

COMPARATIVE STUDY BETWEEN STUDENTS WITH INTRINSIC AND EXTRINSIC MOTIVATION IN READING COMPREHENSION

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Abstract

Tujuan penelitian ini adalah untuk menemukan apakah ada perbedaan yang signifikan antara siswa yang memiliki motivasi intrinsik dan motivasi ekstrinsik pada pemahaman membaca. Desain penelitian ini adalah kuantitatif dengan menggunakan *ex post facto design*. Sejumlah 37 siswa dari kelas XI IPA 4 SMA dipilih sebagai kelas sampel. Instrumen yang digunakan pada penelitian ini adalah kuesioner untuk membedakan motivasi intrinsik dan tes pemahaman membaca. Data yang terkumpul dianalisis menggunakan *Independent t-test*. Hasil dari perhitungan menunjukkan bahwa t hitung adalah 3.122 pada level signifikansi 0.05, artinya bahwa $t\text{-hitung} > t\text{-tabel}$ ($3.122 > 2.030$). Dapat disimpulkan bahwa ada perbedaan yang signifikan antara siswa yang memiliki motivasi intrinsik dan motivasi ekstrinsik pada pemahaman membaca.

The objective of this research was to find out whether there was significant difference between students with intrinsic and extrinsic motivation in reading comprehension. This was quantitative research applying ex-post facto design. 37 students of XI Science 4 Senior High School were selected as sample class of this research. The instruments that used in this research were questionnaire of the intrinsic and extrinsic motivation and reading comprehension test. The data collected were analyzed by using Independent t-test. The result of computation showed that the t count was 3.122 at the significance level 0.05, meaning that $t\text{-count} > t\text{-table}$ ($3.122 > 2.030$). Therefore, it can be concluded that there was significant difference between students who have intrinsic and extrinsic motivation in reading comprehension.

Keywords: extrinsic motivation, intrinsic motivation, reading comprehension

INTRODUCTION

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Reading is one of the important skills that are needed by the students from elementary school up to the university. By reading, the students are able to get a lot of information based on what they are required in reading. Smith (1983) defines reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text. It means that the reader would understand the text by making some questions in dealing with the context. According to Milan (1998) there are some essential skills in reading, they are:

1. Comprehension and Retention

The ways that can be used by the readers to build comprehension and retention are by determining the main idea of paragraphs and their purpose of reading, comprehending main idea and distinguishing between main ideas and supporting details.

2. Inferences and Conclusion

It is the logical connection that you draw between what you observe and what you do not know. In making inferences the readers are required to “read between the lines” to make deductions based on the information given.

3. Critical Thinking and Analysis

In this term, the readers should analyze whether the text they are reading is a text of fact or opinion, then they also should think critically whether the information or message in that reading text is important for them or not.

Based on the statement above, it could be concluded that comprehension is important in reading process. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading text to get the message and information from what they have read.

Reading dominates the teaching materials in almost English textbooks where there are some types of reading text that should be mastered by the students. In order to gain knowledge of the sources people needs to read it, only people with good English proficiency may deal with the sources. Each students get equal chance to learn English in a class, but their achievements, particularly in reading considerably differ from each other. This might be due to some factors, one of which is motivation. Firstly, Gardner (1985) defines motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”. Secondary to Deci and Ryan (1995), self determination theory is divided into two general types of motivation, one is intrinsic motivation which refers to motivation to engage in an activity because it is enjoyable and satisfying to do, the other type of motivation is extrinsic motivation which is based on external rewards to the activity itself. It refers to the performance of an activity in order to attain some separable outcome, or to achieve some instrumental ends.

Based on the pre-observation in Senior High School, it was found out that there was a significant difference between students' reading comprehension who have

intrinsic and extrinsic motivation. To find out the students' intrinsic and extrinsic motivation and their reading comprehension, the researcher gave a questionnaire to categorize their motivation it was consisted of 40 questions and reading comprehension test to sample class XI Science 4, it was consisted of 40 questions.

METHOD

This research was quantitative since it was focused on the product (result of the test) not the process of teaching learning and the objectives was to find out the significant difference between students' reading comprehension who have intrinsic and extrinsic motivation. In this research, the researcher used comparative study, which was one of the kinds of ex-post facto design.

In this research, the researcher identified three variables. The first variable was intrinsic motivation and second variable was extrinsic motivation, both of them were classified as independent variable because it was assumed that both of them has an tendency toward students' reading comprehension. The third variable was reading comprehension, it was classified as dependent variable because it was assumed that students' reading comprehension is influenced by intrinsic and extrinsic motivation.

The sample of this research was the second year of the SMAN 7 Bandar Lampung. There are ten classes of the second year students in the academic year 2014/2015. Each class consists of approximately 33-40 students. XI Science 5 was selected as the try-out class in order to find the validity, reliability, difficulty

level, and discrimination power of the instruments. XI Science 4 was selected as sample class to collect the data.

In this research, the researcher used two kinds of instrument for conducting the research. The instruments that used in this research were questionnaire of the intrinsic and extrinsic motivation and reading comprehension test. The questionnaire was done in 45 minutes and the reading comprehension test was done in 90 minutes. The data are tabulated and analyzed by SPSS (Statistical Program for Social Science) 16.0 version using independent t-test formula to find the differences between variables.

RESULTS AND DISCUSSIONS

Results

After categorizing the students based on their intrinsic and extrinsic motivation, the researcher compared the result of reading test between intrinsic and extrinsic group by using independent t-test. The result of computation showed that the t-count is 3.122 at the significance level 0.05, meaning that $t \text{ count} > t \text{ table}$ ($3.122 > 2.030$). Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is therefore accepted. In summary, this current research affirmed that there is significant difference between students who have intrinsic and extrinsic motivation in reading comprehension at SMAN 7 Bandar Lampung

Discussion

The main finding of this research was whether there is significant difference between students' reading comprehension who have intrinsic and extrinsic

motivation. Based on the result above, the students showed well in both of intrinsic and extrinsic motivation questionnaire. Intrinsic motivation is enhanced when the teachers allow more autonomy to learners. Different results in extrinsic motivation questionnaire which refers motivation to the performance of an activity in order to receive some external reward such as awards, money, and praise. Students who are extrinsically motivated may not enjoy certain activities.

Grouping the students into two groups (intrinsic vs extrinsic motivation) based on their motivation was the first task of the researcher. After that, the researcher compared the reading test from both groups. As it was expected, it was true that two kinds of motivation have different attitudes in classroom. During the time on which the researcher administered the reading test, the researcher could distinguish students who were intrinsic and extrinsic just by looking at the way they behaved and did the reading test. Some students who belonged to extrinsic group did not hesitate to start a conversation with their friends, whether the subject of the conversation was related to the test or simply just small chat. Although the researcher was present in the classroom, they did not stop doing. Some of them approached the researcher and attempted to ask her for the answer. A different attitude was shown by some students who apparently belonged to the other group. The intrinsic students did the test calmly and looked reserved when their friends asked them to help them out with their reading.

The students who have intrinsic motivation achieve better reading comprehension than those with extrinsic motivation. The reason why intrinsic students are better in those five aspects of reading lies in their way of doing the reading test. The

researcher found that intrinsic students used read detail while the extrinsic read fast. Extrinsic students can minimize the time than intrinsic students in reading and answering the questions. Eventhough intrinsic need more time to think than answer the correct option. According to Ryan and Deci (2000). Their research shows that intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation. The relations of both classes of motives to basic human needs for autonomy, competence and relatedness are discussed. That means that whatever the motive is, motivation has an influential role in all aspects.

CONCLUSION

There is significant difference between students who have intrinsic and extrinsic motivation in reading comprehension. The hypothesis testing showed that the t-count = 3.122 at the significance level 0.05, meaning that t count > t table (3.122 > 2.030). Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is therefore accepted.

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