A CORRELATION BETWEEN THE THIRD YEAR STUDENTS’ SELF LEARNING STRATEGY AND THEIR MOTIVATION TOWARD THEIR ABILITY TO COMPREHEND ENGLISH POEM AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

This research was aimed to find out the correlation between students’ self learning strategy and their motivation toward their ability to comprehend English poem at English Department of Bung Hatta University. The number of population was 54 students. They were distributed into two classes; A and B. The researcher took 30 students as sample by using simple random sampling technique. The researcher gathered the data by using two questionnaires to measure students’ self learning strategy and motivation, and essay test to measure students’ ability to comprehend English poem. To analyze the data, the researcher used the Person Product Moment Formula and Multiple Correlation Formula. After analyzing the data, the researcher found that, first the value of coefficient correlation between students’ self learning strategy and their ability to comprehend English poem was positive ($r_{counted} > r_{table}$). Second, the value of coefficient correlation between students’ motivation and their ability to comprehend English poem was positive ($r_{counted} > r_{table}$). Third, the value of coefficient of correlation between students’ self learning strategy and their motivation toward their ability to comprehend English poem was positive ($f_{counted} > f_{table}$) α 0.05 and the degree of freedom (df) n-k-1 (27). Therefore, the relationship between three variables, between students’ self learning strategy and their motivation toward their ability to comprehend English poem was significant. It can be concluded that students’ self learning strategy and their motivation can influence their ability to comprehend English poem.

Keywords: correlation, self learning strategy, motivation, ability to comprehend, English Poem

INTRODUCTION

In this globalization era, English has become an international and a very important language that people should master in order to be able to communicate with foreign people in all over the world. In learning English, like many other languages there are four skills that should be mastered by the students. They are listening, speaking, reading, and writing. Reading is one of the most important language skills for students because it is very useful for them.

Reading and comprehension are two things that cannot be separated each other, they are highly interrelated. Comprehension is the essence of reading itself. Reading comprehension called as a reading
comprehension only if the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension. There are some experts have been developed process on how reading comprehension occurs.

According to Safandi and Galeb Rabah in Desita (2015:11), there are four level of reading comprehension; the first level, which is the literal level, is based on what is actually stated in the material. It is easier because it deals with the facts that are presents. The second level, interpretive or inferential. This level requires that the subject material is not only understood but also that a general understanding of what is implied is reached. The third level, applied or evaluative, is the level that deals with the student/reader applying what is shared to real life events or situations. This level does allow for student or reader to include their opinion as it relates to subject material. The final level, appreciative, is based on the students’ own feelings towards the materials or author. It is considered more abstract than any of the other levels because personality, likes, and dislikes can affect this level.

One of the reading materials that students read in the process of learning to read is poetry. Poetry is a literary expression in which words are used in concentrated blend of sound and imagery to create an emotion response.

In this era, people just read a poem to enjoy it without comprehending the meaning of poem itself. Some people often confuse to comprehend the poem because it has some difficult words. Comprehending the meaning of poem is important because the poet creates a poem with another purpose rather than just entertain the readers. Its purpose is also to communicate between the poet and the readers. The poet has put the idea into a poem, and the readers need to find the poets’ idea by comprehending the poem. As the students of English Department, it is better to have the ability in reading comprehension of a poem.

According to Jayanti (2009:17), there are some major structural elements often used in poetry, such as : the line and the stanza or verse paragraph.

a. The line

Poetry is often separated into lines on a page. These lines may be based on the number of metrical feet, or may emphasize a rhyming pattern at the ends of lines. Lines can separate compare or contrast thoughts expressed in different units, or can highlight a change in tone.

b. The stanza (verse paragraph)

Lines of poem are often organized into stanzas, which are denominated by the number of lines included. Thus a collection of two lines is a couplet (or distich), three lines a triplet (or tercet), four lines a quatrain, five lines a quintain(or cinquain),
six lines a sestet, and eight lines an octet. These lines may or may not relate to each other by rhyme or rhythm.

Other poems may be organized into verse paragraphs, in which regular rhymes with established rhythms are not used, but the poetic tone is instead established by a collection of rhythms, alliterations, and rhymes established in paragraph form.

According to Kennedy (1991), there are three things that the reader should know about poem, after a careful reading of a poem the reader should be in a position to give its general meaning, its detailed meaning, and to say something about the intentions of the writer.

a. General meaning

This should be expressed simply in one or at the most two sentences. It should be based on a reading of the whole poem. Very often, but not always, a poem’s title will give you some indication of its general meaning.

b. Detailed meaning

This should be given stanza by stanza, but you should not paraphrase the poem or worry about the meaning of individual words. The detailed meaning may be written as a continuous paragraph, but you must take every care to be accurate and to express yourself in simple sentences. You should show how the poet begins, how develops his theme and then how he concludes it.

c. Intention

Every poem conveys an experience or attempts to arouse certain feeling in the reader. A poem may affect different people in a great variety of ways and it is often impossible to define a poet’s ‘true’ intentions.

Beside these three things, the reader should also know about literal meaning, but it is as same as translate the meaning of word in poem in literal way.

There are many factors that influence students’ reading comprehension, and some of them are students’ self learning strategy (self-regulated learning) and their motivation. According to Wolters and Taylor in Macklem (2015:42), Self-regulated learning has to do with management of motivation, behavior, and cognition in the school setting. Self-regulated learning has four phases: planning, monitoring, control or management, and reflection/reaction.

Motivation is very important in everything we will do. Motivation makes teaching and learning easier and more interesting. It is very good if both of teacher and students motivate each other in teacher and learning process.

Motivated students will feel eager to achieve what they want with strong desire. Motivation is affective factor in learning languages. According to Oxford & Shearin in Zhao (2011:100), motivation provides the
primary impetus to initiate learning the L2 and later functions as the driving force to sustain the long and often tedious learning process.

Sardiman in Hasanah (2013:17) has classified motivation into two kinds. They are intrinsic and extrinsic. Motivation in language learning is desire of students or positive behavior to learn a language. The motivation comes from internal or external individual of the students. Without motivation, the students will not interest to learn language. Motivation is considered as an integral part in the achievement of any goal.

Based on the explanation above, the researcher wants to know whether there is a significant correlation between the third year students’ self learning strategy and motivation to their ability to comprehend English poem at English Department of Bung Hatta University. The researcher is interested in conducting a study about it, entitled “A Correlation Between the Third Year Student’s Self Learning Strategy and Motivation to their Ability to Comprehend English Poem At English Department of Bung Hatta University”.

RESEARCH METHOD

This research used correlational design. According to Creswell (2012:338), correlation design provided an opportunity to predict scores and explains the relationships between variables. The researcher used this research design because she wanted to find out the degree of relationship between students’ self learning strategy and their motivation toward their ability to comprehend English poem at English Department of Bung Hatta University.

There were three kinds of variable in this research. The first variable was students’ self learning strategy, and it was considered as the first independent variable (variable $x_1$). The second variable was their motivation and it was considered as the second independent variable (variable $x_2$). The third variable was their ability to comprehend English poem and it was considered as dependent variable (variable $y$).

According to Creswell (2012:142), the population is a group of individual who have the same characteristics. The population of this research was the third year students at English Department of Bung Hatta University because they had just studied about English Poetry in semester three. The total number of population member was 54. They were distributed into two classes; class A and class B. The distribution of population members can be seen in Table 3.1.
### Table 3.1: The Distribution of Population Members

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>32 Students</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>22 Students</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>54 Students</td>
</tr>
</tbody>
</table>

In this research, to select the sample, the researcher used simple random sampling technique. Creswell (2012:142) states that simple random sampling technique is a technique that selects the participants for the sample randomly so that any individual have an equal probability of being selected from the population. She used the simple random sampling because every individual have the same characteristics. They had the same lecturer and the same syllabus.

To choose the sample, the researcher wrote the name of population members in 54 pieces of paper. Then, she rolled them and put them into a box. After shaking the box, the researcher took 30 pieces of paper randomly with closed eyes. The students who names were selected became the sample of this study, and the rest became the sample for try out.

According to Hatch and Lazaraton (2013:36), it is important that instrument used in research should be both valid and reliable. The data that you collected to support or reject your hypothesis depended on the validity of your operational definitions of key terms in your research.

To collect the data of this research, the researcher used three kinds of instruments. They were two questionnaires and a test.

There were two questionnaires that the researcher gave. First questionnaire was dealing with some indicators about students’ self learning strategy. The second questionnaire had some dimension and indicator dealing with motivation they were intrinsic motivation and extrinsic motivation. The first questionnaire consisted of 16 statements. The second questionnaire consisted of 18 statements. The total items from both questionnaires were 34 statements. The students have 25 minutes to do the questionnaire. The researcher used Indonesian written questionnaire to avoid misunderstanding to the respondents.

To find out the reliability of the questionnaire, the researcher uses Variant formula (Arikunto, 2012:123) as follows:

\[
\sigma^2 = \frac{\sum x^2 - \frac{\sum x^2}{n}}{n}
\]

Where:
- \(\sigma^2\) = Variant
- \(\sum x^2\) = Total quadrate score for each question
- \(\sum x\) = Total Score for each item
- \(N\) = Number of item
The researcher uses Alpha formula suggested by (Arikunto, 2012:122). The formula was as follow:

\[ r_{ii} = \frac{n}{n-1} \left(1 - \frac{\sum i z}{\sum \sigma t z} \right) \]

Where :
- \( r_{ii} \) = Reliability of instrument
- \( \sum i z \) = Calculation of variants score for each item
- \( \sum \sigma t z \) = Total of variants
- \( n \) = The number of items

The test consisted of two poems with 10 questions.

To see the reliability of the test, the researcher used inter-rater technique. It means that there were two scorers (first scorer and second scorer) to check students difficulties. This technique was used to minimize the subjectivity in scoring. The researcher was the first scorer and the researcher chooses a friend as the second scorer. Rika Maharani was chosen as the second scorer because she has a good skill in comprehending of English poem. The researcher found the coefficient correlation of the two scorer by using Pearson Product Moment Formula as suggested by Arikunto (2009:78) as follows:

\[ r_{xy} = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2 \sum y^2 - (\sum y)^2} \]

Where :
- \( r_{xy} \) = the coefficient of correlation between x and y variable (odd and even items)
- \( x \) = the first scorer scores
- \( y \) = the second scorer scores
- \( n \) = the number of students
- \( \sum x \) = the total of x
- \( \sum y \) = the total of y
- \( \sum xy \) = total scores of cross product xy

The researcher classifies the coefficient correlation of the test based on Arikunto (2012:89) as follows:
- .81-.100 = very high
- .61-.80 = high
- .41-.60 = enough
- .21-.40 = low
- .00-.20 = very low

TESTING HYPOTHESIS

The hypothesis of this research was that there was a significant correlation between students’ self learning strategy and motivation toward their ability to comprehend English poem at English Department of Bung Hatta University. To test hypothesis, a statistical analysis used. The statistical or null hypothesis (Ho1) stated that “There is no significant correlation between between students’ self learning strategy with their ability to comprehend English poem at English Department of Bung Hatta University, (Ho2) stated that “There is no significant correlation between students’ motivation
with their ability to comprehend English poem at English Department of Bung Hatta University, \((H_0_3)\) stated that “There is no significant correlation between students’ self learning strategy and motivation toward their ability to comprehend English poem at English Department of Bung Hatta University” was accepted if the value of \(r_{calculated}\) is the same or lower than \(r_{table}\).

Otherwise, the alternative hypothesis \((H_{a_3})\) stated that “There is a significant correlation between students’ self learning strategy with their ability to comprehend English poem at English Department of Bung Hatta University”, \((H_{a_2})\) stated that “There is a significant correlation between students’ motivation with their ability to comprehend English poem at English Department of Bung Hatta University”, \((H_{a_1})\) stated that “There is a significant correlation between students’ self learning strategy and motivation toward their ability to comprehend English poem at English Department of Bung Hatta University” was accepted if the value of \(r_{calculated}\) is higher than \(r_{table}\).

Then to find out whether there was a significant correlation or not, the researcher compared \(f_{calculated}\) with \(f_{table}\). In comparing the value of \(f_{calculated}\) with \(f_{table}\) she used level of significant .05 and the degree of freedom \((df) = n – k – 1\) (Sugiyono, 2010:192). If \(f_{calculated}\) is higher than \(f_{table}\) the correlation is significant. The null hypotheses \((Ho)\) are accepted if the value of \(r_{calculated}\) is the same or lower than \(r_{table}\) at significant level 0.05 and degree of freedom \((n-2)\). Otherwise, the alternative hypotheses \((Ha)\) are accepted. Otherwise, alternative hypotheses \((Ha)\) are accepted if the value of \(r\) is not zero and there is significant correlation between student reading habit and their reading comprehension of narrative text is accepted if the value of \(r\) is not zero.

**FINDINGS**

This study consisted of three variables, they are self learning strategy \((x_1)\) as independent variable, motivation \((x_2)\) as independent variable and reading comprehension\((y)\) as a dependent variable. The data were processed by using descriptive analysis and inferential analysis. The data description of each variable is presented in the form of frequency distribution and diagram.

Based on the result of data analysis it was found that the highest score was 67 and the lowest one was 49 and Mean was 57.7 and Standard Deviation was 5. After calculating Mean and Standard Deviation, the researcher classified students’ Self Learning Strategy and calculated the percentage of the students who have good, average, and bad Self Learning Strategy.
Based on the result of data analysis it was found the highest score was 77 and the lowest one was 56 and Mean was 65 and Standard Deviation was 8.4. After calculating Mean and Standard Deviation, the researcher classified students’ motivation and calculated the percentage of the students who have high, moderate, and low motivation.

Diagram 4.2 Percentage of Students’ Having Motivation in High, Moderate, and Low Level

Data on students’ reading comprehension were collected by using essay test of 10 items. Based on of the result of data analyzing it was found the highest score was 82 and the lowest one was 44. The researcher classified students’ reading comprehension score based on criterion reference of Bung Hatta University and calculated the percentage of the students who got very good, good, moderate and bad ability.

Diagram 4.3 The Classify of Students’ Score Based on Criterion Reference of Bung Hatta University and The Percentage

Based on the result of data analysis by using multiple correlation formula, researcher found coefficient correlation between students’ self learning strategy and their motivation toward their ability to comprehend of English poem was 0.97. It was a very high correlation. It means that there is a positive correlation between students’ self learning strategy and their motivation toward their ability to comprehend of English poem.
TESTING HYPOTHESIS

As already discussed previously, the first finding of this study was coefficient correlation between students’ self learning strategy and their ability to comprehend of English poem was 0.78. To see whether such correlation is significant or not, it is compared with value of $r_{\text{table}}$ at significant level $\alpha = 0.05$ and $df = n-2$ ($30-2 = 28$). As matter of fact the value $r_{\text{table}}$ was 0.36, it means that $r_{\text{counted}}$ was bigger than $r_{\text{table}}$ ($0.78 > 0.36$) therefore, it can be stated that there is a positive significant correlation between self learning strategy and their ability to comprehend of English poem.

The second finding of this study was coefficient correlation between students’ motivation and their ability to comprehend of English poem was 0.86. To see whether such correlation is significant or not, it is compared with value of $r_{\text{table}}$ at significant level $\alpha = 0.05$ and $df = n-2$ ($30-2 = 28$). As matter of fact the value $r_{\text{table}}$ was 0.36, it means that $r_{\text{counted}}$ was bigger than $r_{\text{table}}$ ($0.86 > 0.36$) therefore, it can be stated that there is a positive significant correlation between students’ motivation and their ability to comprehend of English poem.

The third finding of this study was coefficient correlation between students’ self learning strategy and their motivation toward their ability to comprehend of English poem was 0.97 and its $f_{\text{counted}}$ was 214.92. To see whether such correlation is significant or not, it is compared with value of $f_{\text{table}}$ at significant level $\alpha = 0.05$ and $df = n-k-1$ ($30-2-1 = 27$). As matter of fact the value $f_{\text{table}}$ was 3.34, it means that $f_{\text{counted}}$ was bigger than $f_{\text{table}}$ ($214.92 > 3.34$) therefore, it can be stated that there is positive significant correlation between students’ self learning strategy and motivation toward their ability to comprehend of English poem of third year students’ of English Department of Bung Hatta University.

DISCUSSION

As already discussed previously, the result of data analysis showed that more than half students self learning strategy was moderate. It means that their self learning strategy still low and many students did not employ.

Based on the result of the questionnaire, the third year students of English Department of Bung Hatta University had moderate level.

Based on the data from the result of essay test, the data analysis showed that almost half students had good ability. It means that the other students didn’t have good ability to comprehend English Poem.

Based on the result of the data analysis and testing hypothesis, there was significant correlation between students’ self learning strategy and motivation toward their ability to comprehend English poem. It was found that the value of correlation
among them was 0.97. It means that there is a significant correlation among the three variables.

CONCLUSION

Based on findings as already discussed in the previous chapter, it can be concluded that:

1. The self learning strategy of third year students’ of English Department of Bung Hatta University was moderate. It was proved by the fact 77% students’ had moderate strategy.

2. The motivation of third year students’ of English Department of Bung Hatta University was moderate. It was proved by the fact that 94% students’ had moderate motivation.

3. The researcher finds out the classification of students’ reading comprehension ability based on criterion reference of Bung Hatta University and the percentage. There were very good, good, moderate, and bad. Very good was 3%, good was 64%, moderate was 23%, and bad was 10%.

4. There was a moderate correlation between students’ self learning strategy toward their ability in comprehending of English poem of third year students’ of English Department of Bung Hatta University. It can be concluded that self learning strategy can influence ability in comprehending of English poem.

5. There was a very high correlation between students’ motivation toward their ability in comprehending of English poem of third year students’ of English Department of Bung Hatta University. It can be concluded that motivation can influence ability in comprehending of English poem.

6. There was a very high correlation between students’ self learning strategy and their motivation toward their ability in comprehending of English poem of third year students’ of English Department of Bung Hatta University. It can be concluded that self learning strategy and motivation can influence ability in comprehending of English poem.

SUGGESTIONS

In line with the conclusion, it is suggested to the lecturers to elaborate students’ self learning strategy and to give more motivation in reading subject; to the students are suggested to enhance their self learning strategy, improve their motivation, and do more exercise to comprehend English poem; further researchers are suggested to conduct a research dealing fact about the correlation between students’ self learning strategy and their motivation toward their ability to comprehend of English poem.

REFERENCES


