to read. A correlational research design was used in this research. This research aims to find out whether there is a relationship between reading interest and reading motivation in class XI students. This research sample was selected using convenience sampling techniques. Data collection was carried out using reading interest and reading motivation questionnaires. The relationship between reading motivation and reading interest was tested and applied to find correlations using the non-parametric Spearman rank correlation statistical test. From the results of the data analysis, it was found that students' interest in reading did not correlate significantly with reading motivation which means that it shows that students' interest in reading does not affect their reading motivation.

Keywords: *correlational study, reading interest, reading motivation*

SEBUAH STUDI KORELASIONAL TERHADAP MINAT MEMBACA DAN MOTIVASI MEMBACA SISWA TINGKAT MENENGAH

ABSTRAK: Membaca sangat penting untuk memahami dan mengambil inspirasi dari teks. Minat membaca siswa dapat memengaruhi motivasi membaca mereka. Mereka akan lebih termotivasi untuk membaca jika mereka tertarik untuk membaca. Seseorang yang memiliki minat yang kuat dalam membaca, serta kejernihan dan kenikmatan dalam melakukan kegiatan membaca, dianggap termotivasi dalam membaca dan dapat menginstruksikan dirinya untuk membaca. Desain penelitian korelasi digunakan dalam penelitian ini. Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara minat baca dan motivasi membaca pada siswa kelas XI. Sampel penelitian ini dipilih dengan menggunakan teknik convenience sampling. Pengumpulan data dilakukan dengan menggunakan kuesioner minat baca dan motivasi membaca. Hubungan antara motivasi membaca dan minat baca diuji dan diterapkan untuk menemukan korelasi menggunakan uji statistik korelasi peringkat Spearman non-parametrik. Dari hasil analisis data, ditemukan bahwa minat baca siswa tidak berkorelasi secara signifikan dengan motivasi membaca yang berarti menunjukkan bahwa minat baca siswa tidak mempengaruhi motivasi membacanya.

Kata Kunci: *penelitian korelasi, minat membaca, motivasi membaca*

INTRODUCTION

Reading is an important part of education, which aims to understand texts and use them to get ideas (Pratama, 2015). Saniyah (2019) also stated that reading is very important for students at the elementary, middle, and high school levels in learning. This is in line with Purnama, Warna, and Sartika (2023) who stated that reading skills are very beneficial for students. Reading skills can help students to learn in various fields, but if they cannot read at school, it will be difficult for them to learn different subjects. A person's reading success depends on good reading skills through the use of appropriate strategies (Idrus, 2022). This is also supported by Putri (2016) who said that reading is very important to get information, knowledge, technology, and fun. Interest plays a major role in reading because understanding and motivation to read depend on students' interest in books and a lack of interest can lead to low reading ability and reading motivation (Reski, 2018). Rahim (2018) stated that the interest in reading is high, accompanied by a sense of pleasure in reading activities. Someone who is very keen on reading can be taught to read with the help of a third party. Wahadaniah (2017) said that interest in reading is the same as a person's desire to read because reading can provide benefits. Aksan & Kisac (2009), Guthrie et al. (2007), and Hidi & Renninger (2006) defined interest as a set of pleasurable experiences that include engagement, attention, concentration, happiness, and a desire to spend more time on reading activities. According to UNESCO data from 2012 cited in Kominfo (2017), readers' interest in Indonesia was only 0.001 percent. This suggests that only one out of every 1,000 people likes to read (Artana, 2016).

Alhamdu (2016) states that the interest in reading can have a bearing on students' motivation for reading. They are more likely to engage in reading if they care about it. On the other hand, Marinak & Gambrell (2008) and Guthrie, Wigfield, & VonStecker (2000) show that motivation is an important factor in reading. Students who have a high motivation for reading can take advantage of the time. Motivation to read is defined as encouragement that comes from individuals to carry out reading activities, the students will look for readings and then read with their awareness so that the meaning or information contained in the reading can be understood (Ahmad, 2022).

Some studies show that reading motivation and reading interest have a positive relationship to reading comprehension. First, Fauzi et al. (2022) examined the relationship between motivation to read and comprehension of literature. It shows that research on the relationship between reading and motivation are two sides of a coin that encourage students to read or not to read. Furthermore, there is a significant positive correlation between students' reading motivation and their comprehension of literature. They will be able to read more. Meanwhile, Andaresta (2020) indicates that an increase in reading interest affects the student's ability to read.

Regarding what has been explored above, the writer was interested to examine if reading interest and reading motivation are associated one to another. Therefore, the writer conducted a correlational study to investigate the correlation between student's reading interest and reading motivation.

METHODOLOGY

The method of quantitative research used in that study was the correlation technique. The collection and analysis of structured data, which can be based on a numerical representation, is the subject of a quantitative research method. This research

has been based on a correlational study. Correlation studies will measure the influence of reading interest and motivation on reading. Ary, Jacobs, Sorensen, & Walker (2010) mention that correlation research is non-experimental research without research manipulation. To describe and measure the direction and relationship between two variables, correlation statistics are used in a correlation study.

Creswell (2012) proposed that the correlational research was carried out in the following stages. The research procedures can be seen in Figure 1.

1. Determining if correlation studies are the most appropriate solution for a research problem. The writer used a series of research questions to determine the relationship between those two variables.
2. Finding out who's supposed to be studied. Preliminary data on students from SMA 22 Palembang has been collected by the writer.
3. Determining two or more measures for each individual in the study. The writer selected two questionnaires as the instruments for measuring the variables of reading interest and motivation.
4. Gathering the data. The writer used a database of scores from the two variables that have been collected
5. Preparing an analysis of the data and report on its results. The writer applied the correlation analysis of Spearman Brown since the data were not normally distributed. This data analysis technique was used to measure the association among the variables measured.
6. Interpreting the results of the data analysis.

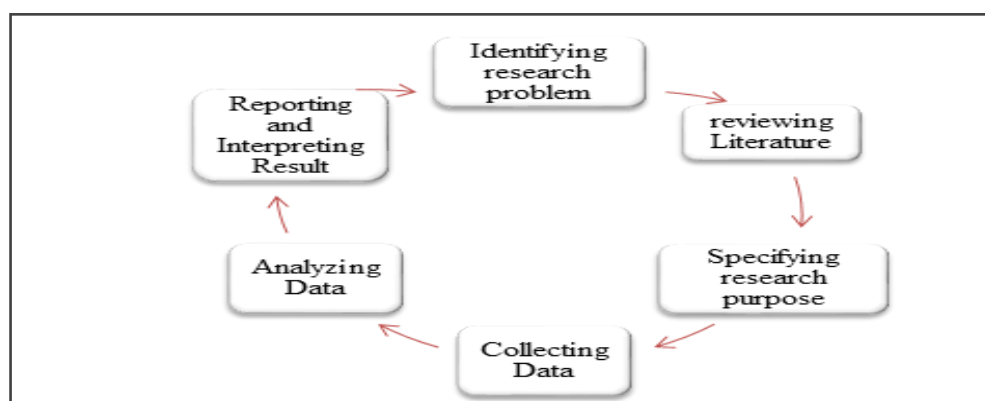


Figure 1. The Research procedures of correlational study (Creswell, 2012)

The sample of the research was eleventh graders of SMA Negeri 22 Palembang in the academic year 2023/2024. There were 56 students in the group. The researcher made use of convenient sampling techniques to select the sample. This sampling method was taken because the respondents used were based on students' willingness to fill out a questionnaire.

The questionnaire is a written instrument that gives respondents a series of questions or assertions, to which they write their responses (Roopa & Rani, 2012). The writer used a questionnaire from Noortyani (2018). It comprised 14 elements, with 6 measuring student individual interest and 8 measuring situational interest. Next, the Reading Motivation questionnaire by Komiyama (2013) was used to obtain data about students' motivation to read. This is a measure of students motivation to read. The questionnaire contained 47 items to reflect 11 dimensions of reading motivation,

including reading curiosity (5 items), reading involvement (5 items), reading challenge (6 items), competition (8 items), recognition of reading (7 items), compliance (4 items), social reason for reading (5 items), grades (4 items), gain score (2 items), and passing English score (1 item). The researchers would analyze the data using correlation analysis once they had collected them. The Spearman-Brown technique was applied as the correlational analysis technique since the data obtained were not distributed normally.

FINDINGS AND DISCUSSION

1. Descriptive Statistics of Reading Interest and Reading Motivation

The reading interest questionnaire was distributed to 56 students from SMA Negeri 22 Palembang. The writer studied the data from the students' responses to the questionnaire and discovered that the average score was 37.73, the lowest possible score was 25, the highest possible score was 51, and the standard deviation was 5.735. Meanwhile, the writer analyzed the student reading motivation questionnaire data and discovered an average score of 133.75, a minimum score of 115, and a maximum score of 175, with a standard deviation of 17.373. The descriptive statistics of reading interest are presented in Table 1 and the descriptive statistics of reading motivation are presented in Table 2.

Table 1. The Descriptive Data of Reading Interest and Reading Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Interest	56	25	51	37.73	5.735
Reading Motivation	56	115	175	133.75	17.373

2. Frequency Analysis of Reading Interest and Reading Motivation

Based on the results of students reading interest, it was found that 34 students (60.7%) had a low level of reading interest, 22 students (39.3%) had a medium level of reading interest, and none were classified as high in reading interest level. In conclusion, most of the eleventh-grade students of SMA Negeri 22 Palembang were categorized as medium in reading interest. Table 2 summarizes the level of interest in reading.

Table 2. The Frequency Analysis of Reading Interest Level

	Level	Score Range	Frequency	Percentage (%)
Reading Interest	High	61-80	-	-
	Medium	41-60	22	39.3
	Low	20-40	34	60.7
Total			56	100

Next, the frequency analysis of the students' reading motivation showed that 50 students (89.3%) were classified as high in reading motivation, 6 students (10.7%) were classified as medium in reading motivation, and none were classified as low in reading motivation. Thus, it indicated that most of the eleventh-grade students of SMA Negeri 22

Palembang had high motivation in reading. Table 4 shows the level of motivation in reading.

Table 3. The Frequency Analysis of Reading Motivation

	Level	ScoreRange	Frequency	Percentage (%)
Reading Motivation	High Motivation	161-212	50	89.3
	Medium Motivation	107-160	6	10.7
	Low Motivation	53-106	-	-
Total			56	100

3. Correlation Analysis

The Spearman rank non-parametric correlation statistical test was used during data processing since the obtained data were not normally distributed. The Spearman rho rank correlation test findings showed that the correlation coefficient (r-value) was 0.077, with a significance coefficient of 0.570. This demonstrated that the correlation level between reading interest and reading motivation was extremely low and nearly non-existent. Therefore, it could be assumed that there was no positive association between the students' reading interest and their reading motivation. The result of the correlational analysis is presented in Table 3.

Table 3. The Correlational Analysis Results

		Correlations		
			Reading Interest	Reading Motivation
Spearman's rho	Reading Interest	Correlation Coefficient	1,000	0,077
		Sig. (2-tailed)		0,570
		N	56	56
	Reading Motivation	Correlation Coefficient	0,077	1,000
		Sig. (2-tailed)	0,570	
		N	56	56

Based on the findings, several possible interpretations could be drawn. First, student reading interest was categorized as low. Meanwhile, students' reading motivation was categorized as a high category. This indicates that mostly students have no interest in reading activities but they are motivated to read. Second, the study found a low correlation between reading interest and reading motivation among 56 students using a Spearman rank non-parametric correlation statistical test. The results indicate that reading interest does not significantly influence reading motivation, as there are students with high motivation but low interest and those with high motivation but low interest. This study contradicts previous research by Cox & Guthrie (2001), Guthrie et al (2006), and Merisuo-Storm (2006) which suggests that interest is a crucial factor in reading motivation. They have discovered in their research that Interest should be a key element in the selection process of reading material. Apart from that, Krapp (2005) and Hidi (2006) also support this. They state that interest is a fundamental factor in motivating individuals to carry out reading activities.

CONCLUSIONS

Based on the findings and interpretation of this study, it could be summarized as the problems of the study answered. Some conclusions could be drawn. There was no significant correlation between reading interest and reading motivation of the eleventh-grade students of SMA Negeri 22 Palembang. It means that H_a is rejected and H_0 is accepted or there is a correlation between variable X and variable Y. The results of the normality test using the Kolmogorov-Smirnov normality test show a significance of 0.098 for the reading interest variable, which means a significance of >0.05 . This value states that the reading interest variable data is normally distributed. In the reading motivation variable, a significance value of 0.001 was obtained, which means the significance is <0.05 . This value indicates that the data is not normally distributed.

REFERENCES

- Aksan, N., & Kisac, B. (2009). A descriptive study: Reading comprehension and cognitive awareness skills. *Procedia-Social and Behavioral Sciences*, 1(1), 834-837.
- Ahmad, A. (2022). Pendekatan pembelajaran asinkronus pada elajaran Bahasa Indonesia SMA Negeri 5 Bulukumba.
- Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. (2013). The relationship between students' reading motivation and reading comprehension. *Journal of education and practice*, 4(18), 8-17.
- Alhamdu. (2016). Interest and Reading Motivation. Lecturer of Islamic Psychology Program Ushuluddin and Islamic Thinking Faculty of UIN Raden Fatah Palembang, 1(1), 1–10.
- Andaresta, N. D. (2020). The correlation between reading interest and reading comprehension at efl students at IAIN Palangka Raya (Doctoral dissertation, IAIN Palangka Raya).
- Artana, I. K. (2016). Upaya Menumbuhkan Minat Baca pada Anak. *Acarya Pustaka*, 2(1), 1-13.
- Guthrie, J. T., Wigfield, A., & VonSecker, C. (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of educational psychology*, 92(2), 331.
- Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. *Educational Psychologist*, 42(4), 237-250.
- Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational psychologist*, 41(2), 111-127.
- Idrus, S. (2022). Hubungan motivasi membaca dengan kemampuan membaca pemahaman siswa Kelas V SD Tidung Kota Makassar. *Educational Technology*,

Curriculum, Learning, and Communication.

- Komiyama, R. (2013). Factors underlying second language reading motivation of adult EAP students. *Reading in a Foreign Language*, 25(2), 149-169.
- Kominfo. (2017). Teknologi Masyarakat Indonesia: Malas Baca Tapi Cerewet di Medsos. Kementerian Komunikasi Dan Informatika Republik Indonesia. https://www.kominfo.go.id/content/detail/10862/teknologi-masyarakat-indonesia-malas-baca-tapi-cerewet-di-medsos/0/sorotan_media
- Krapp, A. (2005). Basic needs and the development of interest and intrinsic motivational orientations. *Learning and instruction*, 15(5), 381-395.
- Marinak, B. A., & Gambrell, L. B. (2008). Intrinsic motivation and rewards: What sustains young children's engagement with text?. *Literacy research and instruction*, 47(1), 9-26.
- Merisuo-Storm, T. (2006). Girls and boys like to read and write different texts. *Scandinavian Journal of educational research*, 50(2), 111-125.
- Noortyani, R. (2018). An exploratory study on students' reading interest development through independent reading-retelling activity. *Arab World English Journal*, 9(2), 108–117. <https://doi.org/10.24093/awej/vol9no2.7>
- Pratama, V. A. (2015). Peningkatan membaca pemahaman dengan menggunakan metode individualized schema-based learning dan transactional learning bagi siswa Sekolah Dasar. *Psychology Forum UMM*, 420–424.
- Purnama, D. A., Warna, D., & Sartika, E. (2023). A better look at the students' 'reading interest an. *Didascein: Journal of English Education*, 4(1), 18-26.
- Putri, D. A. W. (2016). The Effect of Read-Imagine e-Describe-Evaluate-Repeat (RIDER) Strategy and Reading Motivation Toward Students' Reading Comprehension At Grade VIII of SMP Pertiwi 2 Padang, 3(2), 113–121.
- Rahim, A. R. (2018). Tradisi baca gilir dan budaya resensi sebagai strategi menyalasi keterbatasan buku di perpustakaan sekolah dalam meningkatkan minat membaca dan menulis siswa SMP. *Prosiding Seminar Nasional Pendidikan Era Revolusi*, 1(1), 565–574. <https://jurnal.umj.ac.id/index.php/SNP/article/view/2799>
- Roopa, S., & Rani, M. S. (2012). Questionnaire designing for a survey. *Journal of Indian Orthodontic Society*, 46(4_suppl1), 273-277.
- Saniyah, M. (2019). Improving Students' Reading Skill Through Preview, Ask Question, Read, And Summarize (Pars) Strategy (A Classroom Action Research for The Second Grade Students Of Senior High School 1 Bringin In The Academic Year 2018 /2019).