

The Correlation Between Students' Motivation in Learning English and Reading Comprehension at Sixth Semester Students of Medical Record Program

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ABSTRACT

The purpose of this research is to find the correlation between students' motivation in learning English and reading comprehension at sixth semester students of medical record program. This research was a quantitative approach. The population of this research was two class in medical record program. (STIKES Bhakti Husada Mulia Madiun) Which consisted of 60 students. And then 30 students were selected as the sample using sampling technique. The data of the students' motivation in learning English were collected by using the questionnaire, while the data of students' reading comprehension were collecting by reading comprehension test multiple choice. The result showed a correlation between students' motivation in learning English (Variable X) and students' reading comprehension (Variable Y). The result showed that there was a statistically significant correlation (0.756) is higher than the r value of significant level at 5 % (0.304). Theoretically, Null Hypothesis (Ho) is rejected and Alternative Hypothesis (Ha) is accepted. It meant that the students' motivation in learning English contributed.

INTRODUCTION

Reading is defined as a process of installing new experiences in the mind. It needs intensive concentration in order to get new experiences. It is a surface structure of language which does not directly represent meaning. The meaning resides in the deep structure of language, in the intentions of the writers and in the interpretation made by the readers (Natsir & Anisati, 2016 in Hayati, 2016). Then, regarding reading in English, Lisnawati, Romdanih & Vera (2021) Many other factors that may influence students' reading comprehension, but at least this study demonstrates that correlation between

students' motivation in learning English and reading comprehension. Lieska (2022) lists the benefits of reading in English for students; they include the acquisition of reading, writing, speaking, and listening skills, vocabulary growth, and increased motivation, self-esteem, and empathy. She further noted that students who read extensively also became more autonomous learners. According to Silalahi et al (2022), reading comprehension is challenging since students must be able to understand written words, decode vocabulary, and recognize the contents of texts. The study of English language acquisition revealed that reading comprehension is the most crucial component to consider while teaching English. As a result, reading comprehension is one of the essential aspects of English language acquisition for all students because it is the foundation for a significant amount of educational learning. Reading motivation is a crucial factor that determines a student's ability to recognize and comprehend literature. There are so many factors that influence students' learning process. One of them is motivation. Nasution (2006) stated, "Motivation is an essential condition of learning". Meanwhile, (Harmer, 2001) motivation is some kind of internal drive, which pushes someone to do things in order to achieve something. The students with higher motivation to learn English will show effort to learn more than students with lower motivation. According to Barber and Klauda (2020), reading motivation is the cause of someone's desire to read, which is derived from their motivation. Reading motivation affects reading volume, reading motivation predicts, and reading comprehension performance. It indicates that the more motivated students are, the more books they read and the better they will comprehend what they read. According to Pelletier et al (2022), Students must have the competence and the desire to read if they are willing to become mature and practical readers. One factor that motivates students to become effective readers is their willingness to read. However, according to Semenova (2022), learners' motivation is always a significant factor influencing their reading comprehension. She concluded that students with more motivation would likely have better reading achievement. According to students at the Islamic Institute of Surakarta, the two variables have a positive and robust link. Furthermore, Haerazi and Irawan (2020) showed a substantial, moderate correlation between the students' reading motivation and reading comprehension in a study involving first-year students at SMK Taruna Satria Pekanbaru. Therefore, this study aimed to determine if there was a correlation between students' reading motivation and reading comprehension of students at the eighth-grade level in Palembang and to find out how much motivation contributed to the reading comprehension of Students at the eighth-grade level in Padang. Then Lisnawati, Romdanih & Vera (2021) It can be concluded that there is no positive correlation between students' learning motivation and reading comprehension. It does not mean just learning motivation cannot determine students' reading comprehension. Many other factors that may influence students' reading

comprehension, but at least this study demonstrate that no positive correlation between students' motivation in learning English and reading comprehension.

METHOD

English Learning in motivation and their reading comprehension at sixth semester of medical record program in STIKES Bhakti Husada Mulia Madiun. the researcher used a quantitative research approach because the researcher expected to describe and assess the correlation, provide the data in a numerical format, and analyze them using statistics. Quantitative research is a method of obtaining information about the world through the use and interpretation of numerical data (Chu and Mak (2022); Stratton (2021)). This research used a correlational study to measure the correlation between two variables of reading motivation and reading comprehension. In this study, the researcher identified students' reading motivation using a questionnaire and reading comprehension using a reading comprehension test. The participant of this research were 30 students as a sample from 60 students of sixth semester of medical record program. The Sampling Technique of researcher use is by using random sampling. According to Louis Cohen (2000), that the method involves selecting at random from a list of the population (a sampling frame) the required number of subjects for the sample. Lisnawati, Romdanih & Harmayanthi (2026) The data analysis use test of correlation by Pearson Product Moment. It is used to know the rate of correlation between two interval symptoms (Arikunto, 2010). Validity test for variable Y using biserial point correlations to looking for correlations between items and all tests (Cohen, 2000) and validity test for variable X using using Pearson Product Moment correlation form (Arikunto, 2010).

ANALYSIS AND DISCUSSIONS

After conducting this research, data about students' motivation in learning english and reading comprehension.

Table 1. The Data of Students' Motivation in Learning English

No	Classification	Number
1	The highest score	86
2	The lowest score	50
3	Score range	36
4	Class number	$1+3,3 \log n = 1+3.3 \log 30 = 1+3.3 (1.477) = 6.3 = 6$
5	The length of interval	$36 / 6 = 6$

Table 2. The Percentage of the scores of Motivation in Learning English

No	Interval	Frequency	%
1.	50-56	9	30 %
2.	57-63	8	29.8%
3.	64-71	7	27.8%
4.	72-78	1	3.6%
5.	79-85	1	3.6%
6.	86-92	1	3.6%
	Total	30	100%

The data of motivation in learning English test is between 55-56 that is 50. The most students get score between 50-56. While, the highest score is between 86-92, that is 86. The number of samples is 30 students.

Table 3. The Data of Student's Reading Comprehension

No	Classification	Number
1	The highest score	86
2	The lower score	45
3	Score range	41
4	Class number	$1+3.3 \log n = 1+3.3 \log 30 = 1+3.3 (1.477) = 6.2 = 6$
5	The length of interval	$41/6 = 6.8 = 7$

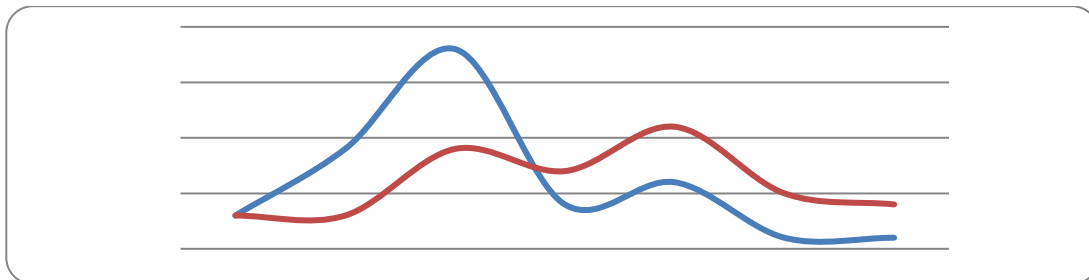
Table 4. The Percentage of the scores of reading comprehension test.

No	Interval	Frequency	%
1	45-52	7	23.3 %
2	53-60	5	16.1%
3	61-68	5	16.1%
4	69-76	9	35.3%
5	77-84	0	0.%

No	Interval	Frequency	%
6	85-92	3	10%
	Total	30	100%

The smallest score for writing descriptive test is between 45-52, that is 45. The most students get score between 69-76. While, the highest score is between 85-92, that is 86.

Polygon of the of motivation learning English and Reading Comprehension



To prove whether or not there is a correlation between motivation learning English and reading comprehension, the writer compute using second formula of Person’s Product Moment to find out the coefficient of correlation. The tabulation of the Computation as follow:

The Preparatory table for computing the coefficient correlation between motivation learning English (variable x) and reading comprehension (variable y)

No	x	y	x ²	y ²	Xy
1	86	86	7396	7396	7396
2	55	45	3025	2025	2475
3	60	70	3600	4900	4200
4	60	70	3600	4900	4200
5	60	75	3600	5625	4500
6	56	70	3136	4900	3920
7	60	70	3600	4900	4200
8	70	70	4900	4900	4900
9	64	60	4096	3600	3840
10	60	60	3600	3600	3600

No	x	y	x ²	y ²	xy	
11	64	60	4096	3600	3840	
12	68	70	4624	4900	4760	
13	68	70	4624	4900	4760	
14	56	60	3136	3600	3360	
15	80	86	6400	7396	6880	
16	70	60	4900	3600	4200	
17	56	65	3136	4225	3640	
18	54	45	2916	1600	2160	
19	56	50	3136	2500	2800	
20	64	50	4096	2500	3200	
21	54	50	2916	2500	2700	
22	60	65	3600	4225	3900	
23	54	65	2916	4225	3510	
24	60	65	3600	4225	3900	
25	50	45	2500	2025	2250	
26	60	70	3600	4900	4200	
27	60	65	3600	4225	3900	
28	64	65	4096	4225	4160	
29	76	86	5776	7396	6536	
30	50	45	2500	2025	2250	
	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	
N	30	1855	1858	116721	125538	120137

Based on the working table above, it can be stated that:

N	=	Number of cases	=	30
$\sum X$	=	the sum deviation standard of x	=	1855
$\sum Y$	=	the sum deviation standard of y	=	1858

$\sum X^2$	=	the sum of squared x	=	116721
$\sum Y^2$	=	the sum of squared y	=	125538
$\sum XY$	=	the sum of multiplication choice x and y	=	120137

In this activity the researcher analyzes from table 4.3 which is put into the product Moment Formula as Follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy}	:	The correlation coefficient
$\sum XY$:	The sum of multiplications scores from simple present tense writing descriptive.
$\sum X$:	The sum of score in simple present tense
$\sum Y$:	The sum of score in writing descriptive
N	:	The sum of subject
$\sum X_2$:	The sum of square in simple present tense
$\sum Y_2$:	The sum of square score in writing descriptive test

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

After finding out the correlation coefficient r_{xy} the researcher consults it to the product moment table at the significant level of 5 %. It was gained that the correlation coefficient is 0.756. Whereas, r value of product moment table with $N= 30$ at the significant level of 5 % is 0.304. If the correlation coefficient r_{xy} is higher than r value of product moment table at the significant level of 5 %, so there is significant, and Null Hypothesis (H_0) is rejected. In the other hand, if the correlation coefficient r_{xy} is lower than r value of product moment table at the significant level of 5 %, so there is no significant, and Null Hypothesis is accepted.

Based on the explanation above, it can be concluded that there is significant is a correlation between motivation learning English and reading comprehension. It was shown that the correlation coefficient in this study (0.756) is higher than the r value of significant level at 5 % (0.304). Theoretically, Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. By another word there is significant is a correlation between motivation learning English and reading comprehension of the sixth semester of medical record program STIKES Bhakti Husada Mulia Madiun.

Having analysis, the data of motivation learning English by using formula, the

result shows the coefficient is 0.728. It means that there is a significant increase in reading comprehension.

CONCLUSION, LIMITATION AND SUGGESTION

Based on the result of motivation in learning English, the smallest score is 50. In the other hand, the highest score is 86. The total of sample is 30. From the result of reading comprehension test, in the smallest score is 45, while the highest score is 86 from 30 samples.

The researcher uses the Product Moment to find out whether there is significant correlation between the motivation in learning English and reading comprehension. The result is interpreted by consulting to the product moment table. The result score of r_{xy} is 0.756. Meanwhile, r value of product moment at significant level of 5% with $N = 30$ IS 0.304. It is shown that r_{xy} is higher than r table. So, (H_0) is rejected and (H_a) is accepted. Thus, there is significant correlation between the students' motivation in learning English and reading comprehension of the sixth semester of medical record program of STIKES Bhakti Husada Mulia Madiun. After the research was conducted at the sixth semester of medical record program in STIKES Bhakti Husada Mulia Madiun, the significant findings are summarized as follows. The research's result can be interpreted as that students' motivation has a moderate effect on reading comprehension. It means that there are other factors that influence students' reading comprehension besides motivation, such as intelligence, attitude, interest, language-learning strategies, etc. Based on the previous conclusions about the findings of this study, the researcher would like to suggest the students keep building their motivation about reading so it will give a positive contribution to their reading comprehension. Not only for the students but also for the teachers to motivate their students more about the importance of reading to contribute their role motivator for the students. The researcher would like to propose some recommendations to English teachers and the teacher should motivate their students more about the importance of reading to contribute their role as a motivator for the students. The researcher would like to recommend other researchers conduct such research on other language skills in language learning (speaking, listening, and writing). It is purposed to help the researcher and reader draw a holistic picture of reading motivation and comprehension.

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