THE CORRELATION BETWEEN STUDENTS’ MOTIVATION AND READING COMPREHENSION OF EIGHTH GRADE STUDENTS AT STATE JUNIOR HIGH SCHOOL N 4 MUARO JAMBI

THESIS

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DEDICATION

By name of Allah, as the creator of this world and life, who still gives the chance to me to breath until this moment, for the blessing and merciful. So, I can finish this thesis well. I would like to dedicate this thesis to:

1. My beloved family, and my beloved mother (Musirah) who never stop teaching me, many things about life, always give me motivation, advice, praying and support to finish this thesis and to be successful in the future.

2. My greatest advisor (Drs.A.Rasyid Ali, M.Pd) and (Hilma Suryani, M.Pd) thanks for everything, suggestion, motivation and also patience to face me till finished this thesis.

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“Allah brought you out your mothers’ wombs in this state that you knew nothing, He gave you ears and eyes and thinking minds so that you may be grateful.”

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It is hoped that this thesis will give contribution to the teaching of English especially in reading. Then, the writer realizes that this thesis is still far from being perfect, for that reason, the writer hopes the constructive critics and suggestions for readers for perfection of this thesis. May Allah SWT always gives guidance and blessing us. Amiinn ya rabbalamiin...

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ABSTRACT

Name : Nur ikhsan

Major : English Education Program

Title : The Correlation between Students’ Motivation and Reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi

Keywords: Students Motivation, Reading Comprehension,

The objective of the study is to see the correlation between students’ motivation and reading comprehension of Eighth Grade Students at Junior High School N 4 Muaro Jambi, whether there is any correlation between students’ motivation and reading comprehension.

Furthermore, in this quantitative research, the writer used correlational study by Product Moment Correlation technique or Pearson’s Correlation Product Moment technique. Product Moment Correlation is one of technique that usually used to find out the significance of the correlation between two variables. There are two main variables in this research. Students Motivation as independent variable (variable X) and reading comprehension as dependent variable (variable Y). The data were collected through test (reading comprehension test) and questionnaires of reading motivation.

From the calculation by using Pearson’s Product Moment formula, it is obtained that the value of “r” product moment \( r_{xy} \) or “r” observation \( r_o \) is 0.89. The degree of freedom \( (df) \) is 25. The degree of significance 5% is 0.396, and the degree of significance 1% is 0.505. So it means that the hypothesis \( r_o \) is bigger than \( r_t \) (0.89 > 0.396 and 0.89 < 0.505). The result of hypothesis of this research is: alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, so it means there is strong correlation between students’ motivation and reading comprehension.
ABSTRAK

Name : Nur ikhsan
Jurusan : English Education Program
Judul : Hubungan antara Motivasi Siswa dan pemahaman membaca di kelas delapan SMP N 4 Muaro Jambi

Kata kunci : Motivasi siswa dan pemahaman membaca

Skripsi ini bertujuan untuk melihat hubungan antara motivasi siswa dan pemahaman membaca pada siswa kelas delapan di SMP N 4 Muaro Jambi, apakah ada hubungan antara motivasi siswa dan pemahaman membacanya.


Berdasarkan perhitungan dengan menggunakan rumus Product Moment Pearson, diperoleh “r” produk moment($r_{xy}$) atau “r” observasi ($r_o$) adalah 0.89, dengan derajat bebas $(df)$ 25. Taraf signifikansi 5% adalah 0.396 dan taraf signifikansi 1% adalah 0.505. Hal itu berarti Hipotesis $r_o$ lebih besar dari pada $r_t$ (0.89 > 0.396 dan 0.505 < 0.89). Hasil dari hipotesis penelitian ini adalah: alternative hipotesis (Ha) diterima dan null hipotesis (Ho) ditolak. Berdasarkan hasil tersebut dapat disimpulkan bahwa terdapat hubungan atau korelasi yang antara motivasi siswa dan pemahaman membaca.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation (Santrock, 2008, p. 451). It means that Students who have high motivation will try to get new knowledge and skill. In addition, motivation also plays an important role in teaching learning process. Students may face problems in Reading comprehension of the text. They need a high motivation in order to keep trying to solve the problem in reading. Reading comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and construction of coherence presentation or picture in the reader’s mind of what the text is about (McNamara, 2007, p. 3). Furthermore, according to Tankersley (2003, p. 90) reading comprehension is also the center of reading. That is why reading comprehension is the final stage that should be gained by the students as the essence of reading activity. Without comprehension, reading is nothing because comprehension becomes the most important factor to indicate how well students read.

As one of the language skills, reading plays an important role because reading has become a part of our daily life. Through reading, people are able to gain a lot of knowledge, information, pleasure and problem solutions. Here, the ability to read a text in many forms will contribute a great deal advantage in our life such as gaining success at school, university or other educational institutions. Reading is one of the language skills that play an important role in foreign language acquisition. Reading perceives a written in the text in order to understand the contents and the understanding that result is called reading comprehension (Richard and Renandya, 2002, p. 284). It means that reading does not occur in vacuum, it done for a purpose to achieve some ends and reading as a
thinking process which includes decoding of symbols, interpreting the meanings of the symbols, and applying the ideas derived from the symbols.

Reading is the ability of an individual recognizes a visual form to associate the form with the sound or meaning acquired in the past, and, on the past experience, understand and interpret its meaning. The ability to read is crucial in contemporary society. People should have an ability to read the text in order to receive information given to them in this era. Therefore, the ability of reading comprehension is important to help people in facing the huge improvement in the era of information nowadays. Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information (Harmer, 2001, p. 82). From reading, English learner also can learn about foreign language people’s habit and culture. When learners want to learn about language, they have to learn about the habit and the culture of those foreign peoples. It can help them to learn about those foreign languages easily.

There are a lot of factors that cause the low people’s reading comprehension achievement. They can come from intrinsic and extrinsic factors. Murniasih (2013, p. 15) in her research found that there are many factors students cannot understand reading comprehension which come from intrinsic are IQ, talent, interest, attitude and aptitude, including motivation. Lacking one or more of these factors, may lead people to read but it will not reach the optimum reading comprehension achievement (Guthrie, 2007, p. 92). According to the statement, it can be seen that the low interest in reading appears because of the low motivation to read people have. That low motivation to read becomes the main problem of this research.

To become understood a texts and mastery on reading students must be have a motivated on attitude, self-concept and experienced because motivation does not comes by itself but must achieved through a process of reading experience. Experience, attitude, and self-concept, all plays important roles in motivating students to read. When someone is motivated to read, they are more likely to be engaged in reading and therefore comprehend better (Ningrum and Matondang, 2017, p. 3636). Someone who comprehends the text will increase
their reading comprehension achievement. In addition, someone who is highly motivated in reading will have a better reading comprehension, while someone who has a low motivation will decrease their reading comprehension.

In this research, the researcher emphasizes his research in finding the correlation between students’ motivation and reading comprehension on the eighth grade students at Junior High School N 4 Muaro Jambi because this school is one of the favorite schools for the students after they have graduated from elementary school. The students always follow the activities such as storytelling, writing and debate in other school and this school sometimes becomes the winner when there are competitions around the Junior High School in Muaro Jambi. Students also get knowledge, experience, money and certificate. In addition, their name and school’s name are known in other school.

That is why some students are interested in learning in this school. The teachers provide students to enhance their motivations to read the texts and enhance their academic performance. The teachers also help the students to communicate or express their thoughts, feeling, and opinions in English as they can. Some students are good in reading the texts and also their score in academic. Some students know how to read and pronoun the words well and they can get the information and answer the questions easily. The students are taught to analyze the texts and compare the historical events, such as; reading or writing about history, therefore it helps students to be better understand. The researcher tries to find whether there is any significant correlation between students’ motivation in reading and their reading comprehension and also find out how much does motivation contributes to students’ reading comprehension.

Based on the explanations above, the researcher is interested in conducting the study entitled “The Correlation between Students’ Motivation toward Reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi”.
B. The Limitation of the Study

The researcher limited the research on the correlation between students’ motivation in reading toward their reading comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi.

C. The Formulation of the Problem

The researcher decides to focus on one relevant question to address for the purpose of this study is formulated as follow:

1. Is there any significant correlation between students’ motivation in reading and their reading comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi?
2. How much does motivation contribute to reading comprehension?

D. Purpose of the Study

The purpose of this study to find out the correlation between students’ motivation in reading and their reading comprehension, therefore, the purpose of this study is formulated as follow:

1. To find out correlation between students’ motivation in reading and their reading comprehension of Eighth Grade Students at Junior High School N 4 Muaro Jambi.

E. Significance of the Study

In this study, there are two significances of the study, namely:

1. Theoretically Contribution

   The ultimate outcome of this study is expected to be input in practicing and learning process especially for understanding between students’ motivation and reading comprehension and give additional information and knowledge to the readers especially to the students and lecturers in English Department who want to read this paper.

2. Practically Contribution

   Practically, this study is expected to have contribution for;
a. For the teachers
The researcher hopes this study can give some suggestion for the teachers in teaching English in Junior High School to improve their students’ motivation and reading comprehension.

b. For the researcher
The researcher hopes this study will give new knowledge to the researcher itself about correlation between students’ motivation in reading and their reading comprehension. The researcher hopes this can be developed the writing ability and this study will be done by the researcher as one of requirement on getting S1 Degree in English Education, Faculty of Teacher Training and Education, University Islamic Studies.

c. For Others
The researcher hopes this study will be useful as guidance of reference to the next researcher in knowing correlation between students’ motivation in reading and their reading comprehension and it can give contribution to the society.
CHAPTER II

Review of Related Literature

A. Theoretical Framework

1. Concept of Reading Comprehension

   Reading is one of the most important skills for academic learning and success. Reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning (Mikulecky, 2008, p.1). Eskey (2002) considers reading as a major source of comprehensible input in language learning, and recognizes it as a skill that is most needed to be employed by the serious learners.

   Moreover, reading skill is one of the language skills that cannot be separated from the role of psychology in an effort to understand the reading. In line with description of Baker and Brown (1990), that the reader ability is associated with psychology of language teaching. They describe that the reader actually have metacognition capabilities that are often not realized or known by readers themselves. This metacognition plays an important role in understanding reading material.

   Reading is often regarded as a twofold process: the first thing involved in reading is to identify and recognize the written symbols (words); next step is to straighten the way for perception and internalization of the meaning. Comprehension is defined as reading text with understanding. It is the process of making sense of words, sentences and connected speech. Rice (2009, p. 2) suggests that comprehension is not an outcome in itself. It is rather a process through which a reader interacts with a text to construct meaning.

   Reading comprehension means ability to understanding information from a written text. David Person and Dale Johnson (1978, p. 224) have pointed out “reading comprehension is at once unitary process and a set of
discrete processes”. Understanding a written text is not enough to understand the gist of the but more detailed comprehension in necessary. According to Howel (1993, p. 82) reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. Reading comprehension can be defined as a thinking process which reader becomes aware of as idea, understand there is terms of this experimental background, and interpret it in relation to their own needs and purposes (Keennedy, 1981, p. 192).

Based on definition above, it can be concluded that reading comprehension is the power to get an idea or meaning from the writer text, understand it according to experimental background or prior knowledge, communication between reader and writer, and interpret it with the reader’s needs and purpose. With experimental background or prior knowledge the reader can get the meaning from the text. That the researcher wants is to interpret to the reader.

2. Kinds of Reading

There are numerous kinds of reading activity, but based on the purposes of reading, Nuttal classified the kinds of reading only into two types; the first is intensive reading and the second is extensive reading (Murcia, 2001, p. 187). They are described as follows:

a. Intensive Reading

Intensive reading is kind of reading which the purpose is to grasp a comprehension of the whole passage. Based on Nuttal (1982, p. 23) point of view intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The aim is to arrive at an understanding, not only of what text means, but of how the meaning is produced. In other word, intensive reading is used to gain a deep understanding of a text which is important for readers.

To reach the comprehension in reading, it is necessary to pay attention of reading accuracy concerning reading text. The emphasis of intensive reading
is on comprehending certain reading material. Students have to grasp the author’s message completely so as it requires a deep comprehension.

b. Extensive Reading

The second type of reading is extensive reading. It is kind of reading that lead reader to read the text with pleasure. This assumption also supported by Harmer (2001, p. 96) “extensive reading enabled readers to enjoy what they read. If the readers enjoy what they read, they will read more, and if they read more, they will know better and used to read fast”. It is supposed that the best way to do the extensive reading is trying to enjoy reading itself.

Furthermore, Nuttal (1982, p. 27) stated extensive reading is assumed that in order to understand the whole (e.g. book), we must first understand the parts (sentences, paragraphs chapters) of which it is made up. However we can in fact often understand a text adequately without grasping every part of it: Students have to be encouraged to develop this facility. It means, in extensive reading reader does not need to know every single word to grasp the entire meaning of the text.

Extensive reading helps reader to comprehend the text without read the whole chapter and every parts of the book. It is likely more to emphasize the accuracy activity involving reading for detail. Extensive reading used to gain a deep understanding of a text by finding the specific information written on the text.

To sum up, both intensive and extensive reading is used for different reading purposes. Intensive reading used to understand the details meaning of the text completely for specific purposes such as business and science. Meanwhile, extensive reading enables readers to read fast because they do not need to read the whole chapter of the book; the purpose is to find the detail information of the reading passages.
3. The Level of Reading Comprehension

According to Kennedy (1981, p. 24), the skill of comprehension are grouped under three major divisions of reading: literal reading, inferential reading, and critical reading.

a. Literal comprehension

Literal read refers to the ideas and fact that are directly stated on the printed page. Literal read places much emphasis on what and writer says. It requests ability to locate specific facts, to identify happenings they are described directly, to answer to question based on given facts, to classify or categorize information given and to summarize the details expressed in a selection.

b. Inferential comprehension

Inferential read is referred as “read between lines”. It means that students want to get inferences, imply meaning, and from the reading material one must read between lines.

c. Critical comprehension

Critical reading requires higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active creative looking for false statement by making judgment. It means questioning, comparing and evaluating.

4. Factors Affecting Reading Comprehension

Reading comprehension is not an easy process. There are some factors that influence the development of comprehension. Dowson and Bamman (1963, p. 220-223) state that they are five factors which influence that comprehension ability such as:

a. Intelligence

Students have different intelligence, so it will be possible for them to produce difference comprehension.

b. Experience
Students with limited experience may have difficulty in comprehending many of the ideas and activities with which other students are familiar before they come to school.

c. Mechanics of reading

Comprehending will be easier for the students if they have all mastered the skills of word meaning, and if they have learned to handle material book properly. Obviously, there must be fine balance somewhat in each student between careful attention for word attack skills and for comprehension skills.

d. Interest and interest span

It is true that what we respond quickly to what we read are interested in the topic or at last familiar with it. The interest span is related to personality factors: a disturbed student who has encountered many unfortunate experiences at home or in the school may be unable to preserve when he/she is required for comprehending reading passages.

e. Skills of comprehending

Another obvious factor, which influences the dept and amount of comprehension, is the skill, which the students have developed for the purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skill.

5. Questioning Technique is Reading Comprehension

There are some questioning techniques in order to measure the comprehension skill namely: Main idea, Detail, Vocabulary, Sequence and Inference. Burns (1984, p. 203) defined them as follows:

a. Main idea

The students are asked to identify the central theme of the selection.

b. Detail

The students are asked for bits of information conveyed by the material.

c. Vocabulary

The students are asked for the meaning of words used in the selection.
d. Sequence

The students are asked for required knowledge of event of the order of occurrence.

e. Inference

The students are asked for information that implied but not directly stated in the materials.

Based on Pardiyono (2007, p. 18-19) there are some types of Genre: Description (descriptive text), Procedure (procedural text), Narration (narrative text), Recount text, Report text, News item text, Spoof text, and Explanation text. In this research the focus of the research is on reading comprehension especially in descriptive text. The social function of descriptive text is to describe the specific or particular thing and person, it is generic structure which consists of two parts: Identification: Identifying the phenomenon to be described. Description: It gives description about what the writers describe in a detailed way about its characteristic, shapes, habits and so on (Pardiyono, 2007, p. 34).

6. Concept of Motivation

Motivation is one of the psychology factors influence students in learning process. Motivation appears when someone has a huge desire to achieve and usually come from inside. For the example, someone study hard because he or she wanted to be number one; it means that he or she has a motive to be a better students than others Harmer (2001, p. 84) said that “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. It means that motivation is person’s desire to make the necessary effort to achieve a goal. Lai define motivation as the attribute that moves us to do or not to do something, motivation is the reason of underlying behavior (Lai 2011, p. 4).Motivation is an internal desires that refers to derive behavior to which pushes someone to do things in order to achieve goals and directs the individual activities.
In learning activity, motivation in any kind of dimensions plays an important role that influences the success of learning activity. Even though it is important, but motivation is not the only factor on the successful of learning activity. Richard at all (2000, p. 45) states that motivation has a significant role in learning process. Students who have higher motivation will get better opportunity to succeed in their learning activity than the lower one. Motivation is necessary but not a sufficient condition for learning. If a person is not motivated, he or she will not expand the psychological energy necessary to acquire responses; he or she will avoid the learning situations that will produce the desired changes. But even though motivation holds an important role in learning activities, it is not the most important one because teaching learning process will still happen even though with low motivation; it will only decrease learning achievement. Ur states that there are some others characteristics of motivated learners, those are:

a. Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.

b. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive self-image.

c. Need or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

d. High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving.

f. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.

g. Tolerance of ambiguity. The learner is not disturbed or frustrated by
situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

7. Kinds of Motivation

Motivation is commonly thought of as an inner drive, impulse and emotion or desires that move one to a particular action. Motivation plays an important role in language learning (Brown, 2000, p. 152). Motivation can make someone has practical reason why he or she has to do something. Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.

a. Intrinsic Motivation

Motivation that comes from the individual itself called as intrinsic motivation. “Intrinsic motivation comes from within the individual (Harmer, 2001, p. 51).” It means that motivation is a desire which comes from inside to do something. Santrock (2004, p. 418) said that intrinsic motivation involves the internal motivation to do something for its own sake. For example, another student may study hard for a test because he or she enjoys the content of the course. So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities. The statement above shown that motivation will be active or has function and do not need to stimulate from outside, because every person has a drive to do something.

According to Berliner and Gage (1984, p. 374) intrinsic motivation can be found in four components; interest, needs, hobby and goal. Those four components will be described as follows:

1) Interest
Students with an interest on a subject tend to pay attention on it. They feel it makes a difference to them. They want to become a fully aware of its characters. Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest. Students enjoy dealing with the subject they learn because he or she believes it can lead them to success. In teaching learning process the teachers should not only transfer the knowledge to the students, but they should also increase their interest in learning in order that they want to learn harder. It could be conclude that interest is one of the component that can motivate someone in achieving something.

2) Need

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing. It means that need is a circumstances in which something is necessary. In his book, Harmer stated the term “need” is used to denote some interfered common characteristics of the motivational basis for the behavior of an individual (Harmer, 2001, p. 259). It means that in observing individuals in different situation, we sometimes note consistencies in their behavior. Someone usually do anything they can due to their need, and the things they do refer to their independency.

3) Hobby

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one’s spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone’s free time. That means hobby refers to like or pleasure doing something for wasting time.

4) Goal
The researcher has said that motivation is closely bound up with a person’s desire to achieve a goal. The learner is very aware of the goals of learning activities, and directs his or her efforts towards achieving them. All people have goal in their life. Before they do what they wanted to do they have decided a goal first. For the example; the students works hard for his or her paper because they wanted to achieve their goals. Almost all people have goals in every activity that they want to do in their daily life. Goal can lead someone to do or avoid something related to the goal itself.

In teaching and learning activity, the students have to know and decide their purposes in learning, because it can be a great motivation for them. If the students know the appropriate purposes, they will prepare everything that can help them to achieve everything they want.

b. Extrinsic Motivation

Extrinsic motivation is kind of motivation that come from outside which also pushes someone to achieve the goal. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks (Harmer, 2001, p. 259). Extrinsic motivation will be active if there is stimulation from outside. An example: a student studying, because he or she knows that tomorrow there will be a test, by hoping that he or she could get a good value.

We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. Gage and Berliner stated that the extrinsic motivation comes from three basic elements, those are teachers, parents and environments. The concept of the three basic elements would be described as follows:
1) Teachers

A major factor in continuing of a student’s motivation is the teachers. Teachers have an important role in learning activity because they will be the students’ parents as long as they stay at school. The teachers are not only a person who transfers the knowledge to the students, but also as a motivator who can support the students in learning activity. Teachers should not only give the knowledge to the students but they should also increase the students’ interest in learning in order to make the students study harder and have a higher motivation in learning.

2) Parents

Students who are encouraged by their parents will try new things and try to give high performance to get reward from their parents. As a result they will get better achievement. According to Harmer (2001, p. 75) “Parents’ attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial”. The role of parent, especially learning activity is really crucial, because they are the main role model for their children.

3) Environment

A student who has higher motivation in learning and though by a qualifier teacher is not always guaranteed to study or get success well, but there is still other factor that can motivate student in order to study hard that is environment.

To sum up, there are two kinds of motivation in learning activity. Those comes from the internal derives of students which called as intrinsic motivation and the other one are motivation that come from external which called as eternal motivation. Both of those motivations play an important role in learning.
8. Factors Affecting Students Motivation

According to Elliot (2000, p. 366) there are six factors affecting students’ motivation.

a. Anxiety

Anxious students may have difficulty in learning in the first place, they may have difficulty in using or transferring knowledge they have, and they have difficulty demonstrating their knowledge on testing (Slavin, in Elliot, 2000, p. 10). It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry (Brown, 1994, p. 141).

b. Curiosity and interest

Curiosity is a cognitively based emotion that occurs when a student recognizes a conflict between what she or he believes to be true about the world and what turns out actually to be true (Loewenstein, in Elliot et al, 2000, p. 348). A relaxed atmosphere, freedom to explore, and acceptance of the unusual inspire it. Interest is similar and related to curiosity. It is an enduring characteristic expressed by a relationship between a person and a particular activity or object. Interest occurs when student’s needs, capacities, and skills are a good match for the demands offered by the particular activity (Deci, in Elliot et al, 2000, p. 349).

c. Locus of control

It can be defined as a personality trait that concerns whatever people attribute responsibility for their own failure of success to internal factors or to external factors (Salvin, in Elliot, 2000, p. 10). A person in an internal locus of control is one who believes that success or failure is due to his or her own efforts or abilities. On the other hand, someone with an external locus of control is more likely to believe the other factors such as luck, task difficulty, or other people's actions cause success or failure.

d. Learned helplessness

According to Elliot et al (2000, p. 352) there are three components that have particular relevance for the classroom namely:
1) Failure to initiate action, the students who have experienced learned helpless tend not to try to learn new material (passive).

2) Failure to learn, even when new directions are given to these students, they still learn nothing from them.

3) Emotional problems, these seem to accompany learned helpless, frustration, depression and incompetence occurs frequently.

e. Self-efficacy

It refers to person’s beliefs in their own capabilities to exert control over aspect of their lives, these beliefs are the product of one’s performances, vicarious experiences, verbal persuasion from others, and emotional arousal (Bandura, in Elliot et al, 2000, p. 352). Students’ that are lack of sense of efficiency tend to focus their attention and efforts on the demands of the task and minimized potential difficulties.

B. Study Relevant

In this study, the researcher will do the research about the correlation between students’ motivation in reading and their reading comprehension. There are some previous researchers that have discussed about the correlation between students’ motivation in reading and their reading comprehension, they are;

Firstly, the student from Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekan baru named Mika Saswita (2011: 5) by thesis entitled “The Correlation between Motivation in Reading English Textbook and Reading Comprehension of the Students at MA Ittihadul Muslimin Koto Gasib District of Siak Regency”. This research discussed about the students’ motivation in reading English textbook, to find out students’ reading comprehension and to find out whether there is or no correlation between two variables. The subject of this research is the second year students of MA Ittihadul Muslimin in the 2010/2011 academic year. The design of this research is correlation. There are two variables in this research, variable x and variable y. variable x is students’ motivation in
reading English textbook and variable y is students’ reading comprehension. The instruments of this research are test and questionnaire. In analyzing the data, the writer used Pearson coefficient correlation SPSS version 17.00.

The result of this research as shown by the explanation below: The score of correlation coefficient 0.473 < 0.361 in significant level 5% and 0.463 in significant level 1% (see table product moment). It means that $H_a$ is accepted which indicates that there is a high correlation between students’ motivation in reading English textbook and their reading comprehension. The probability score or sig. (2-tailed) is 0.008 < 0.05. It means that $H_a$ is accepted. Based on the research finding, the result can be concluded that there is significant correlation between students’ motivation in reading English textbook and their reading comprehension. The correlation between students’ motivation in reading English textbook and their reading comprehension was 22.37%.

Secondly, the student from Department of English Education Faculty of Tarbiyah And Teachers Training Syarif Hidayatullah State Islamic University Jakarta, named Dwi Gitawaty (2010: 5) by thesis entitled “The Correlation Between The Students’ Learning Motivation and Their Achievement in English (A Correlational Study in the Eight Class of “MTs Al-Hamidiyah”)” This research discussed about the gain information about students’ motivation and their achievement in English in the eight class of MTs Al-Hamidiyah Depok. This research is using quantitative approach. The technique of collecting data is questioner and report book.

The population is the eight class students of MTs Al-Hamidiyah Depok and the samples are the students of VIII-A class (10 students) and VIII-B class (10 students), VIII-C class (10 students) and VIII-D class (10 students). The writer used random sampling in getting the samples. The instrument is questionnaire. After conducting the research, the writer got the data which showed the $r_{xy}$ is smaller than $t_{table}$; $r_{xy}$ is 0.271 and $t_{table}$ is 0.312. It can be inferred that the Null Hypothesis, which states that there is no significant correlation between students’ learning motivation and their achievement in English.
Thirdly, the student from Department of Department Of English Education Faculty of Tarbiya And Teachers’ Trainingsyarif Hidayatullah State Islamic University Jakarta named Murniasih (2013: 5) by thesis entitled “The Correlation between Students’ Motivation in Reading and Their Reading Speed” (A Correlational Study in the Second Grade of Department of English Education Syarif Hidayatullah State Islamic University). This research discussed about the correlation between students’ motivation in reading and their reading speed in the second grade of Department of English Education Syarif Hidayatullah Jakarta academic year 2012/2013, whether there is any correlation between students’ motivation in reading and their reading speed achievement.

Furthermore, in this quantitative research, the writer used correlational study by *Product Moment Correlation* technique or *Pearson’s Correlation Product Moment* technique. *Product Moment Correlation* is one of technique that usually used to find out the significance of the correlation between two variables. There are two main variables in this research. Reading Motivation of the students as *independent variable (variable X)* and students’ reading speed rate as *dependent variable (variable Y)*. The data were collected through test (reading speed and reading comprehension test) and questionnaires of readingmotivation.

From the calculation by using *Pearson’s Product Moment* formula, it is obtained that the value of “r” product moment ($r_{xy}$) or “r” observation ($r_o$) is 0.64. The degree of freedom ($df$) is 28. The degree of significance 5% is 0.304, and the degree of significance 1% is 0.393. So it means that the hypothesis $r_o$ is bigger than $r_{t}(0.64 > 0.304$ and $0.64 < 0.393)$. The result of hypothesis of this research is: alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, so it means there is correlation between students’ motivation in reading and their reading speed
CHAPTER III
RESEARCH METHODOLOGY

A. The Time and Place of the Research

The place of this research was conducted at Eighth Grade Students at Junior High School N 4 Muaro Jambi located at Jl. Suak kandis km.12 Sakean, Kumpeh Ulu, Muaro Jambi. The time of this research was started on November 2017.

B. Method of the Research

The method uses in this study is a quantitative research, because the researcher tried to describe and to test the relationship, it also presented the findings in a numerical form, and analyze through the use of statistics. Quantitative research is an objective and systematic processes in which numerical data are used and interpreted to obtain information about the world (Walpole, 2006, p. 274). The research design used by the researcher is correlational study; it is an experimental study which will test the relationship between two variables. In quantitative research, the researcher builds hypothesis to be proved.

The researcher analyzed the research by using Pearson Correlation Product Moment to know the result. For completing the data, the researcher uses two kinds of research; library research and field research. In library research, the researcher observed and read some books in some libraries to support this paper. In field research, the researcher collects the students” motivation in reading through questionnaires and their reading comprehension score. The research is about the correlation between students” motivation in reading and their reading comprehension.
C. Variable of the Research

Variable is defined as characteristics that tend to differ from individual to individual tough two or more individuals may have the same variable trait or measure (Latief, 2015, p.11). This research has two kinds of variables. The predictors or independent variable is students’ motivation (X). While the response variable or dependent variable is reading comprehension (Y). The figure for the two variables in following:

<table>
<thead>
<tr>
<th>Independent Variable (X): Students' Motivation</th>
<th>Dependent Variable (Y): Reading Comprehension</th>
</tr>
</thead>
</table>

D. The Population and Sample

1. Population

Population is a group of which researcher do the research. Population is a group of individuals who have the same characteristic (Cresswell, 2012). The researcher was took the students at Eighth Grade Students at Junior High School N 4 Muaro Jambi as the populations using the clustered random sampling. Total population at Eighth Grade Students at Junior High School N 4 Muaro Jambi will show at table below:

<table>
<thead>
<tr>
<th>NO.</th>
<th>CLASS</th>
<th>MALE STUDENTS</th>
<th>FEMALE STUDENTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII A</td>
<td>11</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>VIII B</td>
<td>14</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>51</td>
</tr>
</tbody>
</table>
Based on table of population above, the researcher was took one group the class at eighth grades for sample data of this research.

2. Sample

Sample is the small group from population of the research. According to Cresswell (2012) sample is the sub group of the target population that researcher plans to study for generalizing about the target of the population. In this research, the researcher use technique clustered random sampling to take the sample. Clustered sampling technique involves the random selection of group that already exists (Latief, M.A, 2015, p.186). Sample of this research selected randomly by researcher this research. The researcher was took class VIII B as the sample of the research to analyze. Class VIII B consist of 25 students, with male were 14 students and female were 11 students.

E. The Technique of Data Collecting

In collecting the data, the researcher uses some instruments:

1. Questionnaire

The research instrument which is used in collecting the data is a reading motivation questionnaire. The questionnaires based on indicators of motivation in reading and they consist of 32 items and the item has four options on a scale from 1 to 4, with 1 (very different from me), 2 (a little different from me), 3 (a little like me), 4 (a lot like me). Before the students fill the questionnaires, the researcher gives the explanation and direction about what the students should do with the questionnaires.

The questionnaire uses four scale based on the Likert Scale Type. Likert Scale is a scale that used to measure's someone opinion or perception of the object. The scale is usually at least three but no more than seven (Syofian Siregar, 2013, p. 25). Thus this scale is a scale with the numbers from 1-4. The researcher adopted the instrument in intrinsic and extrinsic from Denci (in Brown, 1994:155) to know
the students’ motivation in reading. The questionnaires consist of 2 indicators namely: intrinsic motivation and extrinsic motivation. A likert scale assess motivation toward a topic by asking respondents to indicate whether they a lot like me, a little like me, a little different from me, a very different from me, with each of a series of statements about the topic.

The reasearcher analyze the result of questionnaire as follow the table below:

<table>
<thead>
<tr>
<th>Category of Motivation</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>103-128</td>
</tr>
<tr>
<td>Average</td>
<td>78-102</td>
</tr>
<tr>
<td>Low</td>
<td>52-77</td>
</tr>
</tbody>
</table>

The students choose from 32 items of quistionnaire based on their ability.

2. Reading Comprehension Test

The reading comprehension test was designed to check students reading comprehension ability. To measure students reading comprehension, a reading assessment was administered. The researcher took the assessment from book *Language Assessment: Principles and Classroom Practice* (Brown, H, Doughles, 2004) about reading assessment task for selective reading task (Brown, 2004, p.192, p.195). Then, reading comprehension test will make based contextualized multiple choice.

Besides it, contextualized multiple choice contain about literal comprehension. The first key to comprehending a written passage is to understand it from a literal point of view. Literal comprehension is the understanding of the written meaning of a passage: the definition of words, the context of the writing, the main idea of the passage, and the sequence of thought chosen by the author (Hammond, 2017). Literal comprehension reserves
studying author interpretation until after a student understands the basic message of a written passage.

Table of Specification

<table>
<thead>
<tr>
<th>Literal Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the context</td>
</tr>
<tr>
<td>A contextual analysis of a word involves looking at these surrounding words for clues about the meaning, or alternate meaning, of unfamiliar words.</td>
</tr>
</tbody>
</table>

In this test, there are 25 questions multiple choice and the question about descriptive text. The text consist a few paragraphs, and the students answer the question based on the text.

F. The Technique of Data Analysis

In obtaining the result of research, the researcher uses analysis technique by Karl Pearson, therefore it often called by Pearson correlation technique. This analysis is to find out the correlation between students’ motivation in reading and
reading comprehension. The researcher uses the correlation formula by Pearson Product Moment Correlation Formula. The formula that will be used is:

\[ r_{xy} = \frac{N \sum XY - (\sum X \sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} [N \sum Y^2 - (\sum Y)^2]} \]

- \( r_{xy} \) = The Correlation Coefficient Between Reading Motivation and reading comprehension
- \( N \) = The Number of Respondents
- \( X \) = The Students Score of Reading Motivation
- \( Y \) = The Students Score of Reading Comprehension
- \( \Sigma X \) = The Sum of Reading Motivation Score
- \( \Sigma Y \) = The Sum of Reading Comprehension Score
- \( \Sigma X^2 \) = The Sum of Squares of Reading Motivation Score
- \( \Sigma Y^2 \) = The Sum of Squares of Reading Comprehension Score
- \((\Sigma X)^2 \) = The Squares of The Sum of Reading Motivation Scores
- \((\Sigma Y)^2 \) = The Squares of The Sum of Reading Comprehension Scores
- \( \Sigma XY \) = Total Number of Reading Motivation Scores and Reading Comprehension Score

To know the correlation between two variables, namely: reading motivation and reading comprehension, the researcher uses correlation level \( r \) as seen in the Table below:
Table 3.1

Interpretation of Product Moment Score

<table>
<thead>
<tr>
<th>Coefficient of Correlation “r”</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00—0.20</td>
<td>The Correlation is Neglected</td>
</tr>
<tr>
<td>0.20—0.40</td>
<td>The Correlation is Weak</td>
</tr>
<tr>
<td>0.40—0.70</td>
<td>The Correlation is Strong Enough</td>
</tr>
<tr>
<td>0.70—0.90</td>
<td>The Correlation is Strong</td>
</tr>
<tr>
<td>0.90—1.00</td>
<td>The Correlation is Very Strong</td>
</tr>
</tbody>
</table>

Interpretation of Product Moment Score, adapted from Burns and Grove, page: 157.

G. Hypothesis

The statistical hypothesis of this thesis proposal may be:

1. Null Hypothesis (H₀)
   “There is no correlation between students’ motivation in reading and their reading comprehension”.

2. Alternative Hypothesis (Hₐ)
   “There is a correlation between students’ motivation in reading and their reading comprehension”.

H. Schedule of Research

Researcher arranged the schedule of research in order to make the research be effective and finish with the specified time.

Table 3.2
<table>
<thead>
<tr>
<th>NO</th>
<th>Activities</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>September</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>1</td>
<td>Preparation of proposal</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Improvement of proposal</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Preparation of seminar</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Improvement of seminar</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Research Permit</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Preparation of Research</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Improvement of Research</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Arangangement of reading test</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Improvement of Reading test</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Final Report</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH FINDING

This chapter presents the result of the research. It discusses the findings which cover: Descriptive Analysis, Statistical Analysis, and the interpretation of the data.

A. Descriptive Analysis

As it has been mentioned in the previous chapter, the sample was taken from 1 class of Eighth Grade Students at State Junior High School N 4 Muaro Jambi. The class consists of 25 students that was analyzed their scored in order to know whether there is any correlation between students’ motivation and reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi.

In this chapter, it will be discussed and explained about the Result of Questionnaire Analysis and the result of Reading Comprehension test which have been collected. To find out whether or not there is significance correlation
between students’ motivation and reading Comprehension. The whole data is as follows:

1. **The Result of Questionnaire Analysis**

   The research instrument which is used in collecting the data is a reading motivation questionnaire. The questionnaires based on indicators of motivation in reading and they consist of 32 items, and the item has four options on a scale from 1 to 4, with 1 (very different from me), 2 (a little different from me), 3 (a little like me), 4 (a lot like me).

   The researcher adopted the instrument in intrinsic and extrinsic from Denci (in Brown, 1994, p. 155) to know the students’ motivation in reading. The questionnaires consist of 2 indicators namely: intrinsic motivation and extrinsic motivation. There are 32 items were developed on eight Sub factors. Each of indicators Motivation shown the Motivation in Reading that frequency used by students.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Average</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>8%</td>
</tr>
</tbody>
</table>

   Based on table, the researcher used Eight indicators conduct of 32 items of questionnaire. Each of students choose the questionnaire based on it items above to indicated the Motivation in reading comprehension.

   After the researcher get the percentages by the Eight indicators of Students Motivation by questionnaire, the researcher get the result of analysis the students’ Motivation of class VIII B at State Junior High School N 4 Muaro Jambi using likert scale. Likert scale is a type of rating scale used to measure attitudes or opinions (Andale, 2015). Respondent in this research are students...
of class VIII B at State Junior High School N 4 Muaro Jambi asked to choose the item of questionnaire.

The questionnaire results obtained were divided into 3 sub groups of Students Motivation. Based on likert scale there are 10 students or 40% have high Motivation. Then, there are 13 students or 52% have average Motivation. There are 2 students or 8% students who have low Motivation. It can describe that almost of 25 students have Motivation in Reading.

2. The Result of Reading Comprehension Test

Measuring the level of reading comprehension through did reading comprehension test to 25 students of Eighth Grade Students at State Junior High School N 4 Muaro Jambi. This test consist 25 questions that has been passed by some process of validity. This process got the result about the data and the data validated by using SPSS 16. The question have been passed readability process using readability tools process online to know that this test and questions is appropriate to their grade. the questions choose by researcher from the result of readability test.

After doing some process, finally the researcher got the result of reading comprehension test that have been tested at Eighth Grade Students at State Junior High School N 4 Muaro Jambi. The researcher choose three categories of reading comprehension. Based on this test, researcher can describe the data as table below:

<table>
<thead>
<tr>
<th>Level Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High proficiency</td>
<td>9</td>
<td>36%</td>
</tr>
<tr>
<td>Average proficiency</td>
<td>8</td>
<td>32%</td>
</tr>
<tr>
<td>Low proficiency</td>
<td>8</td>
<td>32%</td>
</tr>
</tbody>
</table>
Table above give the result about the level of reading comprehension by test. There are 9 students or 36% who have high proficiency, and 8 students or 32% have average proficiency, and just 8 students have low proficiency.

B. Statistical Analysis

To prove the result of hypothesis, the writer calculates the obtained data by using Pearson’s coefficient of correlation or -Product Moment‖ as follows:
1. Formulation alternative hypothesis (Ha): there is a significance correlation between variable X and variable Y.
2. Formulation the null hypothesis (Ho): there is not significance correlation between variable X and variable Y.

1. Normality Test

In the table below, it is described the output of SPSS to the variable Students Motivation and reading comprehension.

TABEL 4.3

<table>
<thead>
<tr>
<th>One-Sample Kolmogorov-Smirnov Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unstandardized Residual</td>
</tr>
<tr>
<td>N</td>
<td>25</td>
</tr>
<tr>
<td>Normal Parameters⁸</td>
<td>Mean .000000</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation 2.31335951</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute .137</td>
</tr>
<tr>
<td></td>
<td>Positive .137</td>
</tr>
<tr>
<td></td>
<td>Negative -.081</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>.685</td>
</tr>
</tbody>
</table>
Based on the output of the normality test above, it can be interpreted that correlation between the two studied variables is normal, because normality coefficient 0.735 is greater than 0.05 (0.735 > 0.05) of the significant level.

2. The Result of Correlational Analysis

Output of correlation analysis of Karl Pearson Product Moment to the variable X (Students Motivation) and Y (Reading Comprehension) are shown in the following table:

<table>
<thead>
<tr>
<th>Correlations</th>
<th>MOTIVATION</th>
<th>READING COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>X_MOTIVATION</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 4.4 Output of Product Moment Correlation
Based on the output above it can be conclude as follows:

First, based on the significance of 0.000 smaller than 0.05 means there is significant correlation between independent and dependent variable.

Second, based on the Pearson correlation coefficient of 0.896 means there is strong correlation between variable X and variable Y. Considered the table below:

### Table 4.5

**Interpretation of Product Moment Score**

<table>
<thead>
<tr>
<th>Coefficient of Correlation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00—0.20</td>
<td>The Correlation is Neglected</td>
</tr>
<tr>
<td>0.20—0.40</td>
<td>The Correlation is Weak</td>
</tr>
<tr>
<td>0.40—0.70</td>
<td>The Correlation is Strong Enough</td>
</tr>
<tr>
<td>0.70—0.90</td>
<td>The Correlation is Strong</td>
</tr>
<tr>
<td>0.90—1.00</td>
<td>The Correlation is Very Strong</td>
</tr>
</tbody>
</table>

Table interpretation above showed correlation coefficient is 0.896. It means the coefficient correlation at level strong.

Finally, to found out the hypothesis would be accepted or rejected, researcher can checked the number of significant. If the probability value (0.05 <Sig.) value then null hypothesis (Ho) accepted, on the other hand if the probability value (0.05 >Sig.) value then Ha accepted. In this research value
(0.05 > 0.000) means that Ho rejected and Ha accepted. In this case, there is significant correlation between Students Motivation and reading comprehension.

3. The Result of Regression Analysis

The important output of the regression is the coefficient determination or \( R^2 \). The coefficient of determination is used to find how much relationship variation \( X \) (Students Motivation) can directly explain the variation of variable \( Y \) (reading comprehension).

In the other words, determination coefficient measures how much influence the independent variable on the rise and fall of the variation of the dependent variable. The output of determination coefficient analysis result can be seen in following table:

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.896a</td>
<td>.803</td>
<td>.795</td>
<td>3.28107</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), MOTIVATION

Based on the table 4.6 above, the earned value of \( R^2 \) is equal to 0.803. The value can be explained that the students' reading comprehension is affected by Students Motivation at 0.803. Its means the students' reading comprehension is affected by Students Motivation is 80.3%. So, based on the value, the influence of Students Motivation to Reading Comprehension just 80.3%, and any 19.7% is influenced by other factor which are not examined in this research.

C. The Interpretation of the Data

Based on the analysis of this study, the researcher finally get the result. Data has researcher obtained through this researcher can be analyzed and discussed in depth in accordance with the formulation of the problem and research objectives to be accomplished by researcher. In this section we discuss the results with the analysis of the data has obtained and the
exposure of the finding research. The data from this research are result of questionnaire and reading comprehension test, and reading comprehension test begins with a try out test.

Measuring the students’ motivation in reading carried out on one class meeting spreading questionnaires to students consisting 32 items were developed by Mokhtar and Sheorey (2002). There are 32 items were developed on eight indicators and each indicator has four items. There are Grades-Compliance, Involvement, Social, Competition, Reading Work Avoidance, Curiosity, Recognition, and Efficacy. Based on likert scale there are 10 students or 40% have high Motivation. Then, there are 13 students or 52% have average Motivation. There are 2 students or 8% students who have low Motivation. It can describe that almost of 25 students have Motivation in Reading.

The influence of Students Motivation and reading comprehension is calculated use correlation and the influence of the coefficient of determination. The calculation showed that there are strong correlation between Students Motivation and reading comprehension. Moreover, the data showed $r=0.896$ a positive value and a significance level of 0.000 clearly shows that there is a correlation value of a “Strong” correlation for students motivation and reading comprehension.

To find out the research problem about how much motivation contributes to reading comprehension were using Reading Motivation questionnaire and Regression Analysis. The result from Contibute students Motivation to reading comprehension was 80.3%.

This is line with the result of study conducted by Murniasih (2012). In her study it was found out that students’ motivation in reading score and their reading speed score, it appeared that the correlation index between variable X and variable Y is 0.64. it means there is a strong enough correlation between the two variables.
On the other hand, the study conducted by Dwi Gitawaty (2010). In her study which says that From the correlation computation, get interpret that there is a positive correlation between learning motivation (as X variable) and learning achievement (as Y variable). From the calculation Pearson’s Product moment correlation, got the result from $r_{xy} = 0.271$ (it is between 0.20 - 0.40). According to simple interpretation, we noticed that the correlation between X variable and Y variable is low correlation and it is considered there is no significance correlation between x variable (learning motivation) and y variable (students’ achievement in English).

Other research finding by Evi Ratna Sari (2015) which say that From the testing of the first hypothesis, it is known that the first hypothesis saying that there is positive correlation between students’ motivation and students’ reading comprehension. The hypothesis is accepted. Based on the result of the computation, it shows that the correlation coefficient ($r_{xy}$) between students’ motivation (X) and students’ reading comprehension (Y) is 0.879. Then the result is consulted to the rtable and shows that $r_{o}(0.879) > r_{t}(0.334)$. It means that there is correlation between students’ motivation and students’ reading comprehension.

Finally, judging from coefficient of determination is 0.803. Thus Motivation of students contributed 80.3% to reading comprehension. It means that there are 80.3% contributed of Students Motivation to reading comprehension. About 19.7 % is contributing by other factors.
After finishing the whole steps of the research, in this chapter the writer will present the conclusion and suggestions.

A. Conclusion

Based on the research analysis, the writer concludes that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It
can be seen from the result of $r_0$ is 0.896 with the degree of freedom (df) is 25. The result of $r_1$ on the table of the degree of significance 5% = 0.396 and in 1% = 0.505

So $r_0 > r_1 (0.896 > 0.505 > 0.396)$. The result means that students’ motivation in reading is positively correlated with their reading comprehension. So the writer infers that this Research answered the research question is “Is there any significant correlation between students’ motivation in reading and their reading Comprehension?” And the answer is there is a strong correlation between students’ motivation in reading and their reading Comprehension.

**B. Suggestions**

Based on the conclusion mentioned above, the writer gives the following suggestions:

1. The motivation in reading is really necessary; students are expected to increase their motivation in reading in order to improve their reading Comprehension. By improving the ability of reading Comprehension and use its techniques, students will increase the ability of brain to understand and comprehend a text to the maximum level.

2. Reading Comprehension is a skill that must be practiced regularly, so students have to practice its techniques regularly in reading activity. By increasing their reading motivation, they will improve reading comprehension will increase.

3. English teachers are the main simulator and motivator in teaching learning process, and as a simulator, they should be much more creative in deciding methods and techniques in learning activities; especially in teaching reading skill, so the students will not bored in reading activity. As a motivator, teachers should support students’ expectation about the importance of reading due to the era of information, so teachers should
arose students’ reading interest and reading motivation.

REFERENCES


Murniasih. (2013). *The Correlation between Students’ Motivation in Reading and Their Reading Speed* in the Second Grade of Department of English Education Syarif Hidayatullah State Islamic University 2012/2013


Appendix 1

Name : 

Class : 

Read the text and answer the questions.

The following text is for question 1-4

**My school library**

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven bookshelves in the library. They are full of books. My favorite is the shelf next to the door. It is the shelf for displaying the magazines and newspaper. I love reading newspaper, especially about sport.

Students visit the library every break. They love visiting the library because it is quiet and cool. It is very comfortable to read in this library.

1. Where is the library located?
   a. It is not far from the school
   b. It is on the second floor
   c. It is down stairs
   d. It is next door

2. What is next to the door of the library?
   a. The sport reports
   b. Eleven bookshelves
   c. The self for displaying the books
   d. The shelf for displaying magazines and newspaper

3. When do the students usually come to the library?
   a. During class
   b. During break time
   c. After school
   d. In the morning

4. It is very **comfortable** (in paragraph 2)
   What does the underline word mean?
   a. Feeling interested in something
b. Making somebody feel relaxed

c. Making somebody feel sad

d. Not knowing what to do

The following text is for question 5-8

My room

My favorite place in my house is my bedroom. I painted it pink because I like barbie. I put pictures of barbie on the wall. Near the window is my desk. There are an alarm clock, a dictionary, and some encyclopedia on the desk. The alarm clock wakes me up in the morning. The dictionary and the encyclopedias help me when I study. My bed is very comfortable. The color of the sheet is pink. The pillow and the bolster are pink, too.

5. Why did the writer paint her room pink? because .......
   a. Pink makes her comfortable
   b. It is her favorite color
   c. She likes pink colour
   d. She likes barbie

6. When does the writer use the encyclopedias?
   a. In her spare time
   b. When she studies
   c. When she wakes up
   d. In the morning

7. What is the purpose of the text?
   a. To ask the readers to paint their room pink
   b. To tell the readers how to decorate a room
   c. To tell about the writer’s hobby
   d. To describe the writer’s room

8. From the text, we know that there are ............ in the writer’s room
   a. Two alarm clocks
   b. Three windows
c. Some pictures

d. Two pillows

The following text is for question 9-12

**My favorite Doll**

I have a favorite doll. It is a spongebob doll. The color is yellow. It has two big eyes and a big smile. The feet are only two. It wears a pair of black shoes. It wears a white T-shirt and brown shorts. I put my spongebob on my bed. I sleep and play with it every day.

9. What is the color of spongebob’s shorts?
   a. They are orange
   b. They are black
   c. They are yellow
   d. They are brown

10. Where does the writer put her doll?
    a. In her study room
    b. In the living room
    c. On her bed
    d. On the sofa

11. What is on spongebob’s feet?
    a. Big smile
    b. Black shoes
    c. White T-shirt
    d. Brown shorts

12. How is spongebob’s smile?
    a. Big
    b. Small
    c. Funny
    d. Sad
Today is my birthday. My father gave me a dictionary. It is very thick. It has six hundred and seventy pages. There are pictures on some pages of the dictionary. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. The pictures are in black and white. It is a new edition.

13. Why is the dictionary special?
   Because .............
   a. The cover is bright red
   b. The color of the pages is white
   c. It has some pictures on the pages
   d. It has six hundred and seventy pages

14. What is the color of the cover?
   a. The cover is red
   b. The cover is white
   c. The cover is black
   d. The cover is brown

15. It is very thick.
   What is the antonym of “thick”?
   a. Thin
   b. Small
   c. Little
   d. Few

16. Which of the following statements is TRUE according to the text?
   a. The writer bought the dictionary in a bookstore
   b. The dictionary is a gift for the writer’s birthday
   c. All the pages have pictures
   d. The pictures are colorful
The following text is for question 17-20

**My lovely “Telon”**

I have a pet. It is a cat. Its name is Telon. Telon has gray fur. It has two cute ears and two bright eyes. The eyes Telon look funny. Telon has a long tail. Every day, I feed Telon with some rice and fish. I go to the market to buy the fish and my mother steams it for me. I bring Telon to a veterinarian when he looks not so well. I love Telon very much.

17. What is Telon ?
   a. It is a dog
   b. It is a cut
   c. It is a fish
   d. It is a hamster

18. How do Telon’s eyes look like ?
   a. They are small
   b. They are cute
   c. They are bright
   d. They are long

19. How does the writer get the fish ?
   She ..........
   a. Steams it
   b. Buys it at the market
   c. Finds it in the refrigerator
   d. Takes it from the veterinarian

20. When does the writer take Telon to the veterinarian ?
   a. When she wants to do check up
   b. When her mother ask her to
   c. When she has some money
   d. When Telon is not healthy
The following text is for question 21-25

Lions are the most dangerous animals. I saw in the safari park last month. There are some lions lying in relax. Lion are carnivores. They eat meat only by hunting. They do hunting individually or in groups. When the prey is small and weak, they do hunting individually. But when it is large and strong they need to hunt in groups. Only female lions do the hunting while the male just take the meat from them.

21. What is the text about ?
   a. Tiger
   b. Crocodile
   c. Dog
   d. Lion

22. When does the writer visit to safari park ?
   a. Last week ago
   b. Last month ago
   c. Last year ago
   d. On Sunday

23. Only female lions do the hunting means ............
   a. The male lions do hunting for the female
   b. The male lions do hunting by themselves
   c. The female lions do hunting by themselves
   d. The female lions just take the meat

24. “it is large and strong” the synonym of strong is ............
   a. Successful
   b. Powerful
   c. Peaceful
   d. Harmful

25. Where does the writer saw the Lions ?
a. In temple
b. In house
c. In safari park
d. In school

<table>
<thead>
<tr>
<th>Level of Reading Comprehension</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literal</strong></td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</td>
</tr>
<tr>
<td><strong>Inferential</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Critical</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Appendix 2

Angket motivasi membaca siswa

Name :
Class :
The Direction :

1. Write your name
2. Give the mark (\(\checkmark\)) on the column which represents yourself during reading experiences

Reading motivation questionnaires

<table>
<thead>
<tr>
<th>No</th>
<th>Factors</th>
<th>A lot like me</th>
<th>A little like me</th>
<th>A little different from me</th>
<th>A very different from me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grades-Compliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I always try to finish my reading on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I read to improve my grades. I always do my reading work as my teacher wants. Reading is very important to be a good reader.

**2 Involvement**
I enjoy read story or fiction book. I read because I like it. If I read an interesting topic, I lose track of time. If a book is interesting, I don’t care how hard it’s to read.

**3 Social**
My friends and I like to exchange books to read. I talk to my friends about what I am reading. My friends sometimes tell me that I’m a good reader. I feel like I make friends with people in good books.

**4 Competition**
I will work hard to read better than my friends. I try to get more answers right than my friends. I like to finish my reading before other students. I like being the only one who knows the answer.

**5 Reading Work Avoidance**
I do not like reading something with difficult words. Complicated stories are not fun to read. I do not like vocabularies questions. I don’t like if there’re too many people in the story.

**6 Curiosity**
I read about my hobbies to learn more about them. If the teacher discusses an interesting topic, I might read. I like to read about new things. I like it when the questions in books make me think.

**7 Recognition**
I like hearing the teacher say I read. I like to get compliments from my teacher. I like being the best at reading.
I am happy when someone recognizes my reading

8  Efficacy

I am a good reader

I believe I will do well in reading next semester

I learn more from reading than most students

In comparison to other subjects, I do best at reading

<table>
<thead>
<tr>
<th>Theory</th>
<th>The indicator</th>
<th>The item number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denci (in Brown, 1994:155) he states that there are two dimension of the whole motivation constructed in general they are intrinsically or extrinsically motivation.</td>
<td>Intrinsic Motivation</td>
<td>4, 6, 8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Extrinsic Motivation</td>
<td>1, 2, 3, 5, 7</td>
<td>5</td>
</tr>
<tr>
<td>Total items</td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Total score

\[ \text{Total score} \times 100 = \ldots \]

Maximum Score

Appendix 3

Score try out

<table>
<thead>
<tr>
<th>NO</th>
<th>MOTIVATION</th>
<th>READING COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td>85</td>
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<td>2</td>
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Score Students

<table>
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<th>READING COMPREHENSION</th>
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Appendix 4

Pengisian Quisioner & Test Reading comprehension