



The Correlation Between Teaching Strategies And Learning Motivation On Students' Reading Skill

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Abstract

This research was conducted to analyze and show the correlation between teaching strategies and learning motivation on students' reading skill in SMPS IT Al Musabbihin. This research used quantitative approach. The technique of collecting data was report book and questioner. This research took the population from grade nine at SMPS IT Al Musabbihin and the samples were the students of IX-A class (20) and IX-B class (20). The writer used random sampling in getting the samples. The instrument was questionnaire. From all the process of research, the writer got the data which showed the $R_{y.x_1.x_2}$ is 0.4 with the degree freedom was 37. The result of T_t on the degree off significance 5% = and in 1 % = 0.403 so $R_{y.x_1.x_2}$ was smaller than T_t $0.312 \leq 0.4 \leq 0.403$. it meant the conclusion of this thesis was that there was enough significance correlation among teaching strategy, learning motivation and reading skill. The conclusion showed that by doing teaching strategy in reading class would give good effect in learning motivation for students, it meant directly making students get good score in reading.

Keywords: *teaching strategies, learning motivation, reading skill*

Abstrak

Penelitian ini dilaksanakan untuk menganalisis dan menunjukkan hubungan antara strategi mengajar dan motivasi belajar terhadap keterampilan membaca siswa di SMPS IT Al Musabbihin. Penelitian ini menggunakan pendekatan kuantitatif. Teknik pengumpulan data adalah dengan buku laporan dan kuesioner. Penelitian ini mengambil populasi dari kelas sembilan di SMPS IT Al Musabbihin dan sampelnya adalah siswa kelas IX-A (20) dan kelas IX-B (20). Penulis menggunakan random sampling dalam pengambilan sampel. Instrumennya adalah kuesioner. Dari semua proses penelitian, penulis mendapatkan data yang menunjukkan $R_{y.x_1.x_2}$ adalah 0,4 dengan derajat kebebasan adalah 37. Hasil

Tt pada taraf signifikansi 5% = dan dalam 1% = 0,403 jadi $R_{y.x1.x2}$ lebih kecil dari Tt 0,312 0,4 0,403. Arti kesimpulan dari tesis ini adalah terdapat hubungan yang cukup signifikan antara strategi mengajar, motivasi belajar dan keterampilan membaca. Kesimpulan menunjukkan bahwa dengan melakukan strategi mengajar di kelas membaca akan memberikan pengaruh yang baik dalam motivasi belajar siswa, artinya secara langsung membuat siswa mendapatkan nilai yang baik dalam membaca. Kata kunci : *strategi mengajar, motivasi belajar, keterampilan membaca*

INTRODUCTION

Reading skill plays an important role to get information and it is an important part for mastering environment (Suharti, 2012:2). According to Adams "Reading is one of the basic ways of acquiring information in our society and in academic setting in particular" (in Hasibuan, A, 2015:56). The students who have skilled in reading will get enough information from the text to satisfy their needs.

Reading can easily be defined as the process in which a person receives and interprets a message from printed materials. Reading is the process of how information is processed from the text into meanings, starting with the information from the text, and ending with what the reader gains.

Talking about reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. The person is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.

The characteristics of successful language learning, some of these are:

1. Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.
2. Ego – involvement. The learner finds it important to succeed in learning order to maintain and promote his or her own (positive) self image.
3. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
4. High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
5. Goal orientation. The learner is very aware of the goals of learning or to learning activities, and directs his or efforts towards achieving them.
6. Perseverance. The learner is very consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress.

7. Tolerance of ambiguity. The learner consistently invest a high level of effort in situation involving a temporary lack of understanding on confusion; he or she can live with this patiently, in the confidence that understanding will be come later.

Based on the statements above, it can be concluded that motivation is the process or a way to get a success. So, it is very important thing for everyone if she or he wanted to achieve her or his goal in learning achievement. It is very difficult to achieve a goal without motivation. In teaching and learning process, giving motivation to the students is a process to support them to learn, so it can help the students to achieve or gain their success.

Students' motivation especially in learning English as one factor besides teaching strategies that is assumed can influence the students' reading skill in English by the following reason, students who are motivated to learn English will drive their self to learn without burden and problem. In other words, they will enjoy their learning process and try to produce the desired changes in learning English.

Students who are motivated will expend psychological energy necessary to acquire responses, they will not avoid the learning situation that produce the desired changes. Students who have higher motivation in learning English will get better opportunity to succeed in their learning activities than the lower one. Students who are motivated usually have need to learn English, and they will fulfill their goal. If they know the appropriate goal, they will prepare everything to help them to achieve their goal, a better English score. From the statement above, it is clear that learning motivation and teaching strategies are very important thing in language learning process and it related to reading skill.

METHOD RESEARCH

The research is about The Correlation between Teaching Strategies and Learning Motivation on Student's Reading Skill at the ninth Grade of Junior High School of SMPS IT Al Musabbihin at Setiabudi street, komplek Tasbih No. 100 C Medan. It takes on March into June 2022 for 40 students. The total number of students are 64.

In this research, the writer used quantitative research. The writer used research instrument (questionnaire) to measure the students' motivation. Moreover, the writer took the scores about English in final test at the first semester from an English teacher. It is used to know the students' reading test in English. The researcher take the 40 sample. To obtain data in this research, the writer applied:

1. Questionnaire

The research at SMPIT Al Musabbihin, the writer did this research by using questioner to know about the students' motivation in English. It consist of written questions with 40 items, 20 positive question and 20 questions. In that instrument. In that instrument, the writer gave

the alternative choices. They are, Strongly agree, Agree, Disagree and strongly Disagree.

Table 3.1

Optional	Score	
	Favorable	Unfavorable
Strongly agree	4	4
Are	3	2
Disagree	2	3
Strongly disagree	1	4

The questions of questionnaire are taken from indicator of motivation both intrinsic and extrinsic motivation. Indicator of intrinsic motivation, namely: interest, need, hobby and goal. Indicator of extrinsic motivation, namely: teacher, parents, and environment.

2. Documentary Study

The writer took the scores about English in first final semester test from English teacher to know about the student's reading test

RESULTS AND DISCUSSION

The researcher did the research and got the complete data from all the research instruments including test and questionnaire. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study.

There are 3 categories of teaching strategy score, the first is low strategy (51-69), the second is medium strategy (88-123) and the third is high strategy (124-160). Based on those categories, the writer can conclude that many students have low strategy, it can be seen from the total number of students who have low strategy are 17 students or 42.5 % from 40 students.

There are 3 categories of learning motivation score, the first is low motivation (87-108), the second is medium motivation (109-130) and the third is high motivation (131-152). Based on those categories, the writer can conclude that many students have low motivation, it can be seen from the total number of students who have low strategy are 28 students or 70 % from 40 students.

This section presents the discussion based on the findings of the study. It is concerned about the correlation between teaching strategies and learning motivation on students reading skill and it use some measure to know how strength the correlation by doing some steps and validity.

CONCLUSION

According to the data that has been written and described in the previous chapters, the writer concludes that the null hypothesis is accepted and the alternative hypothesis is rejected. It has been shown from the result of $R_{y.x_1.x_2}$ is 0.4 with the degree freedom is 37. The result of T_t on the degree of significance 5% = and in 1 % = 0.403 so $R_{y.x_1.x_2}$ is smaller than T_t $0.312 \leq 0.4 \leq 0.403$. it means the conclusion of this thesis is there is enough significance correlation among teaching strategy, learning motivation and reading skill. The conclusion shows that by doing teaching strategy in reading class will give good effect in learning motivation for students, it means directly making students get good score in reading.

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