Students' Dominant Motivation In Learning Reading At The Tenth Grade Of SMAN 1 Candung

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Abstract: *The purpose of this study was to describe the highest motivation in learning to read in class X SMAN 1 Candung. The research question in this study is what is the dominant motivation in learning to read in grade 10 of SMAN 1 Candung. This study uses quantitative descriptive with class X students as the research population. The research sample amounted to 74 students who were selected through total sampling technique. Data collection is done through a questionnaire. Questionnaires were used to obtain data on students' motivation in learning to read comprehension. The type of questionnaire used is a closed questionnaire. That is a questionnaire presented to students, so students only need to provide a checklist for each question/statement. In the questionnaire there are 18 questions written in English and translated into Indonesian to make it easier for students to understand and answer the questions. The results showed that the highest aspect selected was intrinsic motivation (84%) and the lowest was extrinsic motivation (78%). Based on the data, it can be concluded that intrinsic motivation is the dominant motivation in learning to read in class 10 of SMAN 1 Candung.*

INTRODUCTION

Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, and novels. Nowadays, the scope of reading media enlarged not only to printed media but also by using the internet. Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning (Nunan, 2003). Reading skills very important for teaching English, because in English the students read the text and read the book (Grabe, (2009). According to Judith, comprehension is making sense of what is read and depends on good word recognition, fluency, vocabulary, world knowledge, and verbal reasoning.In the reading process, students not only read the text but also comprehend the text (Julidht, 2011). Reading Comprehension is a process to get information about the text. Reading Comprehension seems to have become a mainstay in English Language tests, it is important to learn all about the strategies to improve reading comprehension. Reading comprehension is a process, not a state and it involves the meaningful construction of an author's message through the use of prior knowledge, especially knowledge of the language (Anggreini,

2016). Many factors affect students in learning reading comprehension subjects. One of the factors that affect students in learning reading class is motivation. Motivation seems to have an important role in developing students reading comprehension. The success of reading comprehension depends on the high and low motivation of students, it can drive learners in reaching a learning goal. Therefore, motivation is the key to success in the learning process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in the teaching-learning process, so they will be pushed to study English. The motivation of the students is one of the most important factors influencing their success or failure in learning the language (Ahmad, 20003). According to Uno state that motivation is an impulse that moves a person to behave. His urge is in someone who moves him to do something in accordance with the impulses in him. Therefore, a person's actions based on certain motives contain themes in accordance with the underlying motivation. A student should have a strong learning motivation that comes from within himself without any encouragement from outside or others. This motivation is in the form of students without encouragement from others.

Motivation to learn is one of the factors that determine effectiveness in learning. Learning motivation is a psychological condition that encourages students to study happily and study seriously, which in turn will form a systematic way of learning a student full of concentration and can select their activities (Utama, 2008). Motivation is the change in energy in a person which is marked by the emergence of a reaction to achieve goals (Utama, 2008). It means that motivation can cause a change in the energy that is in a human so that it will be associated with various psychological problems, feelings, and emotions which will then act to do something to get certain results.Their construct of motivation includes students' interest, attitude toward, and the value placed on reading. Motivating a student to read is not merely a reader factor but,rather part or interplay among the reader of the text and the task. Based on the researcher's Preliminary research at the tenth grade of SMA N 1 Canduang on September 14th, 2020 by doing observation and interview, the researcher found several problems related to students' motivation. The researcher also interviewed the teacher at the tenth grade of SMA N 1 Canduang, and she explained some students have problems in learning reading comprehension related to learning motivation during at home namely because of the factors that affect student's learning motivation. First, when learning to read, students are not enthusiastic about learning, this can be seen from students often going in and out of the classroom. Second, when learning to read, not one student uses a dictionary. Third, only a few students are enthusiastic about learning as as evidenced by their sitting position when studying.

Finally, the researcher found the result observation at the tenth grade of SMA N 1 Candung on September 14th, 2020. The researcher knows that some students have problem motivation in learning reading comprehension. Here the students need motivation from within themselves, other people, and their environment.

Based on the explanation above, the researcher wants to know students' motivation in learning reading comprehension. Finally, the researcher was interested in researching the title "Students' dominant motivation in learning reading at the tenth grade of SMAN 1 Candung". In accordance with the formulation of the problem above, the purpose of the research was, to find out what is the dominant motivation in learning reading at the tenth grade of SMA N 1 Candung.

RESEARCH DESIGN

The design of this research was descriptive quantitative. The population of this research was all the tenth-grade students at SMAN 1 Candung in academic 2020/2021 in which consisting of three classes with a total population of 74 students. The researcher decided the sample of this was

all the tenth-grade students at SMAN 1 Candung in academic 2020/2021 in which consisting of three classes with a total sample of 74 students.

The used of the instrument in the quantitative type, then there is a preparation of the instrument including: an instrument questionnaire, to collect data of its, to capture informative and factual data. The type of data for the questionnaire is in the form of numbers which will then be processed with the help of statistical software to find out the data result. The questionnaire in data collection must have been determined and tested first. The instrument reliability test was carried out twice to the same respondents apart from the sample and with the same questionnaire instrument at different times, after the instruments test result are the same, then the instrument is said to be reliability. Then, to find questionnaire reability namely using the SPSS thechnique. After being tested using SPSS, the result were reliability with an alpha gain of 0,83. This reliable test is tested on tenth grade of SMAN 1 Banuhampu.

In this research, the writer used questionnaire as an instrument to collect data. The questionnaire used was a closed questionnaire, namely a questionnaire that is equipped with the answer so that only the appropriate answer is selected. In the questionnaire, twenty questions written in English and translated into Indonesia to gave it easier for the students to understand and answer the question. Meanwhile, the type of questionnaire was a close questionnaire. The questionnaire **has** validity through piloting before they distributed to the students to obtain more valid and reliable data. The questionnaire in closed-ended item questions form. The questionnaire uses in Likert's Scale from than the student's supposed to choose an option that best represents their ideas. Specifically, the questionnaire to find out the most dominant motivation in learning Reading Comprehension.

RESULTS AND DISCUSSION
Results

The items answered by the student from the questionnaire were further analyzed to find the percentage and the mean of the data. Data were analyzed by using the formula and then served into a table and chart. The items from the questionnaire were 18 items which consist of Intrinsic Motivation (9items), Extrinsic Motivation (9 items). Each of the items had four options of frequencies: Strongly Agree, Agree,Disagree, and Strongly Disagree. The highest point of frequency was Strongly agreed (4 points) and the lowest frequency was Strongly Disagree (1 point). To answer the research question: what is the dominant motivation in learning reading at the tenth grade of SMAN 1 Candung?

The researcher analyzed the data by finding the percentage and mean of the data. A more detailed analysis would be described. The researcher would answer the students' motivation in learning reading comprehension at the tenth grade of SMAN 1 Candung by looking at the frequency of student's answers. The researcher counted the result from the questionnaire to know how are frequencies that had been answered by the student in each option (Strongly Agree, Agree, Disagree, and Strongly Disagree). Then the frequencies of student answers would be described to the percentage of each item. The frequency could be described as follow:

a. Intrinsic Motivation

The student who answers the item, and the percentage symbol was the degree of the percentage of the answer. It showed that students intrinsic motivation for general percentage as described below:

Figure 1. The Percentage of Intrinsic Motivation
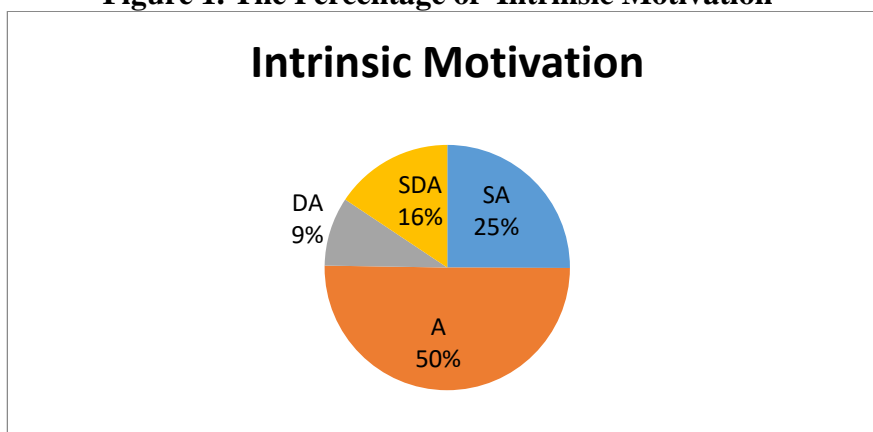
Based on the chart above, the researcher showed the percentage of students' intrinsic motivation. The higher score was agreed with 50%. The second strongly agreed with 25%. The third score of percentage disagreed with 9%. The fourscore of the percentage of students' intrinsic motivation was strongly disagree applied by 16%. The indicator was determined the total percentage of each student into the table:

Table 1. The Total Percentage of Intrinsic Motivation

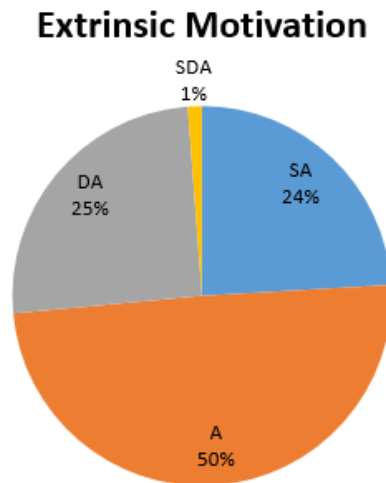| No	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Score	Percentage
	SA	A	DA	SDA		
1	17	56	1	0	240	81,1%
2	17	50	7	0	232	78,37%
3	11	58	5	0	228	77,1%
4	27	46	1	0	248	83,78%
5	21	53	0	0	243	82,1%
6	52	22	0	0	270	91,21%
7	0	0	20	54	276	93,24%
8	0	0	23	51	271	91,55%
9	23	46	4	0	238	77,70%
Mean					2249	756,15: 9=84,01%

According to the table above, each item has a different level percentage. For item 1, 81,1% because 17 students answer strongly agree, 56 students answer agree, 1 student, answer disagree. 78,37% for item 2 because 17 students answered strongly agree, 50 students, answer agree, and 5 students answer disagree. 71,08% for item 3 because 11 students answered strongly disagree, 58 students, answer agree, and 5 students answered disagree. 83,78% for item 4 because 27 students answered strongly disagree, 46 students answered agree, and 1 student answer disagree. 82,1% for item 5 because 21 students answered strongly agree, and 53 students answer agree. 91,21% for item 6 because 52 students answered strongly disagree, and 22 students answered agree. 93,24% for item 7 because 54 students answered strongly disagree, 20 students answered disagree. 91,55% for item 8 because 51 student answered strongly disagree, 23 students answered

disagree. 77,70% for item 9 because 23 students answered strongly agree, 46 students answered agree, and 4 student answered disagree.

b. Extrinsic Motivation

There were several items to know the students' motivation on extrinsic motivation. The student who answers the item, and the percentage symbol was the degree of the percentage of the answer. It showed that students intrinsic motivation for general percentage as described below:

Figure 2. The Percentage of Extrinsic Motivation

Based on the chart above, the researcher showed the percentage of students' extrinsic motivation. The higher score was agreed with 50%. The second strongly agreed with 24%. The third score of percentage disagreed with 25%. The fourscore of the percentage of students' extrinsic motivation was strongly disagree applied by 1%. The indicator was determined the total percentage of each student into the table:

Table 2. The Total Percentage of Extrinsic Motivation

No	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Score	Percentage
	SA	A	DA	SDA		
1	17	52	4	0	232	78,37%
2	21	53	0	0	243	82,09%
3	0	41	33	0	189	63,85%
4	54	20	0	0	276	93,24%
5	0	40	33	1	219	73,98%
6	0	26	46	2	172	58,11%
7	19	55	0	0	241	81,41%
8	0	19	53	2	241	81,41%
9	50	24	0	0	272	91,89%
Mean					2.085	704,35:9 =78,26%

According to the table above, each item hasa different level percentage. For item 1, 78,37% because 17 students answer strongly agree, 52 students answer agree, 4 students, answer disagree. 82,09% for item 2 because 21 students answered strongly agree, 53 students, answer agree. 63,85% for item 3 because 20 studentsanswer agree, 33 students, answered disagree. 93,24% for item 4 because 54 students answered strongly disagree, 20 students answered agree. 74,98% for item 5 because 40 students answer agree, 33 students answered disagree and 1 student answered strongly

disagree. 58,11% for item 6 because 26 students answered agree, 46 students answered disagree and 2 students answered strongly disagree. 81,41% for item 7, because 19 students answered strongly agree, and 55 students answered agree. 81,41% for item 8, because 19 students answered agree, 53 students answered disagree and 2 students answered strongly disagree. 91,89% for item 9, because 50 students answered strongly agree and 24 students answered agree. The total percentage (78,26%) is the mean of each percentage of the item. Each percentage was gotten from the total score divided by the ideal score and timed with 100%.

Discussion

This section presents the discussion based on the findings of the research. Several things can be noted down related to the students' motivation in learning reading comprehension. Motivation is a change of energy in a person's personality which is marked by effective encouragement and reactions to achieve goals. Motivation is the estuary of an action (Fisher, 1948).

This research is aimed to answer the research question, to answer the research question, the researcher conducted descriptive research to describe the phenomena in numerical data to get detailed information. Then, the instrument to collect the data is a questionnaire using the Likert scale. To find the result of the research, data are analyzed using percentage and mean formula. From the finding of the research, it showed the dominant motivation in learning reading at the tenth grade of SMAN 1 Candung can be divided into two categories:

1. Intrinsic Motivation

    Intrinsic motivation is one type of learning motivation. According to Bigg, Intrinsic Motivation is a motivation that encourages someone to do a certain activity.In this research, this type is related to the student's dominant motivation in learning reading means that the student encourages to do a certain activity about learning reading comprehension. John says that the students who have intrinsic motivation will have the effort, desire, and attitude to learning.

    Although the theory said that the students who have intrinsic motivation will have items above, the finding of this research showed that students' motivation on effort, desire, and attitude in learning reading is not 100%. The total percentage of student's intrinsic motivation in learning reading is 84,01%.

2. Extrinsic Motivation

    Extrinsic motivation is one type of learning motivation. According to Bigg,Extrinsic motivation refers to our tendency to perform activities for know external reward, whether they be tangible (e.g, money) or psychological (e,g prase) in nature extrinsic motivation. In this research, this type is related to the student's dominant motivation in learning reading means that what the student's motivation to our tendency to perform activities for know external reward about learning reading comprehension. Jeremy says that the students' extrinsic motivation to the tendency to perform activities be from teacher, parents, and environment.

    Although the theory said that the students' extrinsic motivation to the tendency to perform activities will have items above, the finding of this research showed that students motivation on teacher, parents, and environment in learning reading is not 100%. The total percentage of students' extrinsic motivation in learning reading is 78,26%.

CONCLUSIONS

Based on the findings and discussion that have been presented in the previous chapter, it could be concluded that the students at the tenth grade of SMAN 1 Candung have some students dominant motivation in learning reading. That was concluded by the mean score of each aspect. Students motivation on intrinsic motivationaspect with the percentage 84,01% and extrinsic motivation aspect with percentage 78,26 %. The results of the study showed that the dominant

aspect that was chosen in the questionnaire was intrinsic motivation (84,01%). Based on the data it can be concluded that intrinsic motivation is the dominant motivation in learning reading at the tenth grade of SMAN 1 Candung.

Based on the finding above, it took into consideration students' dominant motivation in learning reading at the tenth grade of SMAN 1 Candung. As could be seen on the result of the research, the researcher would like to suggest as follows:

1. Students must always have the motivation to learn English, especially in learning reading comprehension. the researcher advises students in high school to maintain and increase their motivation to learn.
2. This research is an input or consideration for many people especially those who concern about the English education section and other educational institutions.
3. Since this research is only beginning research, so it still needs more revision and follow-up discussion.
4. It is hoped to the next researcher will be researched in other settings to have variation research as the researcher assumes that this research is conducted in a different place, it will give different results

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