ABSTRACT

THE EFFECT OF STUDENTS' LEARNING MOTIVATION AND THEIR LEARNING STRATEGIES TOWARDS READING SKILLS

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Reading is one of the difficult language skills to learn because it needs specialized skills that include the ability to comprehend the text or to understand the writer ideas clearly and efficiently. This ability can be achieved only if a learner masters some technique such as how to determine the main idea, how to read correctly, and how to specify specific information from the text. In fact, in Indonesia, reading is considered as important part to be learned by the students in school. As stated in School Based Curriculum (KTSP), that students of senior high school are expected to be able to comprehend a written text in simple function. For this reason, students should be able to read any kind of text.

A good reader is someone who has a purpose for reading, whether it is an academic purposes or just for pleasure. A good reader is involved in a complicated thinking process as she or he reads. When students comprehend, they interpret, integrate, critique, infer, analyse, connect, and evaluate ideas in texts. They analyze multiple ideas or information not only in their heads but also in the other minds. When comprehending, students strive to process text base on word-level to get to the big picture. When comprehension is successful, students are left with a sense of satisfaction from having understood the meaning of a text.

Moreover, comprehension brings the student to a new level of active understanding and insight. It enhances language and vocabulary knowledge. Good students use a variety of comprehension strategies simultaneously and they know how to deliberately apply specific strategies to help their comprehension of texts or information.

Naturally, this study was aimed to find out the correlation between students' learning motivation and their language learning strategies towards reading skills in terms of reading comprehension. It also aimed to determine the type of learning motivation and learning strategies that possessed by most language learners and has high correlation in reading comprehension. The design of this study was quantitative research. This study was applied to 30 first grade students of SMAN 1 Seputih Agung, Lampung Tengah. The instruments used to gather the data werelearning motivation questionnaire, language learning strategies questionnaire and reading comprehension test.

At last, this study found that there was a correlation between students' learning motivation and learning strategies towards reading skill in the first grade of SMAN 1 Seputih Agung in academic year 2014/2015. It was proven by the result of Independent Sample T-test between students learning motivation and reading comprehension test that showed t value = 0.219 and the two tail significance showed $p>0.05$ ($p= 0.828$). The result of the correlation between learning strategies and reading also showed no significant correlation with the average $r>0,05$. It can be concluded that students' learning motivation and learning strategies didnot significantly correlate with reading comprehension.This study also suggeststhat the teacher should know their learning motivation and introduce the types of learning strategies to their students in order to help the studentsachieve better reading skills.