

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Slang Language in the Lyric of Billie Eilish' Album "When We All Fall Asleep, Where Do We Go?" (2019)

Analisis Kesalahan Siswa dalam Menyelesaikan Soal Bangun Ruang Sisi Datar Menurut Van Hiele

Pengaruh Kompetensi Guru, Fasilitas Belajar, dan Iklim Sekolah terhadap Hasil Belajar Siswa
SMK PGRI 4 Kota Blitar

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Penerapan Pembelajaran dengan Berbasis Tugas Terstruktur pada Trigonometri

Types of Sentences Found in "Because Internet: Understanding the New Rule of Language"
by Gretchen McCulloch

Profil Belajar Mahasiswa pada Materi Limit Fungsi Melalui Pembelajaran *Online*

Membumikan dan Mengimplementasikan Nilai-Nilai Karakter di Lembaga Pendidikan Formal

Upaya Meningkatkan Kemampuan Membuat Analisis Swot dengan Penerapan Pembelajaran
Berbasis Proyek pada Siswa Kelas X Bisnis Daring dan Pemasaran (BDPM)
SMK Negeri 1 Nglegok Blitar Tahun Pelajaran 2019/2020

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Daftar Isi

Slang Language in the Lyric of Billie Eilish' Album "When We All Fall Asleep, Where Do We Go?" (2019).....	1
<i>Annisa Rahmasari, Dina Meiolina</i>	
Analisis Kesalahan Siswa dalam Menyelesaikan Soal Bangun Ruang Sisi Datar Menurut Van Hiele.....	21
<i>Cicik Pramesti, Kintan Armeyliani Putri, Kristiani</i>	
Pengaruh Kompetensi Guru, Fasilitas Belajar, dan Iklim Sekolah terhadap Hasil Belajar Siswa SMK PGRI 4 Kota Blitar	34
<i>Ekbal Santoso</i>	
Figurative Language in the Lyrics of Ed Sheeran of Devid Album.....	47
<i>Feri Huda</i>	
An Analysis of Figurative Language in the Adele's Album "21" And "25"	56
<i>Herlina Rahmawati, Agitha Fionasari</i>	
Analisis Pengaruh Kesadaran Wajib Pajak, Sanksi Perpajakan, dan Kualitas Pelayanan Pajak terhadap Kepatuhan Wajib Pajak	67
<i>Kadeni</i>	
Correlation of Learning Motivation and Reading Interest to Students' English Achievement of the Second Year Students of SMPN 1 Sanankulon Blitar.....	77
<i>M. Ali Mulhuda</i>	
An Analysis of Figurative Language in "Revolver" Album by the Beatles	85
<i>Mochamat Alvin Bachtiar, M. Ali Mulhuda</i>	
Peran Etika Politik dalam Menegakkan Demokrasi Konstitusional	98
<i>Miranu Triantoro</i>	
Idiomatic Expression in Lyrics of Charlie Puth "Nine Track Mind" Album 2016.....	107
<i>Ratna Nurlia, Siti Kholifah</i>	

Penerapan Pembelajaran dengan Berbasis Tugas Terstruktur pada Trigonometri	124
<i>Riki Suliana, Cicik Pramesti, Suryanti</i>	
Types of Sentences Found in “Because Internet: Understanding the New Rule of Language” by Gretchen Mcculloch.....	145
<i>Saiful Rifa’i</i>	
Profil Belajar Mahasiswa pada Materi Limit Fungsi Melalui Pembelajaran <i>Online</i>	153
<i>Suryanti, Riki Suliana, Cicik Pramesti</i>	
Membumikan dan Mengimplementasikan Nilai-Nilai Karakter di Lembaga Pendidikan Formal	166
<i>Udin Erawanto</i>	
Upaya Meningkatkan Kemampuan Membuat Analisis Swot dengan Penerapan Pembelajaran Berbasis Proyek pada Siswa Kelas X Bisnis Daring dan Pemasaran (BDPM) SMK Negeri 1 Nglegok Blitar Tahun Pelajaran 2019/2020	183
<i>Yuli Erma Farichah</i>	

CORRELATION OF LEARNING MOTIVATION AND READING INTEREST TO STUDENTS' ENGLISH ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMPN 1 SANANKULON BLITAR

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara motivasi belajar dan minat baca terhadap prestasi belajar bahasa Inggris pada siswa kelas 2 SMPN 1 Sanankulon Blitar. Peneliti menghitung data dengan menggunakan rumus dari Pearson Product Moment. Hasil perhitungan menunjukkan bahwa koefisien korelasi dari hubungan antara motivasi belajar, minat baca dan prestasi Bahasa Inggris siswa (R) adalah 0,54 dan dari nilai F (9) lebih besar dari nilai F (3,22) 0,01 di tingkat signifikansi. Ini dapat disimpulkan bahwa hipotesis dari penelitian ini diterima. Dengan demikian, hal ini menunjukkan bahwa ada hubungan yang signifikan motivasi belajar, dan minat baca belajar terhadap prestasi Bahasa Inggris siswa kelas 2 SMPN 1 Sanankulon Blitar.

Kata Kunci: *Motivasi, Minat Baca, Hasil Pembelajaran Bahasa Inggris*

Abstract: This study aimed to find out whether there is a significant of learning motivation and reading interest to English achievement of the second year's student of SMPN 1 Sanankulon Blitar. The researcher calculated the data by using Pearson Product Moment Formula. The result the computation shows that the coefficient correlation from correlation among learning motivation, reading interest and students' English achievement (R) is 0.54 and the computing of the value of F (9) is higher than critical value of F (3.22) at 0.01 in the level significance. It means that the alternative hypothesis is accepted. It can be concluded that there is a significant correlation of learning motivation, and reading interest to students' English achievement of the second year students of SMPN 1 Sanankulon Blitar.

Keywords: *Correlation, Learning Motivation, Reading Interest, English achievement*

INTRODUCTION

English is one of international languages used as one means of communication. Many countries use English as compulsory subject at schools. The national educational department has determined English

is as one of foreign languages that is needed to be taught in Indonesian schools starting from primary school up to university. Students realize that English is very important so that they want to get good result for this subject.

The key to be successful in learning English is motivation. Building students' motivation in learning English is very important to support them doing much practice in process of learning this language. Students with high motivation usually can be easily known whether from their learning involvement during classroom activity or outdoor learning behavior. Students with low motivation, it is quite difficult to improve their learning quality. This actually becomes a duty for all school' community especially concerned teacher as well as his classmate to work together by giving support, advice, short cut, simples and attractive ways of learning English. They with good motivation will be able to understand a lesson through their daily activities easily, so that this can benefit them to increase their read quality.

Reading is a good thing for life, because it is one of great importance factors for the students to develop and to improve their knowledge. Being able to read is very important for them to be success in learning English. By reading a book, they can get more information and they can improve their knowledge fastest and easily. They can choose some books which one the book that they will be read. In addition, they will make it as source knowledge and inspiration for them.

In the reality, many students have a problem in reading. They have lowest in reading interest. They

have bad habit when they read a book, for example, they do not understand about the meaning. They confuse about the book to read. When they read a book, they feel sleepy. Another case is they seldom spend their time to read book in the library. They think that by reading it will make confusing and boring activity. Moreover, they do not have great motivation to read, so that their interest to reading a book does not improve. The other problem came from their self. They never repeat again to read a book. They read a book if they will face examine or get assignment from the teacher. Moreover, they never ever used their free time to read, they just small chat with other friends. Briefly, if they get good motivation their interest to read book will increase.

Based on the fact above, this study intends to find out whether there is motivation of reading interest and students' achievement, by conducting a study entitled "Correlation of Learning Motivation and Reading Interest to Students' English Achievement of the Second Year Students of SMPN 1 Sanankulon Blitar".

Learning Motivation

Brown (2000:7) has stated that Learning is acquisition or getting, learning is retention of informative or skill, retention implies storage system, memory, and cognitive organization, learning is relative permanent but subject to forgetting, learning involves some of practice, perhaps reinforced practice,

and learning is change in behavior. Spears (1955) in Asy`ari (2009) has stated that learning is to observe to read, to imitate, to try something themselves, to listen, and to follow direction. The word learning was used to refer to both the process and the result. As process learning, this refers to the learner` experiences, thought, his or her internal and external activity.

In a similar view, Cronbach (1954) in Yaimin (2006) has stated that learning is characterized by changing in behavior as a result of experience. Behavior involves responses to a situation. If a person makes different responses at present compared to the past period, it can be said that he has learned something.

From the previous definitions, it can be concluded that learning is a change which is due to experiences or trainings. Thus, the change in the learner can be planned. If a teacher wants his students to learn something, he has to facilitate them with experience or training to support what he wishes to students in order they want to learn.

Brata (1989: 30) has said that motivation is a strong drive inside someone to do certain activities to reach a goal. Therefore, motivation is key to someone`s achievement.

Gardner and Lambert (1981: 105) in a series of books and papers give a description of how motivation place very important role in learning. They give some examples that European students were successful in

learning languages. Gardner and Lambert divide motivation into: integrative and instrumental motivation. The integrative motivation reflects whether the students mingle with the target culture and people in some sense, or rejects them. The more the student admires the target culture he reads for the literature, this will provide opportunities of success in the foreign language classroom.

Reading Interest

According to Wiley and Sons (1971: 548) interest is the characteristic of deposition, organized through experience, which implies an individual to seek out particular object, activities, understanding, skill or goals for attention or acquisition.

Motivation plays an important role in the success in language learning. As one of the elements of motivation, interest in reading English is important to increase the achievement in English. Strang (1964: 97) in her book *Diagnostic Teaching of Reading* says: Interest is often the key that unlucky efforts; it has a dynamic effect on the way students read. Consequently, a study of students reading and other interest is an important part of diagnostic procedure.

METHOD

This study works using multiple correlations where the researcher uses correlation formula

to find out correlation among learning motivation, reading interest and students' English achievement. Then, the data will be collected using questionnaire and test.

There are two kind of variables in this research namely independent and dependent variable. The first variable is independent which includes two variables. They are learning motivation as first variable (variable x_1) and reading interest as second variable (variable x_2). The second variable is dependent variable. It is students' English achievement as dependent variable (variable y).

A population is defined as all number of any well defined class of people, event or object and sample is a portion of a population or the small group that is observed (Ary. et. all.2010: 148).

Population and sample are essential in research. Population is all subjects which are observed. Sample is a part of population which is observed.

Population of this research is the second year students of SMPN 1 Sanankulon Blitar which have 7 classes. They are class A, B, C, D, E, F, and G. The total students of second year students is 156 students.

According to Suharsimi (2002), a good sample must consist of at least 10% up to 20% selected from the population. Based on both percentage given and sampling technique, the researcher uses Simple Random Sampling as part of probability sampling to take 20%

sample from all of the population. The population of this research is 156 students. Therefore, the sample of the research is 20% randomly from all of the population. The quantity of the sample is 32 students, but the researcher takes two classes that contain of 44 students.

Instrument Research

The instruments of this study are questionnaire and test. The questionnaire is drop to the second year students of SMPN 1 Sanankulon Blitar in order to get the data concerning with their motivation and reading interest. The test is given to get English achievement. Then, the students' achievement is used to correlate the result of questionnaire.

Questionnaire

One of instruments in collecting the data is questionnaire on learning motivation and reading interest that influence in students' achievement.

The questionnaire in this study is closed questionnaire. It means that the alternative answer of the questionnaire has been prepared and the respondents' just cross (X) the answer they want.

Test

The other instrument is test on English. It is intended to find out the students' score in English achievement. The material of test is taken from students worksheet book used in the class.

Validity Test

To gain the logical validity of the test, which includes the content and construct validity, the writer will

do some steps. For content validity, the test is based on the syllabus used, while for construct validity; the test is based on the indicators. After the test has been constructed and tried out, in measuring the content validity of a test, it may apply total item correlation method; this means that the score of every item should be correlated with the total score of the whole items. It is suggested that the score of every item may not be 1 and 0, but at least should be in the form of rating scale or subjective test scores. In this method the researcher can measure the validity of every item. The formula used is the Pearson Product Moment Formula. The formula is as follows:

$$r_{observed} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\}\{n(\sum y^2) - (\sum y)^2\}}}$$

Where:

- $r_{observed}$ = Coefficient Correlation
- $\sum x$ = Total Item Score
- $\sum y$ = Total All Item Score
- n = Total Respondent

And counted by t-test with formula:

$$t_{observed} = \frac{r_{observed}}{\frac{r}{\sqrt{n-2}}}$$

Where:

- $t_{observed}$ = Score $t_{observed}$
- r = Coefficient Correlation $r_{observed}$
- n = Total Respondent

After finished all computing, the researcher consult of the $t_{observed}$ with the level of significant 5% with degree of freedom (df) =

$n - 2 = 44 - 2 = 42$, with one side test of normal curve, the value of the $t_{table} = 1.684$. It means that the test item is valid.

Reliability of Instruments

To measure the reliability of the test, the researcher will use the split-half technique. The researcher will correlate the first half and the second half by using the Pearson Product Moment Formula and Spearman Brown Formula.

The Pearson Product Moment Formula is as follows:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\}\{n(\sum y^2) - (\sum y)^2\}}}$$

Where:

- r_{xy} = The Coefficient of Correlation of Two Halves of the Scores
- x = The Scores of the First Half
- y = The Scores of the Second Half
- n = The Number of the Students

The Spearman Brown Formula is as follows:

$$r_{11} = \frac{2r_b}{1 + r_b}$$

Where:

- r_b = The Correlation between Two Halves
- r_{11} = Coefficient Reliability of the Whole Instrument

After finished all computing, the researcher make interpretation by comparing the value of r_{11} with the value of r_{table} . And the level of significant 5% with degree of freedom(df) = $n - 2 = 44 - 2 = 42$. The value of r_{table} is 0.393. It means that the test item is reliable.

Correlation between Two variables

The researcher used the formula of product moment as follow:

r_{xy}

$$= \frac{(\sum xy) - \frac{(\sum x)(\sum y)}{n}}{\sqrt{\left\{(\sum x^2) - \left(\frac{\sum x}{n}\right)^2\right\} \left\{(\sum y^2) - \left(\frac{\sum y}{n}\right)^2\right\}}}$$

Where,

r_{xy} = Coefficient or two variables, that is:

- Computing coefficient of correlation between learning motivation and reading interest
 x = Learning Motivation
 y = Reading Interest
- Computing coefficient of correlation between learning motivation and Students' English Achievement
 x = Learning Motivation
 y = Students' English Achievement
- Computing coefficient of correlation between reading interest and Students' English Achievement
 x = Reading Interest
 y = Students' English Achievement.

Multiple Correlation of Learning Motivation and Reading Interest to Students' English Achievement

The result of there scores are computed by using product moment correlation by using multiple correlation formula. It is symbolized as rx_1x_2y and the formula :

$$rx_1x_2y = \frac{rx_1x_2y}{\sqrt{\frac{(rx_1y)^2 + (rx_2y)^2 - 2(rx_1y \cdot rx_2y \cdot rx_1x_2y)}{1 - (rx_1x_2)^2}}}$$

Where,

rx_1x_2 = Coefficient of multiple correlation between x_1 and x_2 (in this case between learning motivation and reading interest)

rx_1y = Coefficient of correlation between x_1 and y (in this case between learning motivation and students' English achievement)

rx_2y = Coefficient of correlation between x_2 and y (in this case between reading interest and students' English achievement)

rx_1x_2y = Coefficient of correlation among x_1 , x_2 and y (in this case among learning motivation, reading interest and students' English achievement).

FINDING

The Result of the Analysis of Correlation All Variables are:

Name of Variables Correlated is learning motivation and reading

interest or rx_1x_2 and the result of score variable is 0.651.

Name of Variables Correlated is Learning motivation and students' English achievement or rx_1y and the result of score variable is 0.545.

Name of Variables Correlated is Reading interest and students' English achievement or rx_2y and the result of score variable is 0.277

Name of Variables Correlated is Learning motivation, reading interest and students' English achievement or rx_1x_2y and the result of score variable is 0.554

F_{table} is 9

From the result of multiple correlation among learning motivation, reading interest and students' English achievement based on the F_{table} is significance.

CONCLUSION

From the result of analyze, it can be concluded that there is significant correlation of learning motivation, reading interest to students' English achievement of the second year students' of SMPN 1 Sanankulon Blitar. All the results of correlation among three variables prove that English achievement of the second year students' was influenced by learning motivation and reading interest. It means that the students who have high motivation will receive the material that given easily. And their ability for reading has helped them to improve their English, so that they get good result in that lesson.

SUGGESTION

The suggestion for the teacher is that they should always be able to motivate their students by being creative in teaching or choosing appropriate method for the material given.

The students should be able to keep their spirit to study and spend more time to read.

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