The Relationship of Achievement Motivation and Critical Thinking with the Ability to Read Comprehension

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Abstract This research aims to recognize the relation between achievement motivation and critical thinking with the ability to read comprehension for elementary school in Pondok Bambu 14 Pagi. The method of study used is relational quantitative method. The technique of data analysis which is used to process data is descriptive analysis technique and inferential analysis with 45 samples. The results of the study are that: (1) there is a significant positive relation between achievement motivation and ability to read comprehension. (2) There is a significant positive relation between critical thinking and ability to read comprehension. It means that the meaning of critical thinking has direct relation to ability to read comprehension, stronger the student has critical thinking higher ability to read comprehension. (3) There is a significant positive relation between achievement motivation and critical thinking together with ability to read comprehension. It means that achievement motivation and critical thinking gives contribution to ability to read comprehension contributions of achievement motivation contribution and critical thinking can to increase the outcome of ability to read comprehension.

Keywords: achievement motivation, critical thinking, and ability to read comprehension


1. Introduction

Education is a very important part to improve the quality of human resources. Through education can create intelligent and creative human beings. The demands of scientific and technological progress require us to always learn. An effective learning process is reading. By reading will gain new knowledge and new information that we expect. Reading as an activity in acquiring knowledge and information is very important for students. Its relationship with the ability to read comprehension is a strong achievement motivation in students to read. Students with achievement motivation work hard to understand every sentence in the reading, so as to achieve high learning achievement. The ability to read comprehension is the main capital in the learning process. Through reading comprehension activities, students are expected to respond to the information they have read.

Its relationship with the ability to read comprehension is done by connecting the knowledge that readers have and new knowledge gained while reading, so that the understanding process is built up to the maximum.

The same thing is also delivered by Somadaya, concluding that the ability to read comprehension is a process of obtaining meaning that actively involves knowledge and experience that has been owned by the reader and associated with the content of reading [2]. The ability to read comprehension is the ability to gain both express and implied meanings and apply information from the text by engaging the knowledge and experience that the previous student had.

Samso Sumadoyo’s goal of reading comprehension is to gain understanding [2]. Reading activities seek to understand the content of the text thoroughly. Acquisition of understanding of the meaning of the text read in the form of information, knowledge, and can make a conclusion.

The ability to read comprehension as a sequence of processes by which one is actively engaged to understand the meaning, either express or implied. [3]. Implied messages as well as explicit messages still have an important role in reading comprehension. One must actively involve himself to grasp the meaning and understand the intent outside the reader.

Based on some of the above opinions, the ability to read comprehension is an activity that aims to obtain information contained in the text reading by capturing the meaning of written symbols and connecting with the
knowledge they have to interpret written messages either explicitly consisting of knowing the meaning of words, recognizing details, recognize the main idea, recognize causation and sequence of events, as well as implicitly consisting of understanding causality, making comparisons and drawing conclusions from a text reading.

Achievement motivation is something interesting that must be observed to find its core purpose. It was first developed in individuals with extreme interest in completing tasks, determined and tried to accomplish the task well.

"Need for achievement (nAch) is the drive to excel, to achieve in relationship to a set of standards [4]. The need for achievement is an encouragement to exceed, achieve standards, strive to succeed. Achievement motivation is a motivation that makes the individual trying to achieve the achievement of the activities undertaken and trying to overcome obstacles to achieve these achievements.

James says "The need for achievement concerns issues of excellence, competitions, challenging goals, persistence, and overcoming difficulties." [5] A sense of achievement in a person is a source of pride, a sense of achievement will encourage to compete and strive for high results. People who have high achievement motivation will strive to achieve satisfactory results. Therefore, it needs high ability and effort. This feeling of pride and happiness will add to his efforts and his ability to perform better.

"That people with a high need for achievement is better than those with a moderate or low need for achievement" [5]. Individuals who have a high achievement drive will always have a strong desire to do things better than before.

According to Slavin, students who have high achievement motivation tend to succeed in school work. [6] Students with high achievement motivation tend to be personally involved in performing the task. When faced with difficulty in learning the students will try hard to overcome them either through self-study, discussing with friends, asking others to master or ask the teacher.

Meanwhile, according to Dale achievement motivation refers to the effort to become competent in a full-fledged activity. [7] Someone will succeed in learning if there is a desire to learn. This is the principle in the learning activities. This desire is called the achievement motivation.

Based on some of the above opinions, achievement motivation is the impulse that is in a person and outside of self that leads to the process of behavior change in encouraging, directing and maintaining success in achieving

Through the learning process can be seen that students who are able to think critically will ask the right questions, answer the questions in an original, reveal various information. Think critically as thinking to arrive at the right knowledge, and be trustworthy.

Richard says "critical thinking is more than just thinking or making decisions or acting selectively. Thinking critically means screening your ideas to see if they really make sense." [8] Students can make decisions or act selectively. Critical thinking is selecting emerging ideas to see the idea really makes sense. A person who is critical thinks is not easy to believe and receive information just like that. He will seek answers to his doubts by optimizing his reasoning power to the point of truth.

Syah states that critical thinking is the embodiment of learning behavior especially with regard to problem solving. [9] In this case, critical thinking is associated with a problem-solving. In everyday life every human is often faced with a problem. For students who can solve problems, then the problems serve as an opportunity to spur for the better.

According to Jonshon critical thinking is a directional and clear process used in mental activities such as solving problems, making decisions, persuading, analyzing assumptions, and conducting scientific research. [10] Thinking processes should be systematic, because they basically think it’s hard to understand. To avoid this mistake, critical thinkers ask, examine thoroughly the assumptions, and look at things from different angles. Critical thinkers do this in a systematic and orderly manner.

According to Robert Slavin the most important thing in critical thinking is the goal of teaching critical thinking by creating a critical spirit that encourages students to question what they hear and examine their own thinking to see inconsistencies or logical errors. [6] Critical thinking is not just a set of skills to be learned, but it creates a spirit of critical thinking that needs to be accompanied by behavior.

Based on the above opinion, it can be concluded that critical thinking is a person’s ability to analyze a revelation or problem to make decisions and conclusions about something that is believed and that must be done.

Based on the above description, research conducted a study entitled "The Relationship Motivation Achievement and Critical Thinking with Reading Ability Understanding Students Class IV SDN Pondok Bambu 14 Pagi"

2. Methods

The approach used is quantitative approach with survey method. This research is to know the correlation between reading comprehension ability as dependent variable (Y) owned by student with independent variable of achievement motivation as (X1) and critical thinking as (X2).

The sample of this study students amounted to 45 people. Assessment of ability to read comprehension in the form of multiple choice test questions with 32 items. And critical thinking amounted to 30 questions. Assessment of achievement motivation in the form of questionnaires which amounted to 32 statement questions that then averaged.

3. Result and Discussion

3.1. Relationship Motivation Achievement with Reading Ability Understanding

The results showed that there is a significant correlation between achievement motivation with reading comprehension ability, shown by product moment correlation coefficient of \( r_{xy} = 0.89 \) and test of correlation coefficient with t test obtained \( t_{ct} = 8.67 \). Price table with \( dk = 43 \) and significant level \( \alpha = 0.05 \) obtained value equal to 1.68. Because thitung = 12.81 > tblable = 1.68 can be concluded that \( H_0 \) is rejected in other words \( H_1 \) accepted.

Thus the null hypothesis is rejected and the research hypothesis accepted, it shows that with a meaningful
relationship between achievement motivation with the ability to read comprehension. The contribution given by achievement motivation of 79% is a significant contribution to improve the ability to read comprehension also provides a positive relationship between achievement motivation with the ability to read comprehension, hence the high ability of reading comprehension can be predicted through the achievement motivation of the student. 

Achievement motivation is the driving force and the driving force that acts purposefully in order to achieve maximum results. Therefore, students who have high achievement motivation will learn earnestly in order to achieve the best results. In this connection teachers are required to have the ability to generate motivation beprestasi students so as to achieve learning objectives.

The relationship with the ability to read comprehension, achievement motivation is one of the determinants for the high low comprehension reading ability. Efforts that can be done to motivate students in improving their reading comprehension are teachers should nurture students to read every day regularly, because the ability to read understanding is not the talent that exists since birth but requires regular practice in order for the ability to read comprehension to be good.

Thus, the hypothesis of research that states there is a positive relationship between achievement motivation variables with the ability to read comprehension as tested truth. This shows that the higher the students' motivation, the higher the ability to read comprehension.

3.2. The Relationship of Critical Thinking with the Reading Ability of Understanding

The results showed that there is a significant correlation between achievement motivation with reading comprehension ability, indicated by product moment correlation coefficient of \( r_{XY} = 0.69 \) and test of correlation coefficient with t test obtained tct = 6.28. Price ttable with dk = 43 and significant level \( \alpha = 0.05 \) obtained value equal to 1.68. Because thitung = 6.28> ttable = 1.68 can be concluded that Ho is rejected in other words Hi accepted.

Thus the null hypothesis is rejected and the research hypothesis is accepted, it shows that there is a meaningful relationship between critical thinking and reading comprehension ability. Contribution given critical thinking of 48% The result is a significant and significant contribution to improve the ability to read comprehension also provides a picture of a positive relationship between critical thinking with the ability to read comprehension, then high ability to read understanding can be predicted through critical thinking.

The ability to read comprehension is a comprehensive activity, ranging from recognizing letters, sounds, words, meaning of writing and can draw conclusions about the meaning of the reading and can interpret the information conveyed so that the interaction between the text and the reader to a high stage such as critical thinking.

When connected critical thinking with the ability to read comprehension, the teacher's effort is at the time of student learning process is stimulated with questions concerning daily issues, so that students can build meaning actively involving knowledge and experience. Contextual based learning process that presents the topic of problems that occur in everyday life and ask some questions that can improve students' critical thinking skills so that students can express facts according to student experience, provide convincing arguments, and develop ideas.

Thus, the hypothesis of research that states there is a positive relationship between the variables of critical thinking with the ability to read comprehension is tested truth. This shows that the higher the critical thinking, the higher the ability to read comprehension.

3.2. The Relationship of Achieving Motivation and Critical Thinking with the Reading Ability of Understanding

The results of multiple regression analysis for both achievement and critical thinking variables with reading comprehension ability are shown by significance test of correlation coefficient with F test, giving value \( F_{count} = 22.47 \), while Ftable with dk of numerator 2 and dk denominator 42 at significant level \( \alpha = 0.05 \), it can be stated that the correlation between Y with X1 and X2 is very significant together.

Based on the above data, the null hypothesis (Ho) in rejection and research hypothesis accepted, it means there is a positive relationship between achievement motivation and critical thinking with the ability to read comprehension, and based on the ranking, then this study found that achievement motivation X1 and thinking critical X2 has the same strong relationship. Thus it is important enough students to combine motivation of achievement and critical thinking with the ability to read the understanding of learners. The significance of these two variables can be seen from the contribution of the two variables to the increase in motivation of reading comprehension ability, which is 96%.

The ability to read comprehension turns out to have a correlation that is interconnected with the motivation of achievement and critical thinking. Achievement motivation plays an important role in determining the students' learning needs and student capital to act and do the task thoroughly in achieving high learning achievement and practice understanding the contents of reading, understand the facts and able to interpret the contents of reading.

Likewise, critical thinking has an important role in the success of reading comprehension, because by thinking critically one can connect one thought to another, plan a logical and systematic description, and always observe and analyze reality so that students can develop meaning to form new ideas, developing new insights as well as the mindset of students.

Thus the hypothesis that there is a positive relationship between motivation and critical thinking thinking together with the ability to read the understanding is statistically tested the truth. The higher the achievement motivation and accompanied by the higher the critical thinking, the higher the ability to read comprehension.

4. Conclusion

Based on data analysis, the results of hypothesis testing and the results of research discussions have described some conclusions as follows:
1. There is a positive relationship between achievement motivation with the ability to read comprehension, students who have high achievement motivation can improve and develop the ability to read comprehension. The ability to read students' understanding can increase due to high achievement motivation.

2. There is a positive relationship between critical thinking on the ability to read comprehension. The role of reading comprehension can be enhanced by the existence of high critical thinking.

3. Simultaneously there is a positive relationship between the motivation of achievement and thinking of students to the ability to read comprehension. So the ability to read comprehension can be influenced by the motivation berprestasidan critical thinking students simultaneously.

References


