

THE CORRELATION BETWEEN READING MOTIVATION AND READING SPEED

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ABSTRACT

The research was aims to determine the correlation between students' reading motivation and reading speed at the Third Semester English Education Department Islamic University of Indonesia in the academic year of 2017/2018. The participants were ninety-three students of Critical Reading and Literacy Class. The research used quantitative approach. The instrument that was used to obtain the data is questionnaire and test. The instrument adopted from Motivations for Reading Questionnaire (MRQ) that is developed by Dr. Allan Wigfield & Dr. John Guthrie (1997) and the Reading Speed using Asian and Pacific Speed for ESL Learner by Quinn & Millet (2007). From the calculation, by using statistically Pearson Product moment correlational formula the results show a positive correlation between students reading motivation and reading speed. The coefficient correlation (r) of two variables was 0.392 which was positive correlation and significant. Therefore, the result proved this study received the alternative hypothesis, there is a significant positive correlation between students' reading motivation and reading speed at the Third Semester English Education Department Islamic University of Indonesia in academic year of 2017/2018.

Keywords: *Correlational Study, Students' Reading Motivation and Reading Speed.*

1. INTRODUCTION

In this modern era, English becomes an important language to master as communication tool orally or written. Communication in this digital era is more easy with the help of smartphones and the internet. In the school environment students also get information as a source of learning easily, not infrequently learning resources such as e-books or many journals that use the English language. Therefore learning English is an important thing. English learning in Indonesia has been introduced to students from an early age. It has been taught to the students since they were in elementary school. Based on the 'Kurikulum Tingkat Satuan Pendidikan' (KTSP) English Learning has four basic skill there

are speaking, reading, listening and writing. In order to master English language need practice to improve that four skill, including reading skill. Reading is an important part in the learning English. According to Anderson (2003), states that reading is a fluent process of readers combining information from a text and their own background to build meaning. It means that in learning English reading is useful for adding and comparing information with information that already has. Underwood & Batt (1996) states through reading, the reader intended to build a schema related to the information he or she gets, so he or she has a different point of view about anything. It means through the reading the students get a clear and detailed view in reading and in learning English. Reading is related to motivation, motivation is a desire to learn. Motivation in reading is pushed to reading and learning. Motivation can also affect students achievement in reading. The number of reading intensity is influenced by reading motivation. Reading motivation is important to the students in teaching and learning. According to Odera (2011), motivation is an essential aspect of teaching and learning. Without motivation, learning any language first or second would be difficult and perhaps impossible. Harmer (2001), states motivation is some kind of internal drive, which pushes someone to do or think in order to achievement. In addition, reading motivation is closely related to reading comprehension, motivation provides an impetus for learning. Therefore, motivation affects the high and low achievement in reading comprehension. Motivation is an important part of the learning process to help the students. The one of the reading technique is a reading speed. Reading speed is a technique to measure the students reading rate. Reading speed is important to understand and absorb the information in the text quickly and precisely but in an effective reading. It helps the students to sort an information from the text. According to Buzan (2000), states that speed reading will help readers to read more quickly and helps readers to understand better. It means that reading speed help the readers to comprehend the text in the right way. Finally, the writer interested in the Correlation between Students Motivation and Reading Speed. This study is limited to third semester (Critical Reading and Literacy class)

administered in English Language Education Department of Islamic University of Indonesia, Yogyakarta.

2. LITERATURE REVIEW

2.1. Reading Comprehension

Reading is an activity to obtain information from a text. Students will absorb information in a focus it makes the brain remain active in analyzing each sentence that is read. Reading regularly will make students have new information and broader knowledge. Furthermore, reading will add vocabulary, this is useful for adding the reading skill. Reading is important in the learning process, reading helps the students understand the material being taught. Anderson (2003), defined that reading as the process of constructing meaning from written text. It means through reading the students can absorb the information and getting meaning from the text. According to Pressley & Birsch (2011) as cited in Gilakjani (2016) defined reading comprehension as the ability to get meaning from what is read. It means when the students read the text they can find the main idea and gain the information from the text. Pang (2003) explains that reading comprehension is the process of making sense of words, sentences and connected text. From the definition above it can assume that reading is to comprehend the text, understand what the writer wants to deliver to the readers.

Reading helps the students have more knowledge, through reading the students will improve the brain's performance to analyze information from the text. According to Underwood & Batt (1996) through reading, the students intended to build a schema related to the information the students gets, so the students have a different point of view about anything. It means that the students will analyze the information they get and compare with their opinion. Reading also makes the students be a critical and open-minded person because the students get a lot of information from any text. Nunan (2003) concerns that reading is a fluent process of readers combining information from the text and their own background

knowledge to build meaning. It means to build the meaning the students will combine the information from the text.

Practicing reading regularly is useful because regular reading is the basis for improving reading comprehension. According to Dorn & Soffos (2005) stated that to achieve a good comprehension in reading the students must have adequate prior knowledge for understanding the sufficient time to process the information, reread the passage, clarify the information, analyze the content and have opportunities to discuss a text with other students. Brown (2001) concern that reading is primarily a matter of developing appropriate efficient comprehension strategies

To help the students to comprehend the text, an effective reading strategy is needed. According to Brown (2004) stated ten strategies to help the readers comprehend the text, there are identifying the purpose in reading, using graphemic rules and patterns to aid in bottom-up decoding, using efficient silent reading techniques for relatively rapid comprehension, skimming the text for main ideas, scanning the text for specific information, using semantic mapping or clustering, guessing when the students are not certain, analyzing vocabulary, distinguishing between literal and implied meanings and capitalizing on discourse markers to process relationships. Grellet (2004) state that reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple ideas. It means that students must be taught to read to find out the elements in reading more deeply. Therefore reading techniques such as reading speed is the thing that needs to be taught to students.

2.2 Reading Motivation

Motivation is someone's drive to do certain activities. Motivation is when someone wants something then he or she will do something to get something he or she wants. Motivation can also be interpreted as an awareness from yourself, other people and the environment. Motivation in reading is pushed to learn in reading. The students are motivated to reading can cultivate a habit that can support learning. According to Anne (2014) students motivation and the skill of reading

are both essential factors that help to promote student success and life-long learning. According to Admunson (2015) also states that reading motivation and comprehension are two main aspects of creating successful readers. Motivation means to make somebody willing, to make somebody feel enthusiastic, interested, and committed to something. Meanwhile, according to Harmer (2001) states motivation is some kind of internal drive, which pushes someone to do or think in order to achieve. Reading is the key to successful learning, therefore reading motivation plays an important role in reading comprehension. Students who have high reading motivation will find it easier to understand a text because they are accustomed to reading and have a lot of vocabulary. According to Reed (2005), the good reader tends to be intrinsically motivated to read, and the amount of time they spend reading is highly correlated with their reading proficiency and overall academic success across all subject areas. Meanwhile, Guthrie (2007) stated that motivation influences reading comprehension, highly motivated readers have a feeling of involvement, stimulation or enjoyment during reading, and tend to possess knowledge in the domain of their interest. From that theory, we can conclude that the high or low motivation in reading influences the reading comprehension and the student's achievement in academic.

2.2.1. Types of Reading Motivation

Reading motivation is broadly divided into two kinds of reading motivation from intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation that comes from oneself while extrinsic motivation is a motivation that comes from outside. According to Sardiman (2007) divides the motivation into 2 kinds. First, intrinsic motivation the intrinsic motivation is the motivation that comes from inside of the student. Without any stimulant from outside of the student, the student will learn by themselves. Second, extrinsic motivation the motivation that comes from outside of the students. The students have to be stimulated to learn the material by something such as a reward. Santrock (2004) states intrinsic motivation involves the internal motivation to do something for its own sake. For example, another student may study hard for a test because he or she enjoys the content of the course.

According to Harmer (1989), intrinsic motivation comes from within an individual. It means intrinsic motivation comes from the person itself. For example, when someone wants to get a good score so he or she will be motivated to study harder. Extrinsic motivation comes from the outside such the environment. For example, someone working hard because they want to be appreciated by others so he or she has an extrinsic motivation. According to Gage & Berliner (1984) states that extrinsic motivation divided into 3 basic elements as the follows: (1) Teacher, (2) Parents (3) Environment.

In addition, reading motivation is important to improve students achievement in academic, students achievement in academic can be high and low depends on their motivation in reading. In conclusion, when the students motivated to learn, the students they will reach a good achievement in academic.

2.3. Reading Speed

To find out more information, about reading speed. It is important to know the definition first. According to Konstan (2010) stated that speed reading is not reading words faster than what did before. It is about being able to read at a speed appropriate for the material in reading. It means that reading speed is speed up the process of absorbing the information from the text. According to Sutz & Waverka (2009) states speed reading is seeing, decoding and comprehending the words. When reader read with a right speed, their comprehension usually reduce, therefore when the reader speeds their reading they have to know when to slow down and speed up their reading. Wainwright (2007) also states reading faster without loss of comprehension, skimming and studying effectively, and of course reading critically. It means that the reading speed does not only read fast but still pays attention to the important part in the reading such as comprehension, skimming and studying effectively, and the reading critically. Reading speed requires someone to read focus if someone reads focus, the faster he or she finds the content and important information from a text. Technique in the speed reading is the reading by using the eyes movement, brain and voiceless. This technique helps in absorbing the specific information and find the main idea and understand

the text better. Reading speed increase the ability of the brain to work well in understanding and gain detailed information from the content of reading. Hence, the reading speed can improve the reading ability also the reading comprehension achievement. According to Buzan (2000) states the speed reading will help the reader to read more quickly. It also helps to understand better. In the reading speed, basic techniques are needed to be able to achieve reading speed effectively. There is some technique for improving reading speed, according to Sutz & Waverka (2009) as follows :

- 1) **Make the Speed-Reading Commitment**, the basic thing in the reading speed makes a commitment to read with reading speed technique. Therefore, the reader will following the way of reading speed such as voiceless, sweep the text, focus and etc.
- 2) **Focus**, the important thing in the reading speed is a focus, reading speed need a high concentration, brainpower, and determination on the reader's part. Therefore focus is needed to gain the specific information the issue and the main idea from the text.
- 3) **Avoid Vocalization**, reading with vocalization will low the reading concentration and find it difficult to focus, understand and gain the information contained in the text.
- 4) **Resist the regression**, regression is re-read the previous sentence to ensure that readers understand or not with sentences that have been read, but the regression will decrease the reading speed so that regression is not needed to reading speed.
- 5) **Widen the vision span**, to be a good speed reader widen the vision is needed because read the text with the word per word it decreases the time of speed reading.
- 6) **Pre-reading**, pre-reading helps the reader to set their reading goals and points to the areas of interest. Before reading the read the landmark of the text will increase the speed of reading.

- 7) **Vary the reading rate**, part of being a speed reader is understanding when to slow down and when to speed up. Therefore, the readers not always read with lightning speed.
- 8) **Read for the main idea**, the goal of reading speed is getting the gist of what the authors mean and find the main idea from the text. Furthermore, the readers understand the content of the text.
- 9) **Use the eye swap**, swap the text with reading line go to the next line, using the eye swap increase the reading speed.
- 10) **Eyes checking**, this last one isn't really a technique, but it's important to be a good speed reader. Eye checking is useful for ensuring the eyes are ready for speed reading.

In addition, to be a good speed reader the basic techniques of speed reading must be practiced step by step starting from making a reading speed commitment, focus, resist the regression and etc. This technique is needed to achieve reading speed goals and the purpose of speed reading.

2.3.1. Reading Speed Test

According to Brown (2004) test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this research the test is to measure students reading speed ability, the instrument of the test adopted from Speed Reading for ESL learner by Quinn and Millett (2007), the speed reading text consists of 550 words and the test consist of 10 questions optional answer. According to Sutz & Waverka (2009), there is two step to measure the reading speed, first is measuring the reading speed and the second is measuring the reading comprehension through the Effective Reading Rate (ERR). The first is find out the second of reading speed from reading the text. Furthermore, the second of reading speed calculated with the number of the words and will be found words per minute (WPM). To calculate the speed of reading through the calculation of is :

$$: \frac{\text{The number of words in the text}}{\text{The number of a second required to read the text}} \times 60 = \text{Words Per Minute (WPM)}$$

Subsequently, to measuring the reading comprehension, after the students read the text, the students answer the questions. From the question will identifying the correct answer to get the reading comprehension score. The formula is :

$$\frac{\text{R i g h t A n s w e r s}}{\text{M a x i m u m S c o r e}} \times 100\% = \text{Reading Comprehension Score}$$

Finally, From the words per minute (WPM) and the comprehension score there will be found the Effective reading rate (ERR) which will be correlated with reading motivation. The formula is :

$$\text{Word Perminute} \times \text{Comprehension Percentage score} = \text{ERR}$$

Based on the explanation above, from the formula the researcher will get the data from the reading speed of the students. Furthermore, the researcher will compare the following data between the questionnaire and the reading test in order to find out the correlation between the student reading motivation and the students reading speed.

2.3.2. Factors Affecting Reading Speed

However, the reading speed will not run smoothly if there are factors that inhibit the speed reading. This inhibiting factor can come from within a person or outside factors such as the environment. According to Konstan (2010) as follows :

- 1) **Clarity of Purposes**, the clarity of purposes in reading will makes read according to our mindset, whether reading to get information in depth or just reading.
- 2) **Mood**, mood will affect the speed reading, read faster makes it difficult to concentrate. Therefore, it will reduce the speed of reading. For that moment of speed reading is necessary to improve the mood.
- 3) **Recognize the subject**, one of the factors that may affect the speed of reading is not recognizing the subject being read, if the reader recognizes

the subject, it will not be difficult to find the meaning from the vocabulary in the text. Therefore, it is important to recognize the subject.

- 4) **Difficulty of the text**, each text varies with different levels of reading difficulty. The difficulties of the text will affect the speed reading.
- 5) **Urgency and stress level**, reading in a stressful condition will not be effective, because the reader will find it difficult to concentrate. Therefore, reading with a calm mind is necessary.

3.1. RESEARCH METHOD

1. Research Design

This study focuses on the correlational study in order to know which direction the relationship is negative or positive and how strong the two variables. This research is based on quantitative research method to find out the result and the correlation between the students' reading motivation and students' reading speed with the numerical data and statistical analysis. The writer correlated the questionnaire with the reading speed. From the reading speed score and word-per-minute rate (wpm) found the Effective Reading Rate (ERR). Subsequently, the Effective Reading Rate (ERR) correlated with the reading Motivation Questionnaire.

2. Population and Sample

In this research, the population and sample are English Education of Islamic University of Indonesia (PBI UII) Students batch 2017/2018 Critical Reading and Literacy class, the class divided into 3 classes, class A 27 students, class B 36 students and class C 30 students. All of the class consisting of 93 students. The researcher took the data from PBI UII Students batch 2017 (third semester) in Critical Reading and Literacy class because they have taken Extensive Reading and Intensive Reading classes in the previous semester and students are expected to reach speed reading in the average category up to functionally literate based on reading level comprehension by Buzan (2000) in Speed Reading Book.

3. Data Collection Technique

In quantitative research, data collection approach includes questionnaire and test. The researcher adopted questionnaire from Guthrie & Wigfield (1997) Motivation Reading Questionnaire (MRQ) the questionnaire based on Likert Scale type consist of 53 Statement and the Speed Reading Test from Asian and Pacific Speed Reading for ESL by Quinn and Millett (2007), the speed reading text consists of 550 words and the test consist of 10 questions optional answer.

4.1. RESULTS AND DISCUSSION

4.1.1. Description of the data

From the data sample of reading speed and reading motivation from students Critical Reading and Literacy class. The highest and lowest and mean of the values are obtained. From the result Reading Motivation, the minimum value is 117 and the maximum is 202. Furthermore the result of ERR (reading speed) the minimum value is 54,28 the maximum is 280,85. The table as follows :

Table 7 : Descriptive statistic

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
ERR	93	54,28	280,85	14623,14	157,2381	63,58507
ReadingMotivation	93	117,00	202,00	14998,00	161,2688	20,51094
Valid N (listwise)	93					

4.2. Data Analysis

Before the researcher correlate the data of reading speed and reading motivation, the researcher tested the normality and linearity.

4.2.1. Normality test

Normality test is a test conducted to assess the distribution of data in a data group or variable, whether the distribution of data is normal or not. Normality test is needed to provide certainty that the data obtained is normal. To analyze the data, the value for the normality test of the data is 0.05.

Hypothesis:

Ho: Distribution of the data normal

Ha: Distribution of the data is not normal

If the value is > 0.05 Ho is accepted, but if the probability and value is < 0.05 than Ho is rejected and Ha is accepted. The normality test for reading speed and reading motivation are as follows :

Table 8 : Normality Test of the Reading Motivation and Reading Speed

	Tests of Normality		
	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
ReadingMotivation	,066	93	,200*
ERR	,061	93	,200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Normality of the data whether or not normal distribution using the Kolmogorov-Smirnov test. A residual revealed in normal distribution if the significant value of the Kolmogorov-Smirnov > 0.05 . From the result Reading Motivation and ERR (Reading Speed) the score in the value (Sig) > 0.05 it can be concluded that the data is normal.

4.2.2. Linearity Test

Linearity test aims to determine whether two variables have a linear or not significant relationship. This test is usually used as a term in correlation analysis or linear regression. The linearity test for reading speed and reading motivation are as follows:

Table 9 : Linearity test between Reading Motivation and Reading Speed

		Sum of Squares	df	Mean Square	F	Sig.
ERR * Reading Motivation	(Combined)	197739,393	52	3802,681	,873	,680
	Between Linearity	57837,423	1	57837,423	13,279	,001
	Groups Deviation from Linearity	139901,970	51	2743,176	,630	,940
	Within Groups	174222,274	40	4355,557		
	Total	371961,667	92			

The data is linear if the value sig linearity is <0.05 . From the test results of linearity between variables of reading motivation and reading speed above can be seen that the value sig linearity $<0,05$ it means the two variable is linear.

4.2.3. Correlation Test

After the test of Normality and Linearity of the data, the researcher correlates the reading speed and reading motivation in order get the data correlation test. To analyze the data the researcher using product moment by Karl Pearson. The correlation test for reading speed and reading motivation are as follows :

Table 10: Correlation between Reading Motivation and Reading Speed

		ERR	ReadingMotivation
ERR	Pearson Correlation	1	,392**
	Sig. (2-tailed)		,000
	N	93	93
ReadingMotivation	Pearson Correlation	,392**	1
	Sig. (2-tailed)	,000	
	N	93	93

** . Correlation is significant at the 0.01 level (2-tailed).

From the result Correlation table above, shows the results of correlation using the Pearson product moment correlation seen that the value sig <0.05, it means that there is a correlation between reading motivation and reading speed.

4.2.4. Determinant coefficient

Determination coefficient (r) is used to predict how much the influence of the independent variable (x) on the dependent variable (y) if the F test results in the regression analysis are significant. The result of the coefficient determinant is in the table below :

Table 11 : Determinant Coefficient

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,392 ^a	,155	,146	58,75300

a. Predictors: (Constant), Motivation

From the results above it can be seen that the output of score determination coefficient is equal to 0.155, it means reading motivation has an effect on the speed of 15.5% while the rest is due to other factors outside this research.

4.3 Discussion

This study aims to find out the correlation between reading speed and reading motivation in the third semester English Education Islamic University of Indonesia (Critical Reading and Literacy class) in the academic year 2017/2018 the researcher submit the fulfillment of data collection requirements, research permits from the Faculty of Psychology and Social Science. Likewise, to the lecturers of the Critical Reading and Literacy class for the purpose of collecting data for students as respondent.

The result determinant coefficient are equal to 0.155. It can be concluded that reading motivation affects reading speed on 15.5% and the rest is due to other factors outside this research. The result of Pearson product-moment correlation this correlational study shows a positive correlation. Based on the

result of the sig value <0.05 . So, there is a significant correlation between students reading motivation and reading speed. It means that from the research analysis, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that there is a correlation between reading motivation and reading speed in the third semester English Education Department Islamic University of Indonesia.

5. CONCLUSION AND RECOMMENDATION

5.1. CONCLUSION

This research is to examine the correlation between students reading motivation and reading speed. The results show a significant positive relationship between two variables. It can be concluded that there is a positive correlation between reading motivation and reading speed in the third semester (Critical Reading Literacy Class) English Education, Islamic University of Indonesia Academic Year 2017/ 2018. The positive correlation means that the increase in reading speed will be followed by an increase of reading motivation. The result of determination coefficient is equal to 15,5% it means that reading motivation affects reading speed on 15.5% and the rest is due to other factors outside this research. Based on the result the average speed reading from Critical Reading and Literacy students is 201,94 wpm. It means that the goal of the reading speed in the college academic level which 250-300 wpm is not achieved. Therefore, the students should be more practice reading and more applied this technique that can improve speed reading. In addition, reading motivation is one of the factors that can affect reading speed because motivation and willingness to read will make students accustomed to reading it makes the understanding vocabulary is out of mind. Therefore, when reading text especially reading speed students will be easier and faster understanding the meaning of the words in the text, easy to understand, and easy for students to find the main ideas in the text. In conclusion, the high motivation will make the reading speed will also be higher.

5.2. Recommendation

To increase reading speed students must be able to build a mindset to themselves in reading. Avoid external factors that can inhibit speed reading such as uncontrolled environment, and reading in a stressful condition will not be effective, because it will find it difficult to concentrate, so reading with a calm mind is necessary. The students need more practice reading speed in the reading activity, the researcher suggests that the lecture give the activity that motivates the students in reading. The higher students' motivation in reading will improve their ability in reading, not only speed reading but the other reading skills such as reading comprehension, reading interest, mastering vocabulary, and etc. In addition, awareness to applied the reading speed when reading is a strategy to improve reading speed.

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