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THE RELATIONSHIP BETWEEN MOTIVATION AND ACTIVENESS ON STUDENTS READING COMPREHENSION AT SMP NEGERI 3 BATUATAS.

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Abstract

The research questions of this research were: 1) whether there was any significant relationship between of motivation toward reading comprehension on SMP Negeri 3 Batuatas; 2) whether there was any significant relationship between of activeness toward reading comprehension on SMP Negeri 3 Batuatas; and 3) whether there was any significant relationship between of motivation and activeness toward reading comprehension on SMP Negeri 3 Batuatas. This reserach aimed to determine the relationship between of motivation toward reading comprehension, the relationship between of activeness toward reading comprehension, the relationship between of motivation and activeness toward reading comprehension on SMP Negeri 3 Batuatas. This research used a quantitative approach using the ex-post facto methods. The subject of this research were 30 respondents of the eight grade students at SMP Negeri 3 Batuatas. The data collection instruments used were questionnaire and test. Data analysis in this research used data analysis techniques descriptive statistics and inferential statistics. Based on the results of the reserach, this research had 3 conclusions. First there was no significant relationship of motivation toward reading comprehension. this conclusion was based on statistical analysis, where the significant value was 0,471. Because the significant value was greater than α (0,05), it meant that the null hypothesis was accepted and

the alternative hypothesis was rejected. Second, there was no significant relationship of activeness toward reading comprehension. This conclusion was based on statistical analysis, where the significant value was 0,797. Because the significant value was greater than α (0,05), it meant that the null hypothesis was accepted and the alternative hypothesis was rejected. Third, there was no significant relationship of motivation and activeness toward reading comprehension. this conclusion was based on statistical analysis, where the significant value was 0,733. Because the significant value was greater than α (0,05), it meant that the null hypothesis was accepted and the alternative hypothesis was rejected.

Key words: motivation, activeness and reading comprehension

Abstrak

Rumusan masalah dalam penelitian ini adalah: apakah ada hubungan yang signifikan antara motivasi terhadap pemahaman bacaan pada siswa SMP Negeri 3 Batuatas; 2) apakah ada hubungan yang signifikan antara keaktifan terhadap pemahaman bacaan pada siswa SMP Negeri 3 Batuatas; dan 3) apakah ada hubungan yang signifikan antara motivasi dan keaktifan terhadap pemahaman bacaan pada siswa SMP Negeri 3 Batuatas. Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi terhadap pemahaman bacaan, hubungan antara keaktifan terhadap pemahaman bacaan, hubungan antara motivasi dan keaktifan terhadap pemahaman bacaan pada siswa SMP Negeri 3 Batuatas. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan ex post facto. Subjek penelitian ini adalah 30 siswa kelas delapan di SMP Negeri 3 Batuatas. Instrumen pengumpulan data yang digunakan adalah angket dan tes. Analisis data dalam penelitian ini menggunakan teknik analisis data statistik deskriptif dan statistik inferensial. Berdasarkan hasil penelitian, penelitian ini memiliki 3 kesimpulan. Pertama, tidak ada hubungan signifikan antara motivasi terhadap pemahaman bacaan. Kesimpulan ini berdasarkan analisis statistik, dimana nilai signifikansinya 0,471. Karena nilai signifikan lebih dari (0,05), hipotesis nol diterima dan hipotesis alternatif ditolak. Kedua, tidak ada hubungan signifikan antara keaktifan terhadap pemahaman bacaan. Kesimpulan ini didasarkan pada analisis statistik dimana nilai signifikansinya 0,797. Karena nilai signifikansi lebih dari (0,05), hipotesis nol diterima dan hipotesis alternatif ditolak. Ketiga tidak terdapat hubungan signifikan antara motivasi dan keaktifan terhadap pemahaman

bacaan. Kesimpulan ini didasarkan pada analisis statistik dimana nilai signifikansinya 0,733. Karena nilai signifikansi lebih besar dari (0,05), berarti hipotesis nol diterima dan hipotesis alternatif ditolak.

Kata kunci: motivasi, keaktifan dan pemahaman bacaan

1. INTRODUCTION

Reading is the foundation for academic learning in which the students can get new knowledge and information that can help them in the process of learning. Reading helps children to develop their vital language skills, to open up new world and to enrich their live, to enhance, and to provide them with fun activity Devito [1]. Therefore, it can be concluded that process reading is crucial skill for foreign language (ESL/EFL) in academic process.

There are some factors that can affect students reading comprehension. Two of them are motivation and activeness. Motivation is very important for students because it affects the level of the learning of individual and they reflect to their behaviors whether they have learned or not. Uguroglu & walberg [2] state motivation is very important to study and fulfill all fields of human endeavor. motivation is also a change of some pattern of protection from a program of action that is specifically determined by the individual, if fully speak, motivation is an internal program that is in a person, which encourages people to take certain actions. Internal programs that can change innate, have exits in others since he born compiled through experience, this is from the recognition of Donald Laming [3].

Motivation is an important contributing factors in learning language because learning will be more effective and efficient if it is pushed by motivation. In other words, students can use motivation to achieve knowledge, comprehension, or skill.

Other factors that affects student's reading comprehension is students activeness. Student learning activeness is an important basic element for the success of the learning process. activeness is an activity that is both physical and mental, namely acting and thinking as a series that cannot be separated. According to Mulyono [4]

activeness is an activity or activities or everything that is done or activities that occur both physically and non-physically. Students activity is also intended to keep the attention of students or students so that they remain focused on the learning process (Hartono [5]). Describes when active learning, the students do a lot of activities. They use their creativity in issuing ideas, solving problems, and applying what they learn. Active learning is learning quickly and responsively, fun, lively, personal involvement, and learning something well.

When pre observation by the researcher at SMP Negeri 3 Batuatas, the researcher found that many students had difficulties in reading text. When students were asked to read, their reading is not clear and they difficult to comprehend what they read. students were difficult in identifying information, and also difficult find main idea of the text. The researcher also found that many students were bored, unmotivated, and not active in teaching and learning process. Some of them just read the text without trying to connect the presented ideas of the text with their thinking patterns. They only focus on some questions without comprehending the text overall.

Motivation and activeness are very important in teaching learning process especially in understanding reading comprehension, therefore, the researcher is intended about the relationship between motivation and activeness on reading comprehension at SMP Negeri 3 Batuatas.

2. METHODS

The research used a quantitative approach with applying the correlation. Sugiyono [6], correlation research was research that asks the relationship between two or more variables. The population of the research was all of seventh grade students of SMP Negeri 3 Batuatas. With the total number of population is 92 students. According to Sugiyono [6] stated population is a group of individuals with the quality and character that has been determined by the researcher.

Sugiyono [6] states that sample is part of the number and characteristic possessed by the population. The number of sample were

30 students, sample of this research taken through simple random sampling, according to Sugiyono, [6] simple random sampling is taking sample members from a population randomly without paying attention to the strata in that population. The instrument of this research was test and questionnaire.

The data gathered during the research was collected and analyzed by using hypothesis testing with the formula and with the help of SPSS. Technique of data analysis apply in this research are descriptive statistics and inferential statistics. The score of students reading comprehension calculated by using SPSS.

3. RESULTS AND DISCUSSION

3.1 Finding

The finding of the research as follows:

a. The Descriptive of Motivation (X_1)

Data motivation questionnaire from 30 students showed that mean score was 92,70, median score was 93,50, mode score was 93, variance score was 281,941 range score was 56 standard deviation score was 16,791, minimum score was 59, and maximum score was 115.

Table 9. Criteria of motivation

Criteria	Scoring Range	Frequency	Percentage
Very Good	81%-100%	23	76
Good	61%-80%	5	16
Moderate	41%-60%	2	8
Poor	21%-40%	0	0
Very Poor	0%-20%	0	0
	Total	30	100

Based on the table above, it can be described that there were 30 students or 76 % was in very good category, students or 16% was in good. The score distribution of motivation presented into the category based on the criteria provided in previous chapter. The frequency of each category of motivation was display on the following: category, 2 students or 8% was in moderate category, 0 students or 0% was in poor category, and 0 students or 0% was in

very poor category. Based on the table above, it can be concluded that the students motivation was very good.

b. The descriptive of Activeness (X_2)

Data activeness questionnaire from 30 students showed that mean score was 95,27, median score was 99,00, mode score was 99 variance score was 235,513 range score was 64 Standard deviation score was 15,346 ,minimum score was 60 and maximum score was 124.

Table 10. Criteria of activeness

Criteria	Scoring range	Frequency	Percentage
Very good	81%-100%	24	80
Good	61%-80%	5	16
Moderate	41%-60%	1	4
Poor	21%-40%	0	0
Very poor	0%-20%	0	0
Total		30	100

Based on the table above, it can be described that there were 30 students or 24% was in very good category, 5 students or 16% was in good category, students or 4% was in moderate category, 0 students or 0% was in poor category, and 0 students or 0% was in very poor category. Based on the table above, it can be concluded that the students motivation was very good.

c. The Descriptive of Reading Comprehension (y)

Data reading comprehension test from 30 students showed that mean score was 52,07, median score was 49,50, mode score was 33, variance score was 507,375, range score was 77, Standard deviation score was 22,525 ,minimum score was 16 and maximum score was 93.

Tabel 11. Classifying of scoring of reading comprehension

No	Score	Criteria	Score on letter	Frequency
1	80-100	Very good	A	3
2	71-85	Good	B	4

3	56-70	Moderate	C	6
4	<55	Low	D	17

Based on the table above, it can be described that 3 students was in very good or A, 4 students was in good or B, 6 students was in moderate or C and 17 students was in low or D. Based on the table above, it can be concluded that the students reading comprehension.

1. Inferential statistic

The inferential statistic is presented the data as the result of hypothesis testing using SPSS version 26 by using the analysis of multi linear regression. It is used to prove whether the hypothesis is rejected or accepted.

The result of statistics analysis contains model summary, ANOVA, and coefficient table as presented as follows:

Table 12. Model summary X_1 to Y

Model	R	R square	Adjusted R square	Std. error of the estimate
1	,137 ^a	0,19	-,016	22,708

a. Predicators Consonant Motivation

Predictors: (constant), motivation of the model summary table above, it can be explained that the score of R was 0,137, which is R is the symbol of correlation. Based on the table of correlation level presented in previous chapter, the score is in very low. It means there was a positive and very low correlation between motivation and reading comprehension. besides, it is also obtained R square that is 0,019. This score indicated that the relationship of motivation toward reading comprehension is 0,19% and 92% the rest is determined by another factor that is not observed in this research.

Table 13. ANOVA X_1 to Y

Model	Sum of Squares	df	Mean Square	F	Sig
1. Regression	275,700	1	275,700	,53	,471
Residual	14438,167	28	515,649		
Total	14713,867	29			

Dependent variable: reading comprehension

b. Predictors Constant Motivation

Based on the table above, it can be explained that the score of F count was 0,535 with the significance score was 0,471. Since the score of sig (0,471) > α (0.05), so the alternative hypothesis (Ha) is rejected. It means that there is no significant relationship of motivation and activeness toward reading comprehension.

Table 14. Coefficient X1 to Y

Model	Unstandardized Coefficients B	Standard error	Standard coefficients Beta	t	sig
1. (constant)	69,089	23,646		2,922	,007
Motivation	,184	,251	,137	,731	,471

Reading comprehension of the table coefficient above, it could be explained that the regression model was: $Y = 69,089 + 0,184 X_1$. The model mean that coefficient regression of constant was 63,585. coefficient regression of motivation (X1) was 0,184 it means that every change of reading motivation as many 0.111.

Table 15. Model summary X2 to Y

Model	R	R square	Adjusted R square	Std. error of the estimate
1	,049 ^a	,002	-,033	22,896

The model summary table above, it can be explained that the score of R was 0,049, which is R is the symbol of correlation. Based on the table of correlation level presented in previous chapter, the score is in very low. It means there was a positive and very low correlation between motivation and reading comprehension. besides, it is also obtained R square that is 0,002. This score indicated that the relationship of motivation toward reading comprehension is 0,2% and 90% the rest is determined by another factor that is not observed in this research.

Table 16. ANOVA X2 to Y

Model	Sum of Squares	df	Mean Square	F	Sig
1. Regression	35,221	1	35,221	,067	,797
Residual	14678,645	28	524,309		
Total	14713,867	29			

Based on the table above, it can be explained that the score of F count was 0,067 with the significance score was 0,797. Since the score of sig (0,797) > α (0.05), so the alternative hypothesis (Ha) is rejected. It means that there is no significant relationship of motivation and activeness toward reading comprehension

Table 17. Coefficient X2 to Y

Model	Unstandardized Coefficients B	Standard error	Standard coefficients Beta	T	Sig
1. (constant)	45,225	26,723		1,692	,102
Activeness	,072	,277	,049	,259	,797

Dependent variable: reading comprehension of the table coefficient above, it could be explained that the regression model was: $Y = 45,225 + 0,072 X_2$.

The model mean that coefficient regression of constant was 45,225. coefficient regression of activeness (X2) was 0,072 it means that every change of activeness as many 0.072.

Table 18. Model summary X1, X2 to Y

Model	R	R square	Adjusted R square	Std. error of the estimate
1	,151 ^a	,023	-,050	23,078

Predictors, (constant), motivation, activeness of the model summary table above, it can be explained that the score of R was 0,151, which is R is the symbol of correlation. Based on the table of correlation level presented in previous chapter, the score is in very low. It means there was a positive and very low correlation between motivation and reading comprehension. besides, it is also obtained R square that is 0,023. This score indicated that the relationship of motivation toward reading comprehension is 0,6% and 94% the rest is determined by another factor that is not observed in this research.

Table 19. ANOVA X1, X2 to Y

Model	Sum of Squares	df	Mean Square	F	Sig
1. Regression	334,402	2	167,201	,314	,733
Residual	14379,64	7	532,573		b
Total	14713,867	9			

Based on the table above, it can be explained that the score of F count was 0,314 with the significance score was 0,733. Since the score of sig (0,733) > α (0,05), so the alternative hypothesis (Ha) is rejected. It means that there is no significant relationship of motivation and activeness toward reading comprehension

Table 20. Coefficient X1, X2 to Y

Model	Unstandardized Coefficient	Standard Error	Standardized Coefficient	t	sig
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	Constant	Error	Beta		g
1. (constant)	61,013	34,193		1,769	,086
Motivation	,192	,257	,143	,750	,466
Activeness	,093	,281	,063	,332	,742

Dependent variable :reading comprehension of the table coefficient above, it could be explained that the regression model was: $Y = 61,013 + 0,192 X_1 + 0,093 X_2$. The model meant that coefficient regression of constant was 61,013. Coefficient regression of motivation (X1) was 0,192 and activeness (X2) was 0,093. It means that every change of motivation as many as 0.192 and every change of activeness as many as 0,093.

3.2. Discussion

Motivation and activeness are two important things that can affect reading comprehension. first about motivation, Amundson [7] motivation means to make somebody willing, feel enthusiastic, interested, and committed to something. Motivation is an important contributing factor in learning language because learning will be more effective and efficient if it is pushed by motivation. Second about activeness, according to Mulyono [4] activeness is an activity or activities or everything that is done or activities that occur both physically and nonphysically.

Based on the finding above, it is obtained of some scores:

1. The result data descriptive of motivation where the mean score was 92,70, median score was, 93,50, mode score was 93, variance score was 281,941, range score was 56 standard deviation score was 167,791, minimum score was 59, and maximum score was 115. Since the score of signifikan (0,471) > α (0,05), so the alternative hypothesis (Ha) is rejected. It means that there is no significant relationship of motivations toward

- reading comprehension At SMP Negeri 3 Batuatas.
2. The result data descriptive of activeness where the mean score was 95,27 median score was 99,00 mode score was 99 variance score was 235,513, range score was 64, standard deviation score was 15,346, minimum score was 60 and maximum score was 124. Since the score of signifikan ($0,797 > \alpha (0,05)$), so the alternative hypothesis (H_a) is rejected. It means that there is no significant relationship of activeness toward reading comprehension At SMP Negeri 3 Batuatas.
 3. The result data descriptive of reading comprehension where the mean score was 52,07, median score was 50, mode score was 33, variance score was 507,375, range score was 77, standard deviation score was 22,525, minimum score was 16 and maximum score was 97. Since the score of signifikan ($0,733 > \alpha (0,05)$), so the alternative hypothesis (H_a) is rejected. It means that there is no significant relationship of activeness toward reading comprehension At SMP Negeri 3 Batuatas.

4. CONCLUSION

Based on the finding of the research and the data analysis, this research concluded that:

1. There is not any significant relationship of motivation toward reading comprehension at SMP Negeri 1 Batuatas. This conclusion is based on the result of statistics analysis which found that the score of significance value is 0,471. Because the score of significance ($0,471 > \alpha (0,05)$), it means null hypothesis is accepted and alternative hypothesis is rejected.
2. There is not any significant relationship of activeness toward reading comprehension at SMP Negeri 1 Batuatas. This conclusion is based on the result of statistics analysis which found that the score of significance value is 0,797. Because the score of significance ($0,797 > \alpha (0,05)$), it means null hypothesis is accepted and alternative hypothesis is rejected.

3. There is not any significant relationship of motivation and activeness toward reading comprehension at SMP Negeri 1 Batuatas. This conclusion is based on the result of statistics analysis which found that the score of significance value is 0,733. Because the score of significance ($0,733 > \alpha (0,05)$), it means null hypothesis is accepted and alternative hypothesis is rejected.

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