THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND READING COMPREHENSION ACHIEVEMENT OF TWELFTH GRADE STUDENTS OF SMA MA'ARIF NU 01 KEMRANJEN

THESIS

Submitted to Faculty of Tarbiya and Teacher Training of UIN Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of the Requirements for Achieving the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education

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MOTTO

Work hard in silence, let your success be your noise.

-Frank Ocean-

DEDICATION

I dedicate this thesis to:

My beloved parents

My lovely brother

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In the name of Allah, the Beneficent and the Merciful

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ABSTRACT

Reading comprehension is the ability to read in order to comprehend the key ideas, important details, and all understanding. Besides that, the important factor in learning is motivation. Motivation is a personality change characterized by the emergence of feelings and a desire to achieve a goal.

This study aimed to investigate the students' motivation, to examine the student' reading comprehension achievement and to investigate the correlation between students' motivation and reading comprehension achievement. This research was a quantitative which used correlation method. The sample was selected by using random sampling. The total of the sample was 33 students. In this research, the researcher used questionnaire to score students' motivation and test to measure students' achievement in reading comprehension. Furthermore, the researcher used SPSS program to calculate the correlation between students' motivation and reading comprehension achievement.

The result of this research showed that the quality of students' motivation was medium in the interval of medium between 70 and 78. In addition, the result of students' reading comprehension achievement was also medium in the interval from 66 to 81. Therefore, the coefficient test shows the value of r_{xy} (0.017) was small than r table (0.344). It was determined that there was no correlation between students' motivation and reading comprehension achievement.

Keywords: Students' Motivation, Reading Comprehension, Achievement

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UIN PROF. K.H. SAIFUDDIN ZUHRI

CHAPTER I

INTRODUCTION

This chapter discusses the background of the problem, operational definition, research question, objective and significances of the research, and structure of the research.

A. Background of the Problem

Reading is an active process, not a passive skill. It requires many skills such as guessing, predicting, checking, and questioning oneself.[1] By reading, students will receive information from written or electronic materials. The information will help students to comprehend the other reading and it can be as a reference and background knowledge. Then, through reading process, students can add vocabularies to find meaning of word and it will make students easy to comprehend. In addition, reading can increase their focus and concentration. They can train their brain to focus and concentration more on reading and learning process.[2]

However, depend on the results of the Program for International Student Assessment (PISA) in 2018 in the category of reading skill, Indonesia ranked 74th out of 79 countries. Indonesian students' means reading score of 371 in 2018 marks a 21-point decline since the 2015 score and puts Indonesian far lower the Organization for Economic Co-operation and Development (OECD) average of 487.[3] Previously, research results of United Nations Educational, Scientific, and Cultural Organization (UNESCO) 2016 showed that Indonesian reading level index was only 0.001%, which is only one of 1.000 Indonesians had high reading interest. This result positioned Indonesia

[1] Jeremy Harmer, *How to Teach*, New York: Longman, 2007, p. 99.

[2] Desti Amelisa Gultom and Eka Sustri Harida, The Correlation between reading Motivation and Reading Comprehension of the Grade X Students SMA S Nurul 'Ilmi Padangsidimpuan, *English Education Journal*, Vol. 06, No. 1, 2018, p. 113.

[3] Karina M. Tehusijarana, "Not Even Mediocre? Indonesian Students Score Low in Math, Reading, Science: PISA Report", *article: Thejakartapost*, uploaded on December 4, 2019, n.p. Publication at https://www.thejakartapost.com/news/2019/12/04/not-even-mediocre-indonesian-students-score-low-in-math-reading-science-pisa-report.html, Accessed on August 02, 2021, at 11:57.

at the 124th position out of 187 countries in Human Development Index (HDI) assessment.[4]

Reading plays an important role and has become a daily necessity for anyone who wishes to obtain any information. Reading is a necessary skill for English as foreign language students. It is the most important skill for most learners to master in order to succeed not only in learning English but also in any other content class where reading in English is required. The students will make more progress and develop in all areas of learning if their reading skill is strengthened.[5]

Besides of the importance of reading, motivation is an important factor in learning. Based on Anne in Marsela as cited in Muthia and Safitri, students' motivation and the skill of reading are both essential factors that help to promote students' success and life-long learning. In learning at the class, motivation is a students' need for learning in daily activity. According to Melekoglu & Wilkerson as cited in Muthia and Safitri, reading motivation is vital to learners' ability to read and comprehend text purposefully.[6] Consequently, motivation would explain why students ignore or achieve learning English.[7] As students do not understand what they are learning in class, they end up feeling unmotivated.

Furthermore, Guthrie *et al*. as cited in Dakhi defined motivation as characteristics of individuals, such as their goals, competence-related beliefs, and needs that influence their achievement and activities. They argued that students want to read because they are motivated and have desire to read.[8] More detailed, motivation is defined as some internal drive, which pushes someone to do things in order to achieve something and to achieve success;

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[4] Syaiful Huda, "Overcome Poor Reading Interest With Literacy Movement", *https://www.perpusnas.go.id*, Accessed on August 02, 2021, at 12:03.

[5] Hijril Ismail *et.al*., "Improving the Students' Reading Skill through Translation Method", *Journal of English Education*, Vol. 2, No. 2, 2017, p. 125.

[6] Larasati Muthia and Yuni Safitri, "The Correlattion between…,p. 750-751.

[7] Sulistia Ningrum and Saiful Anwar Matondang, "The Correlation Between Students' Motivation and Achievement in Reading Comprehension", *The International Journal of Social Sciences and Humanities Invention*, Vol. 4, No. 7, 2017, p. 3636.

[8] Saniago Dakhi, "Students' Motivation in Reading English Text: A Qualitative Study in EFL Context", *Journal of English Teaching*, Vol. 4, No. 2, 2018, p. 81-93.

someone needs to be motivated. There is no doubt that motivation is important to success for most fields of learning, in that we need to have a desire to do something to succeed it. Without such motivation, we will almost certainly do not engage in some activities or do not make the essential effort to complete an action or to achieve a specific goal.[9]

According to the preliminary research on May 3th 2021 through an observation, it was found that the students of twelfth grade had motivated by the teacher in learning English. It means that the students had well enough external motivation. Therefore, as students with 60% stay in boarding school, they did not have enough opportunities to read. The students only read in class when learning English. This result had an impact on their values. When the students had good achievement, they will have good values and the opposite.

Based on the preliminary research, SMA Ma'arif NU 1 Kemranjen was chosen because this school had a good achievement in academic field. It was proven by the large number of graduates who were accepted in various universities in Indonesia. Bahasa Indonesia and Javanese are two languages used in this school's communication. The students did not apply English in their daily activity because English was not a common language in society. Therefore, they only learned it in school. This condition made them hard to master English especially reading comprehension because reading comprehension is the important skills that students should learn in order to acquire new information and knowledge. Therefore, based on the explanation above, the researcher intended to investigate a research under the title, **"The Correlation between Students' Motivation and Reading Comprehension Achievement of Twelfth Grade Students of SMA Ma'arif NU 01 Kemranjen".**

[9] Lalu Tohir, "Motivation in a Foreign Language Teaching and Learning", *VISION: Journal for Language and Foreign Language Learning*, Vol. 6, No. 1, 2017, n.p.

B. Operational Definition

1. Motivation

According to Pujals as cited in Rahardjo and Pertiwi, motivation is a change person which is characterized by the emergence of feelings and reactions to achieve a goal. Motivation comes from the word *motive.* Motive shows an impulse to someone who causes that person to act. Meanwhile, motivation is the driving force behind an effort that influences behavior in such a way that it moves his heart to act in order to achieve results or a specific goal. In line with that, Smith as cited in Rahardjo and Pertiwi stated that, motivation is a critical factor in determining success or failure in second language learning. Motivation can have a direct impact on the frequency with which learning strategies are used. Furthermore, it will also be the power of learning, goal setting, and learning persistence.[10]

2. Reading Comprehension

Suyoto as cited in Dewi and Salmiah elaborates that reading comprehension, also known as comprehension, refers to the capacity to read in order to comprehend the key ideas, important details, and all understanding. This understanding is closely related with the ability to help them memorize the material. According to Nurhadi as cited in Raharjo and Pertiwi, reading comprehension is the process of using syntax, semantic, and rhetorical information include in written texts arranged in the readers mind by using cognitive abilities, reasoning, and common knowledge.[11]

[10] Agus Raharjo and Supratmi Pertiwi, "Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation", *JELITA: Journal of English Language Teaching and Literature*, Vol. 1, No. 2, 2020, p. 57.

[11] Utami Dewi and Maryati Salmiah, "Students Reading Strategies at English Education Department", *Jurnal Pendidikan*, Vol. 11, No. 1, 2019, p. 129.

3. Achievement

Achievement is the competence of a person in relation to a domain of knowledge. This competence is the result of many intellectual and nonintellectual variables. Achievement is the word preferred in the educational or psychometrics fields, being sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool.[12]

C. Research Question

Based on the statement of the problem, this research is formulated in the following questions:

1. How is the students' motivation in reading comprehension of twelfth grade students of SMA Ma'arif NU 01 Kemranjen?
2. How is the student' reading comprehension achievement of twelfth grade students of SMA Ma'arif NU 01 Kemranjen?
3. Is there any correlation between students' motivation and reading comprehension achievement of twelfth grade students of SMA Ma'arif NU 01 Kemranjen?

D. Objective and Significances of the Research

1. The Objective of the Research

Based on the statement of the problem above, the objectives of the research mentioned below:

a. To investigate the students' motivation in reading comprehension of twelfth grade students of SMA Ma'arif NU 01 Kemranjen
b. To examine the student' reading comprehension achievement of twelfth grade students of SMA Ma'arif NU 01 Kemranjen

[12] Salvador Algarabel and Cermen dasi, "The Definition of Achievement and The Construction of Test for its Measurement: A Review of The Main Trends", *Psicologica*, Vol. 22, No. 1, 2001, p. 44-45.

c. To investigate the correlation between students' motivation and reading comprehension achievement of twelfth grade students of SMA Ma'arif NU 01 Kemranjen.

2. Significances of this Research

The researcher expects this research can provide contribution and beneficial for the teachers, researcher, and other researchers.

a. For the Students

The researcher expects this research can be useful for the students to know the importance of self-motivation because this study is aimed to examine the students' motivation in learning reading and their reading achievement. In addition, the students are expected to improve their motivation in order to increase their reading comprehension achievement.

b. For the Teachers

After identifying the results of the correlation between students' motivation and reading comprehension achievement, the researcher expects this research can be used as reference for the teachers to improve students' motivation in reading comprehension.

c. For the other Researchers

This research can be additional references for further researchers who conduct research related to students' motivation and reading comprehension achievement.

E. Structure of the Research

In order to conduct systematic research, it is necessary to classify the structure of the research. The structure of this research will be explained as follow:

Chapter I contains an introduction, which consists of the background of the problem, operational definition, research questions, objectives and significances of the research, and structure of the research.

Chapter II contains a theoretical review, which consists of literature review, review of relevant studies and hypothesis.

Chapter III contains the research method. This chapter consists of the type of research, time and place of the research, indicators of research, technique of collecting data, and data analysis.

Chapter IV contains the data presentation, data analysis, and discussion. This chapter explains and answers the question from the research question.

Chapter V contains the conclusion and suggestions of the research. In this chapter, the researcher concludes and gives suggestion related to the research.

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CHAPTER II

THEORETICAL REVIEW

This chapter discusses the literature review, review of relevant studies, and hypothesis.

A. Motivation

1. Definition of Motivation

Learning motivation is an internal and external encouragement for students learning change their behavior, usually accompanied by a number of supporting indicators or elements. Motive is derived from the word motive, which can be defined as the power within an individual to act or do something. Motives cannot be seen directly, but they can be interpreted through their behavior as stimuli, impulse, or generators of the emergence of a specific behavior.[13] Motivation is the expression of feelings or affection for someone. In this situation, motivation is related to psychological and affective factors.[14]

Furthermore, motivation is a process that leads to success and has a significant impact on future achievement. By giving students motivation in the teaching and learning process is a technique that pushes and supports them to learn. As a result, it can assist students in reaching their goals.[15] According to Keller, motivation is usually defined as something that explains direction and the degree of behavior, or in other words, it explains what peoples goal are choosing to pursue them.[16] More detailed, Brown states that motivation is the magnitude

[13] Haliman Purnomo, *Psikologi Pendidikan*, Yogyakarta: LP3M UMY, 2019, p. 87.

[14] Nickqietta *et al.*, "The Correlation Between Students Motivation and Their Achievement Score in English Learning", *Journal of English Education*, Vol. 1, No. 1, 2021, p. 48.

[15] Raflis and Yolanda Gustari, "The Correlation between Students Motivation and Their Speaking Skill at MAN 2 Padang", *Jurnal Ilmiah Pendidikan Scholastic*, Vol. 3, No. 3, 2019, p. 53.

[16] John M. Keller, Motivational Design for Learning and Performance, USA: Springer, 2010, p. 4.

which you make decision about the goals you are pursuing and the effort you are making.[17]

2. Types of Motivation

According to Harmer, there are two types of motivation, as follows:

a. Intrinsic Motivation

Motivation that comes from inside of students is called intrinsic motivation. The students will be motivated by a desire to make themselves feel better or by the enjoyment of the learning process itself.[18] According to Deci and Ryan as cited in Gustiani, intrinsic motivation is related to: (1) motivation to gain and learn new knowledge such as happiness in learning new things; (2) motivation to experience the encouragement and physical joy like enjoyment in learning interesting learning materials; and (3) motivation to undertake challenging learning activity, for example accomplishing challenging assignment. The intrinsic motivation is influenced by interest, ambition, aspiration, awareness, competence, physical and psychological conditions.[19]

b. Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside of students, for example, the possibility of future travel, the need to pass an exam, and the hope of financial reward.[20] Extrinsic motivation is associated with (1) motivation to get rewarded or prevent punished, such as have good score in finishing a difficult project; (2) motivation to avoid bad situation or being guilty, like to prove its capability in performing tough tasks; (3) motivation to

[17] H. Douglas Brown, *Teaching by Principles An Approach to Language Pedagogy (2nd Ed)*, New York: Longman, p. 72.

[18] Jeremy Harmer, the Practice of English Language Teaching (3rd Ed), London: Longman, 2001, p. 51.

[19] Sri Gustiani, "Students' Motivation in Online Learning During Covid-19 Pandemic Era: a Case Study", *Holistics Journal*, Vol. 12, No. 2, p. 25.

[20] Jeremy Harmer, the Practice of English…, p. 51.

gain benefit and necessity after completing a learning activity, for instance learning a specific subject would be beneficial for a certain job in the future. The extrinsic motivation is influenced by studying condition, social condition, family condition and supporting facilities.[21]

3. Elements of Motivation

According to Robbins and Judge, there are three key elements of motivation, they are:

a. Intensity, it describes how hard a person tries. This is element most of us focus on when we talk about motivation.
b. Direction, it describes the orientation that benefits the organization.
c. Persistence, it describes a measure how long a person can maintain effort.[22]

4. Sources of Motivation

The attitude of many people can affect and change the motivation that brings pupils to the process of learning English. It is worth thinking about what and whom these are, because they are a part of how students feel about and engage with the learning process. According to Harmer, there are four theories about source of motivation, those are:

a. The Society We Live in

There are views about language acquisition in general and the English language in particular, outside of the classroom. All views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a thoughtful effect on the degree of motivation the student brings to class and whether or not that motivation continues. Even where adult students have made their own decision to come to a class to study English, they will bring with them attitudes from the society they live in, developed over

[21] Sri Gustiani, "Students' Motivation in Online Learning…, p. 26.
[22] Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior (16 Ed)*, United States: Pearson Education, 2015, p. 216.

years, whether these attitudes are thoroughly positive or somewhat negative.

b. Significant others

Students' attitudes toward language acquisition will be highly influenced by the impact of those near to them, in addition to the culture of the world around them. The attitude of parents, older siblings, and students' peers will be crucial. Students' motivation may suffer if they are critical of the subject or activity. Furthermore, if they are motivated learners, they may bring the student along.

c. The Teacher

Clearly, a major factor in the maintenance of a students' motivation is the teacher. The attitude of the teacher to the language and the task of learning will be vital. In this stage, it appears that clear enthusiasms for English and English learning are essential healthy classroom atmosphere.

d. The Method

It is critical that both the teacher and the students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected. Besides that, when both are easy with the method being used, success is much more likely.[23]

5. Roles of Motivation

According to Uno as cited in Christianto and Karin, there are three roles of motivation, as follows:

a. The Role of Motivation in Determining the Learning Empowerment

Motivation can take a role in the learning empowerment, as in a case of a child who is studying and he or she will be faced against a problem so that he or she needs a solution. The concrete

[23] Jeremy Harmer, *The Practice of English…,* p. 51-53.

example is there is a child who is trying to solve a math problem by using the logarithm table. The effort of finding the logarithm table is the example of the role of motivation in empowering the learning process.

b. The Role of Motivation in Clarifying the Learning Purpose

The role of motivation is strongly related to the meaning of learning. A child will get interested to learn something if the thing learned is beneficial to him or her. As an example, a child studies about electronics because he or she knows that he or she can fix or her broken radio by learning about it.

c. The Role of Motivation in Determining the Learning Perseverance

A child will get motivated to learn something by hoping that he or she can get good grades. This motivation prevents the child attracted to do other things besides learning. It means that motivation is very influential on the learning endurance and perseverance.[24]

6. Functions of Motivation

According to Sardiman as cited in Suharni and Purwanti, the functions of motivation as follow:[25]

a. To Encourage People to Do or Act

The function of motivation is defined as a driving force. It means that the motor delivers energy or strength to someone to do something. In this case, motivation is the driving force behind the activity.

b. To Determine the Direction of Action

That is towards the goal to be achieved. It implies a target that motivated people try to hit. Therefore, motivation can provide

[24] Danin Christianto and Ivena Karin, "The Roles of Motivation in the English Language", *The Journal of Education Development*, 7 (3), 2019, p. 173-177.

[25] Suharni and Purwanti, "*Upaya Meningkatkan Motivasi Belajar Siswa*", Jurnal Bimbingan dan Konseling, Vol. 3, No. 1, 2018, p. 144.

direction and activities that must be carried out according to the goal formulation.

c. To Select Action

To determine which actions should be performed. In order to achieve the goal by setting aside actions that is not useful for the goal. Furthermore, people have to choose the best action to achieve their goal.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading is an activity of understanding meaning. Without understanding the meaning of the text, reading is nonsense because you will lose the important message that you will get by reading. Hornby in Elfira *et al.* states that reading comprehension is a process of reading to understand the meaning of the text. Reading comprehension only reading with a loudly voice but also establishing to understand the meaning of the words, sentences, and paragraph sense relationship among the ideas.[26] Reading comprehension is an ability to understand what the readers read where words have contexts and texts have meaning.[27] Reading comprehension is the process of extracting meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.[28]

[26] Elfira *et al.,* "Improving Reading Comprehension of the Grade VIII Students through Direct Reading Thinking Activity (DRTA) Strategy", *Journal of Language Teaching Society*, Vol. 3, No. 1, 2015, p. 2.

[27] Desti Amelisa Gultom, "The Correlation between Reading Motivation and Reading Comprehension of the Grade X Students SMA S Nurul 'Ilmi Padangsidimpuan", *English Education Journal,* Vol. 06, No. 1, 2018, p. 115.

[28] Umi Kalsum *et al.,* "The Effect of Concept Oriented Reading Instruction (CORI) Strategy Towards Students' Reading Comprehension", Journal of Applied Linguistics and Literature, Vol. 2, No. 1, 2018.

2. Types of Reading Comprehension

According to Richard *et al.* in Rusmiati and Kamalina journal's, classified reading comprehension into four categories, they are:

a. Literal Comprehension

Literal comprehension is reading to understands, remember, or recall the information explicitly contained in passage. This type also called reading the lines. By reading the lines, the readers identify specific information presented by the authors. Students do not need to infer the meaning from the texts, what they need is only recognition and understanding the author's main idea and details.

b. Inferential Comprehension

Inferential comprehension is reading to find information that is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring. Differs from the previous level of comprehension, in this type of reading, readers must recognize the relationship that exist among the main ideas and details as well as use this relationship to make inference and draw conclusion about the author's mention and implicit meaning.

c. Critical or Evaluative Comprehension

In this type, a reader reads a passage to gain emotional or other kind of valued response from a passage. The types of reading comprehension are classified variously. The most important point is a reader should know his purpose or reading a passage according information that he wants to gain from the passage.[29]

3. Strategies for Reading Comprehension

According to Brown, there are ten strategies for reading comprehension, as follows:

[29] Rusmiati and kamalina, "The Use of Direct Strategies in Reading Comprehension (A Descriptive Study at Senior High School Al-Falah Abu Lam U Aceh Besar)", *Getsempena English Education Journal*, Vol. 3, No. 2, 2016, p. 43-44.

a. Identify the Purpose in Reading

Efficient reading consists of clearly identifying the purpose in reading something. It means, students have to recognize the purpose in reading a text or passage. They should be guided to identify the purpose of their reading. By doing so the reader knows what he/she is looking for and can weed out potential distracting information.

b. Use Grapheme Rules and Patterns to Aid in Bottom-up Decoding (especially for beginning level learners)

In many cases, students have acquainted with oral language and have some difficulties learning English spelling conventions. Furthermore, they have to utilize graphemes rule and patterns should be made able to correspond between spoken and written English. They may need hints and explanations about certain English orthographic rules and peculiarities. While you can often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, other relationships might prove difficult. Consider how you might provide hints and pointers on such patterns as these:

1) "Short" vowel sound in VC patterns (*bat, him, leg, wish*, etc.)
2) "Long" vowel sound in VCe (final silent *e*) patterns (*late, time, bite*, etc.)
3) "Long" vowel sound in VV patterns (*seat, coat*, etc.)
4) Distinguish "hard" *c* and *g* from "soft" and *g* (*cat vs. city, game vs. gem*, etc.)

c. Use Efficient Silent Reading Techniques for Relatively Rapid Comprehension (for intermediate to advanced levels)

Students need to be speed-readers, but teacher can help them increase efficiency by teaching a few silent reading rules; first, it is doing not needed pronounce each word to you. Then try to visually perceive more than one word at a time, preferably phrases. In addition, the last unless a word is crucial to global understanding, skip over it and try to infer its meaning from its context.

d. Skim the Text for Main Ideas

Perhaps the two most valuable reading strategies for learners (as well as native speaker) are skimming and scanning, skimming consist of quickly running one's students should skim the passage to look for the main ideas of the text. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passages by giving the, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.[30]

e. Scan the Text for Specific Information

The most valuable category is scanning, or quickly searching some particular pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some orders to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to passage.

f. Guess When You Are Not Certain

This is an extremely broad category. Students can use guessing to their advantage to many way; first, guess the meaning of a word. Second, guess the grammatical relationship (e.g., a pronoun reference). Third, guess a discourse relationship. Fourth, infer implied meaning ("between the lines"). Fifth, guess about a cultural

[30] H. Douglas Brown, *Teaching by Principles…*, p. 308.

reference and the last guess content message. It means, students can use this strategy in many categories.[31]

g. Analyse Vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyse it in terms of what they know about it. Several techniques are useful such as, look for prefixes, look for suffixes, and look for roots that are familiar, look for grammatical context that may signal information, look at the semantic context (topic) for clues. In line with statements above, students can be using this strategy when they do not recognize the meaning of vocabulary.

h. Distinguish Between Literal and Implied Meaning

This requires the application of face sophisticated to-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface demand on structure makes special demands on readers. In this strategy, students have not only the ability about literal meaning but also understand about discourse analysis.

i. Capitalize on Discourse markers to process relationships

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of system markers can greatly enhance learners' reading efficiency. In this case, students are suggested to comprehend discourse markers to process relationship.[32]

4. Elements of Reading Comprehension

According to Snow, there are three elements in reading comprehension, they are:

[31] H. Douglas Brown, *Teaching by Principles…*, p. 308-310.
[32] H. Douglas Brown, *Teaching by Principles…,* p. 309-310.

a. The Readers Who is Doing the Comprehending

To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). In addition, the cognitive, motivational and linguistic processes in each act of reading comprehension depend on the text used and the specific activities in which a person is involved.

b. The Text that Is to be Comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representation of the text that is important for comprehension.

c. The Activity in Which Comprehension Is a Part

A reading activity involves one or more purpose, some operations to process the text at hand, and the consequences of performing the activity, all which occur within some specific contexts. The initial purposes for the activity can change as the reader reads. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension.[33]

C. Achievement

1. Definition of Achievement

Achievement is about how success the students can master the materials of the learning object. Learning achievement is the acquisition

[33] Catherine Snow, Reading for Understanding toward an R&D Program in Reading Comprehension, Santa Monica: RAND, 2002, p. 13-15.

of knowledge or skills that are develop by subject matter, usually indicated by test scores or numerical value is assigned by teachers. In short, learning achievement is target measured by competences of the students in learning which are shown by score as a sign and score is not a final expectation. So, learning achievement is the level of student success that is expressed in the form of score obtained from the results of test on a particular subject matter.[34]

Furthermore, achievement is the competence of a person in relation to a domain of knowledge. This competence is the result of many intellectual and nonintellectual variables. Achievement is the word preferred in the educational or psychometrics fields, being sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool.[35]

2. Types of Achievement

The learning achievement can be divided into three types, namely cognitive, affective and psychomotor.[36]

a. Cognitive

Cognitive deals with how a student acquires process and utilizes the knowledge. This type focuses on intellectual skills and familiar to educators. Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation) is frequently used to describe the increasing complexity of cognitive skills as students move forward from a beginner to more advance level in their knowledge.

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[34] Dewi Ginaib Fitriwati, "The Effect of Motivation on the Learning Achievement", *IJIELT*, Vol. 4, No. 1, 2018, p. 199.

[35] Salvador Algarabel and Cermen dasi, "The Definition of Achievement and The Construction of Test for its Measurement: A Review of The Main Trends", *Psicologica*, Vol. 22, No. 1, 2001, p. 44-45.

[36] Gowrishankar Kasilingam *et al.*, "Assessment of Learning Domains to Improve Student's Learning in Higher Education", *Journal of Young Pharmacists*, Vol. 6, No. 4, 2014, p. 28-29.

b. Affective

Affective is critical for learning. It is often not specifically addressed. This type focuses on attitude, motivation, willingness to participates, valuing what is being learned and ultimately incorporating the discipline values into real life.

c. Psychomotor

Psychomotor focuses on performing sequences of motor activities to a specified level of accuracy, smoothness, rapidity, or force.[37] In addition Micklich cited in Mubarok, psychomotor is the process of activating high-intensity learning environments to result the improvement of learners' behavioral skill. Moore in Mubarok's journal states that there are three levels of psychomotor is imitation, manipulation and precision.[38]

3. Functions of Learning Achievement

According to Herwin in Rozalia's journal, the functions of learning achievement, as follows:

a. As indicator of the quality and quantity of knowledge that has been mastered by students.
b. To satisfy the curiosity of one's abilities.
c. As an information resource in education.
d. As an indicator for an educational institution.
e. As an indicator of student absorption.[39]

[37] Gowrishankar Kasilingam *et al.,* "Assessment of Learning Domains…, p. 29.

[38] Zaqy Mubarok, "Psychomotor Domain of Speaking Activity in the English Textbook for Malaysian Primary School Grade 4", *Journal of Research on Applied Linguistics Language and Language Teaching*, Vol. 2, No. 1, 2019, p. 32.

[39] Maya Ferdiana Rozalia, "Hubungan Intensitas Pemanfaatan Gadget dengan Prestasi Belajar Siswa Kelas V Sekolah Dasar", *Jurnal Pemikiran dan Pengembangan SD*, Vol. 5, No. 2, 2017, p. 726.

4. Factors Affecting Learning Achievement

The following is factors affecting learning achievement, as follows:[40]

a. Factors of Children or Individuals Who Learn

Individual factors are important factors; the child may or may not depend on the child himself. Maybe other factors have met the requirement, but if the individual does not have the ability to learn, the learning process does not occur. In addition, the physical and psychological are the important factors in the learning process.

b. Children's Environmental Factors

Environmental factors can be divided into two groups, they are; natural and social environment. The natural environments such as temperature and humidity conditions are affected by the learning outcomes process. The social environment, both tangible and its presentation (time), although other things are tangible, directly affect the learning process and outcomes.

c. Factors of Materials or Materials Learned

The material studied will determine how or what method of learning it will take. So, learning techniques or methods are influenced or determined by the type of material being studied. Learning about social subject matter, for example, there are different characteristics from one other; there are also things that are the same, which is a general function. It can be found as follows:

1) In general, learning as a whole is better than learning as a part.
2) Part of the study time is reserved for holding repetitions.
3) What is learned should be repeated as often as possible.
4) In repeating the lesson material should be used at tense times.
5) If the material being studied does not learn the meaning.

[40] Firman *et al.,* "The Relationship between Student Learning Types and Indonesian Language Learning Achievement in FTIK IAIN Palopo Students", *Jurnal Konsepsi,* Vol. 9, No. 1, 2020, p. 3-6.

d. Instrumental Factors

Instrumental factors are factors that exist and are used in accordance with the design of the expected learning outcomes. These factors can be in the form of hard factors such as learning equipment buildings, practicum tools and so on. Then, soft factors such as curriculum, program, and study guide.

D. Review of Relevant Studies

In constructing this research, the researcher considered some previous research, which correlates to this research. The following is a comparison between the results of this study and previous studies.

First, the research was written by Maria Theresia Suawa in 2019. This research aimed to investigate whether there is any correlation between students' motivation in learning English and their reading comprehension achievement. The research result shows that the correlation score was 0.636. It is means that the correlation of students' motivation and reading comprehension is strong.[41]

Second, the research was written by Siti Khoiriyah in 2019. This research aimed were to find out the students' motivation in reading comprehension, to find out the students' achievement in reading comprehension and to find out the correlation between students' motivation and their learning achievement. The results shows that the students' motivation was high, the students' achievement in reading comprehension was average and the coefficient correlation shows that there was correlation between students' motivation and their learning achievement with r value 0.496 was higher than r table 0.361.[42]

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[41] Maria Theresia Suawa, "The Correlation between Students' Motivation in Learning English and Their Reading Comprehension Achievement (A Case Study of the 10th Grade Students of Office Administration 2 "Pancakarya" Vocational High School, Tangerang), *Thesis of English Departement, Faculty of Social Sciences and Humanities*, Budhi Dharma Univeristy, 2019.

[42] Siti Khoiriyah, "The Correlation between Students' Motivation and their Reading Achievement in Reading Comprehension at the Eleventh Grade of SMK N 3 Salatiga", *Thesis of English Education Program, Faculty of Teacher Training*, IAIN Salatiga, 2019.

Third, the research was written by Amirna in 2018. This research aimed to find out the correlation between students' motivation and their reading achievement of State Junior High School 22 Kota Baru Jambi. The research result shows that the highest score of students' motivation was 100 and the lowest score was 44. Meanwhile, the highest score of reading achievement was 96 and the lowest score was 50. Then, the value of correlation coefficient r was 0.264. It is means that there is a significance correlation between the students' motivation and reading achievement.[43]

Fourth, the journal was written by Dewi and Safitri in 2018. The research is aimed to analyze the relation of students' reading motivation and reading comprehension. The research result shows that there is no significant correlation in Students' Reading motivation because the data show the significant is 0.736 more than 0.05.[44]

The similarities between this current research and others are the correlation between students' motivation and reading comprehension achievement. Meanwhile the differences between this study and previous research is the first research has only one objective of the research, the second research is used the sample from eleventh grade, the third research is the subject from junior high and fourth research is the subject from junior high school.

E. Hypothesis

Based on the theory above, the researcher formulates the hypothesis of this research as follow:

1. Ho: There is no significant correlation between students' motivation and reading comprehension achievement of twelfth grade students of SMA Ma'arif NU 01 Kemranjen.

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[43] Amirna, "The Correlation between Students' Motivation and Their Reading Achievement of SMP 22 Kota Baru Jambi Academic Years 2018-2019 ", *Thesis of English Education Program, Faculty of Education and Teacher Training*, UIN Sultan Thaha Saifuddin Jambi, 2018.

[44] Larasati Muthia Dewi and Yuni Safitri, "The Correlation between Students' Reading Motivation and their Reading Comprehension", *Proffessional Journal of English Education*, Vol. 1. No. 6, 2018.

2. Ha: There is significant correlation between students' motivation and reading comprehension achievement of twelfth grade students of SMA Ma'arif NU 01 Kemranjen.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method, time and place, population and sample of research, variable and indicators of research, technique of collecting data, and data analysis.

A. Research Method

This research was conducted of twelfth grade of SMA Ma'arif NU 01 Kemranjen in the academic year of 2020/2021. This research was a quantitative approach with correlation method.[45] In this current study, the researcher used questionnaire to score students' motivation and reading comprehension test to measure students' achievement in reading comprehension. Furthermore, the researcher used Pearson Product Moment correlation to correlate two variables and to find out the significance correlation between students' motivation (X) and reading comprehension achievement (Y).

B. Time and Place

This research was held on January 11th 2022. This research took place in SMA Ma'arif Nu 01 Kemranjen which is located in Sirau, Kemranjen, Banyumas. SMA Ma'arif Nu 01 Kemanjen was chosen because this school had a good achievement in academic field. It was proven by the large number of students who won the competition including the first winner of English debate at Banyumas level in 2019, the first winner poem (man) at the district level in 2019, and the first winner pencak silat at the district level in 2017.

C. Population and Sample of Research

1. Population

Population is a generalization area consists of objects/ subjects that have certain qualities and characteristics determined by the researcher to

[45] John W. Creswell & J. David Creswell, *Research Design (Qualitative, Quantitative and Mixed Methods Approaches), Fifth Edition*, Los Angeles: SAGE Publications, 2018, p. 41.

study and then be conclude.[46] The population of this research was the twelfth grade of students of SMA Ma'arif NU 1 Kemranjen. The following is the data all of twelfth grade students.

Table 1. The population of the Research:

No	Class	Number of students
1.	XII IPA 1	33
2.	XII IPA 2	25
3	XII IPA 3	31
4.	XII IPS I	26
5.	XII IPS 2	24
6	XII IPS 3	25
Total		164

2. Sample

The sample was selected by using random sampling.[47] The sample was 33 chosen randomly from 164 students of the population. The researcher chose random sampling because all of twelfth grade students were heterogeneous. It means that every student had different background. Therefore, it is expected that the results of the findings can represent the students' characteristics in general.

D. Variable and Indicator of Research

1. Variable

Variable is a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. Variables often measured in studies include gender, age, socioeconomic status (SES), and attitudes or behaviors such as racism, social control, political power, or leadership.[48]

[46] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2013, p. 80.

[47]. Sugiyono, *Metode Penelitian Kuantitatif…*, p. 217.

[48] John W. Creswell & J. David Creswell, *Research Design…*, p. 93.

a. Independent Variable (X)

Independent variable can be called stimulus, predicator, or antecedent. Independent variable is variable which has influences or the cause of change or make the existence of dependent variable.[49] Independent variable usually symbolized with the letter X. The independent variable of this research is "student motivation".

a. Dependent Variable (Y)

Dependent variable is variable which is influenced or become an effect of the independent variable.[50] Dependent variable usually symbolized with the letter Y. The dependent variable of this research is "reading comprehension achievement". Based on the description above, this research with title "The Correlation between Students' Motivation and Reading Comprehension Achievement of Twelfth Grade Students of SMA Ma'arif NU 01 Kemranjen" had two research variables; they were Student Motivation (variable X) and Reading Comprehension Achievement (variable Y)

2. Indicator of the Research

The following is the indicators of motivation and reading comprehension.

a. Motivation

According to Watkins and Coffey cited in Manan, the reading motivation consists of eight factors that can be inferred as indicators to measure students' motivation in reading, they are:

1) Grade-Compliance

Grade-Compliance refers to reading motivation for a positive school evaluation or to satisfy the expectation of others, such as he wants to read a book because a friend wants him to understand it. Extrinsic motivation and performance concern are

[49] Sugiyono, *Metode Penelitian…,* p. 39.
[50] Sugiyono, *Metode Penelitian*…, p. 39.

represented by the factor. This component is concerned with grades and expectations. Involvement

2) Reading interest

Reading interest refers to the enjoyment involved with reading different kinds of texts. It is the feeling of engagement between the readers and their reading text. Mostly, the feeling of involvement appears because the readers itself really love the reading activity.[51]

3) Social

This feature is a type of intrinsic desire to connect with people through reading. It could be a desire to inform others on the meaning or content of the book he has read. Sometimes this element can be a tool for someone to know how people around the reader can obtain him or she based on the knowledge they got through reading activity.

4) Competition

Reading competition is anxious with a person's effort to outperform other is reading. The dimension of reading competition encourages people to be better readers than their peers. The example of this dimension is like being the best reading.

5) Curiosity

Curiosity refers to desire to learn about a certain idea, and is related to work on reading interest. It means that curiosity is the desire to know a text. Frequently, curiosity comes from someone's internal motivation to find information or reading for pleasure.

6) Work Avoidance

Work avoidance, it is means that the students try to avoid doing class work. This is the most clearly and continuously

[51] Mohammad Khoirul Manan, "The Correlation Between Students' Motivation in Reading English Textbooks and Their Achievement in Reading Comprehension", *Thesis of English Education, Education and Teaching Training Faculty*, UIN Walisongo, 2017, p. 28.

motivating aspect in terms of reading motivation. It is the reason why many readers avoid reading and do not make it a habit.

7) Recognition

Reading recognition is related with tangible forms or recognition such as teacher or peer approval in reading. Recognition related to the relationship with others, whether it is teacher or reader friends. This aspect represents how other people distinguish someone as good reader or not.

8) Efficacy

Efficacy is belief about someone ability. It relates to a readers belief in their abilities and their consistent reading habits. The students assume that they have a superior ability to read than any other material.[52]

b. Reading comprehension

According to Harmer, there are six indicators of reading comprehension, they are:

1) Identifying the Topic

Good readers are able to pick up the issue of a written or spoken text very quickly. With the help of their own schema, they rapidly get an idea of what is being talked about. This skill allows them to process the text more efficiently as it progresses.

2) Predicting and Guessing

Readers and listeners sometimes speculation in order to attempt and comprehend what is being written or talked about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; they make assumptions or guess the content from their initial glance or half-hearing as they try to be appropriate their schemata to what is in front of them. Their consequent reading and listening helps them

[52] Mohammad Khoirul Manan, "The Correlation between Students' Motivation…, p. 29 - 30.

to verify their probability of what they have predicted or readjust what they thought was going to happen in the light of knowledge.[53]

3) Reading for General Understanding

Excellent readers are able to take in a stream of discourse and comprehend the idea of it without worrying too much about the details. Reading for such a "general" understanding means not stopping for every word. It is not analyzing everything that the writer or speakers includes in the text. A term usually used in discussions about reading is skimming (which means running your eyes over a text to get a quick idea of the gist of a text). By encouraging students to have quickly look at the text before reducing into it for detail, we help them to get a general understanding of what it is all about. This will help them when and if they read for more specific information.

4) Reading for Specific Information

Scanning is a term used to describe this skill when it comes to reading. In contrast to reading for gist, we read because we want specific information. In this case, we nearly completely disregard all other information until we reach the exact information we seek.

5) Reading for Detailed Information

Reading for detailed information, it means reading something carefully to get accurate information. We read in order to comprehend all we are reading in detail at times. We pay close attention to everything that is written.

6) Interpreting Text

Readers are able to see past the literal meaning of words in a passage, with a variety of clues to comprehend what the writers implying or suggesting. Readers gets more from reading test than the words alone suggest because, as active participants, readers

[53] Jeremy Harmer, *The Practice…*, p. 201.

use their schemata together with their knowledge of the world expand the pictures that have been given.[54]

E. Technique of Collecting Data

The researcher used two methods to collect accurate data, they are:

1. Questionnaire

In this research, enclosed questionnaire was used to get the data related to students' motivation. The questionnaire was constructed by using framework purposed by Wigfield and Guthrie.[55] The questionnaire consisted of 25 items and the item had four options on a scale from 1 to 4. The following is the scale of motivation reading question instrument:

Table 2. (MRQ) Motivation Reading Questionnaire Instrument:

	Answer	Value
MRQ (Motivation Reading Questionnaire)	A lot like me	4
	A little like me	3
	A little different from me	2
	A very different from me	1

Before the students filled out the questionnaire, the researcher provided an explanation and direction on what they should do on the questionnaire. Then, the researcher used value in Table 2 to classify the scoring in the questionnaire.

2. Test

In this study, the writer provided test of reading to find out and obtained data about their reading comprehension achievement. The narrative text was used in this current research because this text used in exams such as TOEFL, UTBK, etc. The reading comprehension test was an objective assessment with 12 questions. Each item had four possible answers (A, B, C, and D).

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[54] Jeremy Harmer, *The Practice…*, p. 202.

[55] Agung Widhi Kurniawan & Zarah Puspitaningtyaa, *Metode Penelitian Kuantitatif*, Yogyakarta: Pandiva Buku, 2016, p. 93.

F. Instrumental analysis

The purpose of instrumental analysis is to determine the quality of the instruments provides to the participants. Instrumental analysis can be put to two different tests. They are:

1. Validity Test

   Validity test is the creation of solid evidence to show that the test interpretation (scores concerning the concept or construct that the test is supposed to measure) correspondents' to the test included application.[56] There are two criteria to determine validity of test items, as follows:

   a. If r value > r table at the level significance of 5%, it means that the instrument is valid.
   b. If r value < r table at the level significance of 5%, it means that the instrument is not valid.

2. Reliability Test

   Reliability test refers to testability and consistency of an instruments scoring.[57] There are two criteria to determine of test items, as follows:

   a. If alpha cronbach > r table at the level significance of 5%, it means that the instrument is reliable.
   b. If alpha cronbach < r table at the level significance of 5%, it means that the instrument is not reliable.

G. Data Analysis

In this data analysis, the researcher presents data about normality test, linearity test, the result of students' motivation, the result of students' reading comprehension achievement, and the analysis of correlation between students' motivation and reading comprehension achievement.

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[56] John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, (Fourth Edition)*, Los Angeles: Pearson Education, 2012, p. 159.

[57] John W. Creswell, *Educational Research…,*p. 159.

1. Normality Test

   The purpose of the data normality test was to determine whether the data distribution was normal or not. Normality test is important because one of the condition of parametric statistical testing is the data must be distributed normally.[58] The indicator of the normality test was that if the significance value was higher than 0.05, then the data would be normal distributed. Meanwhile, if the significance value is lower than 0.05, then the data was not normally distributed.

2. Linearity Test

   According to Sugiyono and Susanto as cited in Dewi's journal, linearity test was used to determine whether the independent variable (X) and dependent variable (Y) had a significant linear correlation or not.[59] The criteria for linearity testing were as follows:

   a. If the value of sig. deviation from linearity is bigger than 0.05, it means there is a linear correlation between the independent variable (X) and dependent variable (Y).
   b. If the value of sig. deviation from linearity smaller than 0.05, it means there is no linear correlation between the independent variable (X) and dependent variable (Y).

3. Result of Students' Motivation and Reading Comprehension Achievement

   To find out the results of students' motivation and reading comprehension achievement, the researcher used SPSS program to obtain data on mean, range, the highest score, the lowest score, variance, and standard deviation. The researcher used the SPSS program for data processing in this study because to get accurate data, has a good form of presentation (in the form of graphs and tables), dynamic (easy allows data changes and analysis updates), and simple to connect with other

[58] Haryadi Sarjono and Winda Julianita, *SPSS vs LISREL: Sebuah Pengantar: Aplikasi untuk Riset*, (Jakarta: SalembaEmpat), 2011, p. 45.

[59] Liliana Dewi and stella Nathania, "Pengukuran Aspek Kepuasan Konsumen Le Fluffy Dessert", *Jurnal Bisnis Terapan*, Vol. 02, No. 01, 2018, p. 66.

applications (e.g. exporting and importing data to/from excel).[60] Then, the researcher used the formula below to categorize the result of the questionnaire and the test. The formula below was selected because this formula easy to calculated.

a. M + 1.5 (SD) = Very High
b. M + 0.5 (SD) = High
c. M – 0.5 (SD) = Medium
d. M – 1.5 (SD) = Low[61]

4. Hypothetical Analysis

To find out whether there is significant correlation between students' motivation and reading comprehension achievement, the researcher calculated the coefficient correlation of the two variables by using formula. The formula for the correlation coefficient, called the Pearson product-moment correlation follows: r is the symbol for the Pearson correlation coefficient. The subscript x and y stand for the two variables being compare.

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

Notes:

r_{xy} = Coefficient correlation

N = The number of students' in sample

$\sum x$= The sum of students' reading test score

$\sum y$ = The sum of students' motivation questionnaire score

$\sum x^2$ = The sum of square of students' reading test score

$\sum y^2$ = The sum of square of students' motivation questionnaire score

$\sum xy^2$ = The sum of product of x and y scores of each students[62]

[60] Fenty Fauziah and Rinda Sandaya Karhab, "Pelatihan Pengolahan Data Menggunakan Aplikasi SPSS pada Mahasiswa", *Jurnal Pesut (Pengabdian untuk Kesejahteraan Umat)*, Vol. 1, No. 2, 2019, p. 134.

[61] Shodiq, *Aplikasi Statistika Dalam Kpendidikan*, (Semarang: Karya Abadi Jaya, 2015).

Furthermore, to simplify the calculation of the data correlation test, the researcher used the SPSS program. Then, the researcher used Kendall's Tau-B to analyze the data. The criteria of Kendall's Tau-B as follows:[63]

a. If the result of significance > 0.05, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.
b. If the result of significance < 0.05, the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted.

[62] Evelyn Hatch & Anne Lazaraton, *The Research Manual Design Statistics for Applied Linguistics*, Los Angeles: Heinle & Heinle Publishers, 1982, p. 434.

[63] Anis Nurul Hanifah *et al*., The Correlation between Students' Reading Motivation and Their Reading Comprehension at Tenth Grade Students of SMAN 6 Kota Tanggerang in Acdemic Year 2018/2019", *JIPIS*, Vol. 26, No. 2, 2018, p. 10.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter discusses the results of data collection to get the answer to the research problems. It includes general description of the school, data analysis, and discussion.

A. General Description of SMA Ma'arif NU 01 Kemranjen

Based on the data from the school, SMA Ma'arif NU 01 Sirau Kemranjen Banyumas was established in 1990. This school located in an Islamic boarding school environment. As a Senior High School with 60% of the students who stay in boarding school. SMA Ma'arif NU 01 kemranjen has several excellent programs including, reading *Asmaul Husna* every morning and *Mujahadah (Islamic congregation)* every Friday morning. Meanwhile, the special programs for the twelfth grade are the practice of Hajj at school and *Mujahadah (Islamic congregation)* at the mosque building of SMA Ma'arif NU 01 Kemranjen.

Besides the excellent programs of SMA Ma'arif NU 01 Kemranjen, there are several academic and non-academic achievements. Academic achievement accomplished by the students is like getting the first rank and excellent grades. Meanwhile, according to data from the school, non-academic achievements (in the field of language), the achievement obtained by the school consists of as the first winner of English debate competition at Banyumas level in 2019, the first winner of Arabic debate at the district level in 2019 and others. Furthermore, in the field of sports, the first winner of table tennis competition (men doubles) at the district level, the second winner of run competition (5.000 m women) at the district level in 2019 and others.

B. Instruments Analysis

The purpose of instruments analysis is to determine the quality of the instruments provided to the participants:

1. Validity Test

   The validity test data of students' motivation (presented in table 12, see appendix 2), it showed that 25 questions were considered valid. Furthermore, the validity tests of reading comprehension achievement (presented in Table 13, see appendix 3). It shows that 12 questions were considered valid because the r value was higher than the r table.

2. Reliability Test

   The following is the results of reliability test of students' motivation:

Table 3. Reliability Test of Motivation Reading Questionnaire:

Reliability Statistics

Cronbach's Alpha	N of Items
.898	25

The computation showed that the coefficient of reliability of the Motivation Reading Questionnaire was 0.898. Then, compared to the value of r table (see appendix 1) for 33 respondents, the value of r table was 0.344 at significance level of 5%. It could be said that the MRQ was reliable and consistent.

Table 4. Reliability Test of Reading Comprehension Test:

Reliability Statistics

Cronbach's Alpha	N of Items
.521	12

The calculation showed that the coefficient of reliability of Reading Comprehension Test was 0.521. The value of r table at significance level

of 5% was 0.344. The Reading Comprehension Test could be described as reliable and consistent.

C. Data Analysis

In this data analysis, the researcher presents data about normality test, linearity test, the result of students' motivation, the result of students' reading comprehension achievement, and the analysis of correlation between students' motivation and reading comprehension achievement.

1. Normality Test

In this research, the writer conducted normality test using Kolmogorov-Smirnov with a Monte Carlo Approach. According to Chakravart, Laha and Roy as cited in Suardi, the Kolmogorov-Smirnov Test is the test was carried out to determine the distribution of random and specific data in a population.[64] Furthermore, the purpose of Monte Carlo was to see whether the data was normally distributed or not from the data that had been tested from a random sample value or an extreme value.[65]

Table 5. Results of Normality Test:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		33
Normal	Mean	.0000000

[64] Suardi, "Pengaruh Kepuasan Kerja terhadap Kinerja Pegawai Pada PT Bank Mandiri, tbk Kantor Cabang Pontianak*", JBEE*, Vol. 2, No. 2, 2019, p. 10.

[65] Imam Mustofa and Mursidah Nurfadillah, "Analisis Pengaruh Price Earning Ratio dan Earning Share terhadap Return Saham pada Sub Sektor Property and Real Estate yang Terdaftar di BEI", *Borneo Student Research*, Vol. 2, No. 2, 2021, p. 1463.

Parameters[a,b]	Std. Deviation		15.557448 71
Most Extreme Differences	Absolute		.169
	Positive		.143
	Negative		-.169
Test Statistic			.169
Asymp. Sig. (2-tailed)			.018[c]
Monte Carlo Sig. (2-tailed)	Sig.		.268[d]
	99% Confidence Interval	Lower Bound	.257
		Upper Bound	.280

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 299883525.

The indicator of the normality test was that if the significance value was higher than 0.05, then the data would be normal distributed. Meanwhile, if the significance value is lower than 0.05, then the data was not normally distributed. According to the table above, Sig (2-tailed) showed the value was 0.268. It is higher than 0.05. So, it can be conclude that the residual or research data was normally distributed.

2. Linearity Test

Table 6. Results of Linearity Test:

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension Achievement * Students'	Between Groups	(Combined)	1989.394	20	99.470	1.302	.325
		Linearity	.432	1	.432	.006	.941
		Deviation from Linearity	1988.962	19	104.682	1.370	.292

Motivation	Within Groups	916.667	12	76.389		
	Total	2906.061	32			

Based on the Table 6, the data showed that the sig. deviation from linearity 0.292. It shows that the sig. deviation was 0.292. It is more than 0.05. It can be concluded that there is a linear correlation between the independent variable (X) and the dependent variable (Y).

3. Result of Students' Motivation

The data of students' motivation in reading comprehension (presented in table 14, see appendix 4). The researcher calculated the data with SPSS program to get the accurate data. The following is the result of descriptive statistics from the students' motivation.

Table 7. Descriptive Statistics of the Students' Motivation:

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Motivation	33	37	55	92	74.45	8.979	80.631
Valid N (listwise)	33						

Based on the calculation above, the descriptive statistics of the students' motivation show the range score was 37. Then, the highest score was 92. In addition, the lowest score was 55. Meanwhile, the average score of the students' motivation was 74.45. Furthermore, the standard deviation was 8.97 and the variance score was 80.63.

The next step was to categorize the students' motivation using four scale standards, as follows:

M + 1.5 (SD) = 74.45 + 1.5 (8.97) = 88

M + 0.5 (SD) = 74.45 + 0.5 (8.97) = 79

M – 0.5 (SD) = 74.45 – 0.5 (8.97) = 70

M – 1.5 (SD) = 74.45 – 1.5 (8.97) = 61

The following step was to create the category based on the calculation above. The results are as follows:

Table 8. Value of Distribution Frequency of Students' Motivation:

Interval	Category
88-above	Very High
79-87	High
70-78	Medium
61-69	Low
60-below	Very Low

Based on the data above, the mean of students' motivation in reading comprehension score was 74.45. The interval of students' motivation was between 70 and 78. It can be concluded that the level of students' motivation was medium.

4. Result of Students' Reading Comprehension Achievement

The researcher took the data in Table 15 (see appendix 5) by distributing the test to twelfth grade students. Then next step was the researcher calculated the data from table 15 using the SPSS program to obtain accurate results. The results of the descriptive statistics from reading comprehension are as follows:

Table 9. Descriptive Statistics of Reading Comprehension Achievement:

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Reading	33	58	42	100	73.67	15.560	242.104
Valid N (listwise)	33						

Based on the calculation above, the descriptive statistics of reading comprehension show the range score was 58. Moreover, the highest score was 100. Regardless, the lowest score was 42. Besides, the average score of students' motivation was 73.67. Finally, the standard deviation was 15.56 and the variance score was 242. The next step was to categorize

students' achievement in reading comprehension using four scale standards, as follows:

M+ 1.5 (SD) = 73.67 + 1.5 (15.56) = 97

M + 0.5 (SD) = 73.67 + 0.5 (15.56) = 81

M – 0.5 (SD) = 73.67 – 0.5 (15.56) = 66

M – 1.5 (SD) = 73.67 – 1.5 (15.56) = 50

The following is to create the category based on the calculation above. The results are as follows:

Table 10. Value of Distribution Frequency of Students' Achievement:

Interval	Category
97-above	Very High
81-96	High
66-81	Medium
50-65	Low
49-below	Very Low

Based on the data above, the mean of students' achievement in reading comprehension score was 73.67. The interval of students' motivation was 66-81. It can be concluded that the level of students' achievement in reading comprehension was medium.

D. Hypothetical Analysis

The purpose of hypothetical analysis is to examine the correlation between students' motivation and reading comprehension achievement. The result of the score of the students' motivation and reading comprehension achievement (presented in table 14, see appendix 4). It shows that the mean of variable x (students' motivation) was 74.45. Meanwhile, the mean of variable y (reading comprehension achievement) was 73.67. Then, the next step was to calculate all data using SPSS 23 software to prove whether the hypothesis of this research was significant or not.

Table 11. Results of Correlation between Students' Motivation and Reading Comprehension Achievement:

Correlations

		Motivation	Reading
Motivation	Pearson Correlation	1	.017
	Sig. (2-tailed)		.925
	N	33	33
Reading	Pearson Correlation	.017	1
	Sig. (2-tailed)	.925	
	N	33	33

In the Table 11, it was found the value of correlation was 0.017. The result of both calculation are same, it was 0.017. The value of r table for N = 33 was 0.344 at significance level of 5% (see appendix 1). It is seen that the r_{xy} (0.017) was smaller than r table (0.344). Meanwhile, to find out hypothesis would be accepted or rejected, the researcher check the number of sig. (2-tailed). The result of the sig. (2-tailed) 0.925 was higher than 0.05. It means that null hypothesis (Ho) is accepted or alternative hypothesis (Ha) is rejected. Furthermore, it can be said that the correlation between students' motivation and reading comprehension achievement was not significant.

E. Discussion

For the first question, it is about the students' motivation in reading comprehension. Questionnaire was used to answer the first question. The totals number of samples was 33 participants (in Table 1). Based on the result from the data in table 7, the mean of students' motivation score was 74.45. Furthermore, the interval of students' motivation was 70-78. It can be concluded that the level of students' motivation was medium (see Table 8).

For the second research question, it is about the students' achievement in reading comprehension. Test was selected to answer the second question. Based on the data in Table 9, the mean of students' achievement in reading comprehension score was 73.67. In addition, the interval of students' achievement in reading comprehension was 66-81. It can be concluded that

the level of students' achievement in reading comprehension was medium (see Table 10).

For the third question, it is about the correlation between students' motivation and reading comprehension achievement. SPSS Program was used to answer the third question. From the coefficient test in Table 11, the computation shows that the value of r_{xy} (0.017) was smaller than r table (0.344). Meanwhile, the result of the sig. (2-tailed) 0.925 was higher than 0.05.Therefore, it could be drawn a conclusion that "there is no correlation between the students' motivation and reading comprehension achievement".

This is similar to the result of the research conducted by Dewi and Safitri's research in 2018 and Hardiyanto's *et al.* research in 2020. Based on these two studies, stated that there is no correlation between students' motivation and reading comprehension achievement.

In addition, this results due to several reasonable factors. Since motivation is a factor among many other factors that can affect students' reading comprehension achievement, it can be assumed that students' motivation only has a small influence on students' reading comprehension achievement. In this case, the possibility of students being influenced by other factors in improving their reading comprehension achievement, such as interest, motivation and habit. According to Dennis as cited in Gilakjani journals' there are some factors affecting reading comprehension. They are complexity of the reading text, environment, anxiety, interest, motivation, decoding or word recognition speed, and medical problems.[66]

Besides that, another reason is caused the extrinsic motivation dominates the students rather than intrinsic motivation. According to Becker *et al.* as cited in Yang research, students who are intrinsically motivated to read are likely to have a high level engagement in reading, which lead the improved reading skill and better reading achievement. Meanwhile, according to Wang and Guthrie as cited in Yang research, the research result shows that high

[66] Abbas Pourhosein Gilakjani *et al.,* "A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and Strategies for Improvement", *International Journal of English Linguistics,* Vol. 6, No. 5, 2016, p. 182.

extrinsic motivation may result in poorer reading skill and achievement.[67] Biehler and snowman in Adamma's *et al.* research believed that extrinsic motivational factors can reduce students' intrinsic motivation.[68]

It was very important to emphasize in developing intrinsic reading motivation instead of extrinsic reading motivation.[69] When a student has high motivation and good learning strategy, he/she will feel interested in and enjoy learning English. It will increase the student English learning achievement. In contrary, students who do not have high motivation and good strategy in learning English will be lazy and get difficulty to learn English.[70] It will decrease the student reading achievement.

Furthermore, that condition also applies to reading. Reading needs to be motivated because mastery reading is difficult. To mastery this skill, the students need to practice their reading as often as possible. The students need to enhance new words in their brains. Enhancing new words can do in various ways, such as watching movies, listening to music, while nothing difficult word. According to Jarah and Ismail as cited in Azhari journal, students do not feel enjoy when they have difficulty in understanding the material of reading. Learners who have fewer vocabularies will face difficulties in understanding text.[71]

However, reading is very important for the students. According to Mickulecky and Jeffries as cited in Ismail et al. research stated that reading is very important since it can enhance students' general language skills in English such as assisting students to think in English, enlarging students'

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[67] Guang Yang *et al.*, The Role of Reading Motivation, Self-efficacy, and Home Influence in Students' literacy achievement: a Preliminaary Examination of Fourth Grade in Abu Dhabi. Large-Scale Assess Educ 6, 10, 2018.

[68] Oneykwere Nonye Adamma *et al.*, "Influence of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics", *Supermum Journal of Mathematics Education,* Vol. 2, No. 2, 2018, p. 53.

[69] Afi Dhatul Azhari, "The Correlation between Students' Motivation and Students' Reading Ability", *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, Vol. 15, No. 21, 2020, p. 55.

[70] Robert. E. Slavin, Educational Psychology: Theory and Practice, 8th Edition (New York: Pearson Education, Inc, 2006), p. 347.

[71] Afi Dhatul Azhari, "The Correlation between Students'…, p. 50.

English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, fact and experience.[72]

In this case, the role of teachers is very important in increasing students' motivation. The teachers need to know that the students are motivated differently. They should make the classroom enjoyable space to motivate them and increase their confidence. Teacher need to pay attention to students' interest. The students are very much interested in any reading material that is with humor, fun, enjoyment, and pleasure. It means that they prefer reading for entertainment purpose. This implies that the teachers need to integrate fun in reading instruction.

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[72] Hijril Ismail *et al.*, "Improving the Students' Reading Skill through Translation Method", *Journal of English Education*, Vol. 2, No. 2, 2017, p. 125.

CHAPTER V

CONCLUSION AND SUGGESTION

The last part of chapter v, the researcher provides the suggestions related to research.

A. CONCLUSION

From the descriptions and explanations in the previous discussion regarding the correlation between students' motivation and reading comprehension achievement of twelfth grade students of SMA Ma'arif NU 01 Kemranjen; in terms of the analysis of students' motivation, the researcher found that the quality of students' motivation was medium in the interval of medium between 70 and 78. Meanwhile, the result of students' reading comprehension achievement was also medium in the interval from 66 to 81.

Therefore, the coefficient test shows that the value of r_{xy} (0.017) was smaller than r table (0.344). Meanwhile, the result of the sig. (2-tailed) 0.925 was higher than 0.05. Therefore, it could be drawn a conclusion that "there is no correlation between the students' motivation and reading comprehension achievement".

B. SUGGESTION

After conducting the research and looking at the conclusion above, the researcher would like to give suggestions as follows:

1. For the Teachers

   The teacher should motivate, support, and guide the students in learning English, particularly in reading. In addition, the teachers should make the language classes interesting by using creative techniques that make students more interested and enthusiastic. For example, the teachers can use games, audio-visual media and pictures in teaching material.

2. For the Students

   The students should practice English and make it as a habit. The most important thing is that they must have a strong desire to learn English. The students should increase their motivation to read, which may

influence their reading comprehension by informing themselves about the benefits of reading and by having the willingness and awareness to achieve the goal in learning process.

3. For the Other Researchers

   It is hoped that this research could be an illustration, information, and input about the correlation between the students' motivation and reading comprehension achievement as the further area of study.

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APPENDICES

Appendix 1: The values of r table

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

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Appendix 2: Validity Test of Students' Motivation

Table 12. Validity Test of Students' Motivation:

Question	R value	R table 5%	Criteria
1	0.555	0.344	Valid
2	0.390	0.344	Valid
3	0.359	0.344	Valid
4	0.404	0.344	Valid
5	0.586	0.344	Valid
6	0.537	0.344	Valid
7	0.569	0.344	Valid
8	0.528	0.344	Valid
9	0.360	0.344	Valid
10	0.374	0.344	Valid
11	0.442	0.344	Valid
12	0.552	0.344	Valid
13	0.354	0.344	Valid
14	0.448	0.344	Valid
15	0.708	0.344	Valid
16	0.619	0.344	Valid
17	0.432	0.344	Valid
18	0.552	0.344	Valid
19	0.729	0.344	Valid
20	0.628	0.344	Valid
21	0.766	0.344	Valid
22	0.475	0.344	Valid
23	0.355	0.344	Valid
24	0.802	0.344	Valid
25	0.551	0.344	Valid

Appendix 3: Validity of Reading Comprehension Achievement

Table 13. Validity of Reading Comprehension Achievement:

Question	R value	R table 5%	Criteria
1	0.396	0.344	Valid
2	0.364	0.344	Valid
3	0.398	0.344	Valid
4	0.419	0.344	Valid
5	0.349	0.344	Valid
6	0.373	0.344	Valid
7	0.419	0.344	Valid
18	0.419	0.344	Valid
19	0.391	0.344	Valid
10	0.388	0.344	Valid
11	0.394	0.344	Valid
12	0.358	0.344	Valid

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Appendix 4: Result of Students' Motivation in Reading Comprehension (X)

Table 14. Results of Students' Motivation in Reading Comprehension (X):

Resp.	Answer				Value				Total
	a	B	c	d	a	b	c	d	
1	2	18	5	0	8	54	10	0	72
2	1	16	8	0	4	48	16	0	68
3	11	12	2	0	44	36	4	0	84
4	8	15	2	0	32	45	4	0	81
5	7	11	7	0	28	33	14	0	75
6	8	13	3	1	32	39	6	0	77
7	4	19	2	0	16	57	4	0	77
8	4	15	6	0	16	45	12	0	73
9	14	9	2	0	56	27	4	0	87
10	12	12	1	0	48	36	2	0	86
11	11	13	1	0	44	39	2	0	85
12	2	16	7	0	8	48	14	0	70
13	3	14	8	0	12	42	16	0	70
14	3	16	6	0	12	48	12	0	72
15	8	12	5	0	32	36	10	0	78
16	2	13	10	0	8	39	20	0	67
17	0	20	5	0	0	60	10	0	70
18	0	18	7	0	0	54	14	0	68
19	4	4	10	7	16	12	20	7	55
20	8	12	5	0	32	36	10	0	78
21	12	12	1	0	48	36	2	0	86
22	17	8	0	0	68	24	0	0	92
23	5	13	7	0	20	39	14	0	73
24	9	9	7	0	36	27	14	0	77
25	1	11	9	4	4	33	18	4	59
26	0	11	11	3	0	33	22	3	58
27	2	10	10	3	8	30	20	3	61
28	5	14	6	0	20	42	12	0	74
29	1	18	6	0	4	54	12	0	70
30	10	15	0	0	40	45	0	0	85
31	10	12	3	0	40	36	6	0	82
32	3	11	11	0	12	33	22	0	67
33	0	9	16	0	0	48	32	0	80
Mean									74.45455

Appendix 5: Results of Students' Achievement in Reading Comprehension (Y)

Table 15. Results of Students' Reading Comprehension Achievement (Y):

No.Res	Answer		Total
	Correct	Incorrect	
1	8	4	66
2	10	2	83
3	5	7	42
4	12	0	100
5	9	3	75
6	9	3	75
7	11	1	91
8	7	5	58
9	9	3	75
10	10	2	83
11	9	3	75
12	11	1	91
13	9	3	75
14	6	6	50
15	11	1	91
16	7	5	58
17	10	2	83
18	11	1	91
19	10	2	83
20	11	1	91
21	7	5	58
22	10	2	83
23	7	5	58
24	6	6	50
25	8	4	66
26	6	6	50
27	11	1	91
28	10	2	83
29	11	1	91
30	8	4	66
31	10	2	83
32	7	5	58
33	7	5	58
	Mean	73.66666667	

Appendix 6: The score of students' motivation and reading comprehension achievement

Table 16. The scores of Students' Motivation and Reading Comprehension Achievement:

No.Res	X	Y	No.Res	X	Y
1	88	75	19	69	80
2	84	80	20	93	90
3	100	60	21	100	75
4	95	95	22	85	85
5	91	85	23	89	75
6	95	85	24	93	65
7	92	90	25	74	80
8	89	70	26	75	65
9	102	85	27	76	85
10	101	85	28	91	90
11	105	85	29	84	85
12	85	95	30	101	75
13	88	85	31	98	85
14	87	70	32	87	70
15	82	95	33	80	70
16	97	70	TOTAL	2947	2665
17	87	85			
18	84	95			

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Appendix 7: Research Instruments of motivation reading questionnaire and reading comprehension test.

Research Instruments

A. Questionnaire

Motivation Indicators

No.	Indicators	Items		Total
		+	-	
1	Grade-Compliance	4		4
2	Involvement	4		4
3	Social	4		4
4	Competition	4		4
5	Reading Work Avoidance		4	4
6	Curiosity	4		4
7	Recognition	4		4
8	Efficacy	4		4
	Total			32

Motivation Reading Questionnaire

Nama :

Kelas :

Hari/tanggal :

Petunjuk pengisian angket:

1. Tulislah identitas Anda terlebih dahulu.
2. Baca pernyataan di bawah ini dengan teliti!
3. Berikan tanda cek (√) pada kolom yang sesuai dengan jawaban Anda.

SS	= Sangat Setuju	TS	= Tidak Setuju
S	= Setuju	STS	= Sangat Tidak Setuju

No	Factors	SS	S	TS	STS
1.	**Grade Compliance**				
a.	Saya selalu menyelesaikan membaca tepat pada waktunya.				
b.	Saya selalu menyelesaikan tugas membaca, karena sangat penting untuk saya.				
c.	Saya selalu mengerjakan tugas membaca seperti yang guru saya inginkan.				
d.	Saya membaca untuk memperbaiki nilai saya dalam pelajaran Bahasa Inggris.				
2.	**Involment**				
a.	Saya suka membaca cerita atau novel.				
b.	Saya suka membaca teks narrative.				
c.	Saya membaca banyak cerita petualangan.				
d.	Saya menghabiskan waktu untuk membaca buku yang menarik.				
3.	**Social**				
a.	Saya menceritakan kepada teman-teman saya apa yang saya baca.				
b.	Saya dan teman-teman saya suka bertukar buku untuk dibaca.				
c.	Saya sering mengunjungi perpustakaan bersama teman-teman saya.				
d.	Saya suka membantu teman-teman saya dalam mengerjakan tugas membaca.				
4.	**Competition**				
a.	Saya selalu menjadi yang terbaik dalam membaca dibandingkan teman-teman saya.				
b.	Saya mencoba untuk mendapatkan lebih banyak jawaban yang benar daripada teman-teman saya.				
c.	Saya menyelesaikan membaca sebelum teman-teman selesai.				
d.	Saya akan bekerja keras untuk membaca agar lebih baik dari teman-teman saya.				
5.	**Reading Work Avoidance**				
a.	Saya tidak suka membaca buku yang				

	ceritanya tidak menarik.				
b.	Saya tidak suka membaca cerita yang rumit karena tidak menyenangkan untuk dibaca.				
c.	Saya tidak suka membaca buku yang kata-katanya sulit.				
d.	Saya tidak suka pertanyaan yang kalimatnya panjang.				
6.	**Curiosity**				
a.	Saya suka membaca tentang topik yang menarik.				
b.	Saya suka membaca tentang hal-hal yang baru.				
c.	Jika guru saya mendiskusikan tentang topik yang menarik, saya suka untuk membacanya.				
d.	Saya suka ketika pertanyaan di buku membuat saya bepikir.				
7.	**Rcognition**				
a.	Saya senang ketika teman saya mengenali bacaan saya.				
b.	Saya senang ketika teman saya memuji bacaan saya.				
c.	Saya senang ketika guru saya mengatakan bahwa saya membaca dengan baik.				
d.	Saya suka menjadi yang terbaik dalam membaca.				
8.	**Efficacy**				
a.	Saya pembaca yang baik.				
b.	Saya percaya bahwa saya akan melakukan yang terbaik dalam membaca di semester depan.				
c.	Saya membaca lebih banyak daripada teman-teman kelas saya.				
d.	Saya setiap hari selalu membaca buku.				

B. Test

Reading Comprehension Indicators

No.	Aspects	Items	Total
1	Identifying the topic	9, 10, 18, 20	4
2	Predicting and guessing	2, 17	2
3	Reading for general understanding	7, 8, 11, 13	4
4	Reading for specific information	1, 6, 14, 16	4
5	Reading for detailed information	3, 4, 12, 19	4
6	Interpreting text	5, 15	2
Total			20

Reading Comprehension Test

Nama : Hari/tanggal :

Kelas : Waktu : 40 menit

Petujuk pengisian soal:
1. Tulislah identitas Anda terlebih dahulu.
2. Bacalah doa sebelum Anda memulai mengerjakan soal.
3. Perhatikan dan bacalah soal dengan teliti sebelum Anda menjawabnya.
4. Berikan tanda silang *(X)* pada alternative jawaban yang paling benar di antara jawaban *a, b, c, dan d*.

Question 1-10

Once upon the time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friends Ki Rangga to go with him. Several servants also joined them to carry their luggages. Then, they began walking to Sunan Muria's house.

Several hours later Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not look tired while Ki Rangga was very tired and thirsty. Finally Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur

prayer. But there was no water around to clean up or 'wudu'. Ki Rangga was confused. He told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, "We should pray for Allah SWT for water. Now you must guard this big tree, Ki Rangga, It might bring water to us. But remember! Everything happens because of Allah SWT. Don't act alone. You must inform me when water comes out. I will be behind that hill," Ki Rangga promised Sunan Kalijaga to inform him when water came out. So sunan Kalijaga went behind the hill. Ki Rangga with his servants sat under the big tree. They quickly fell a sleep. Suddenly water came out of the big tree. Ki Rangga and his servants became wet. They woke up. They were very happy to see water. They drank and played in the water. Ki Rangga forgot Sunan Kalijaga's message to inform him when the water came out.

Behind the hill, Sunan Kalijaga was worried. So he went to the big tree. He was surprised to see Ki Rangga and his servants were playing in the water, "You forgot my message to inform me when the water comes out. Instead you are playing in the water like a turtle," said Sunan Kalijaga, softly. A miracle happened. Ki rangga and his servants turned into turtles. Ki rangga was sad. He had changed into turtles because he did not keep his promise. The water formed a pond. It is now called Sendang Sani, in Pati Central Java. Many people still visit Sendang Sani now.

Sources: https://quizizz.com

1. Where was Sunan Kalijaga planned to visit?

A. Ki Rangga's house
B. Sunan Muria in Pati
C. Servant's house
D. Big tree

2. He asked his friends Ki Rangga to go with him. The word "his" in line 2 refers to….

A. Several Servants

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B. Sunan Kalijaga
C. Sunan Muria
D. Ki Rangga's son

3. Where was Sunan Kalijaga when the water came out?
A. Under a big tree
B. In Pati Central Java
C. Sunan Muria's house
D. Behind the hill

4. Why did Ki Rangga and his servants become turtle?
A. Because they disobeyed Sunan Kalijaga's message.
B. Because they love playing in the water.
C. Because they forgot to go to the big tree.
D. Because they promised to keep their secret.

5. They *quickly* fell asleep. The same meaning of the word "quickly" is?
A. Diligent
B. Slow
C. Fast
D. Clean

6. What is the generic structure of the text above?
A. Orientation, complication and resolution
B. Orientation, sequence of events, and reorientation
C. Orientation, climax, and evaluation
D. Abstract, orientation, and evaluation

7. Who drank and play in the water?
A. Ki Rangga and his servants
B. Sunan Kalijaga's family

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C. Sunan Kalijaga
D. Ki Rangga's son

8. Which of the following statement is correct based on the text above?
A. Everything happens because of Allah SWT.
B. Everything happens because of Nabi Muhammad SAW.
C. Everything happens because of Ki Rangga.
D. Everything happens because of Sunan Kalijaga.

9. What was the type of the text above?
A. Recount text
B. Narrative text
C. Report text
D. Procedure text

10. What can we learn from the story above?
A. Don't be so happy playing in water.
B. Obey the old people's rules.
C. Don't break your promise.
D. Keep yourself happy in bad situation.

Question 11-20

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would

marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbors came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

Sources: https://roboguru.ruangguru.com

11. Who was the old man lived in the Penanggungan Mountain?

A. Jaka Pandelengan
B. Dewi Walangangin
C. Ki Gede Penanggungan
D. Sunan Kalijaga

12. What did Jaka Pandelengan and his wife do to be rich?

A. Helped poor people
B. Had a great power

C. Planted pari seeds
D. Built a temple

13. Who was the name of Ki Gede Penanggungan's daughter?
A. Dewi Anjani
B. Putri Serindang Bulan
C. Mandalika
D. Dewi Walangangin

14. The couple becomes temples because?
A. They were rich
B. Kiai Gede said so
C. Kiai Gede like him
D. They were good people

15. "…., an <u>incredible</u> thing happed". The underlined word means….
A. Untouchable
B. Unbelievable
C. Common
D. Usual

16. "A long time ago, there lived an old man in the Penanggungan Mountain." (Paragraph one). What is the function of the text above sentence?
A. An Abstract
B. A Complication
C. An Orientation
D. A Resolution

17. "…., but the couple refused to help <u>them</u>. The underline word refers to….

A. The seeds
B. The neighbors
C. The couple
D. The temples

18. From the third paragraph we know that….
A. The couple turned into the pari.
B. The couple obeyed Kiai Gede.
C. Kiai Gede never reminded them.
D. The couple didn't obey Kiai Gede.

19. Why was the temple called by "Pari Temple"? Because….
A. It looks like a pari.
B. People named it pari.
C. It stood among the pari.
D. People like to plant pari.

20. What can we learn from the story?
A. We should live separately from our parents
B. We have to listen to our parent's advice
C. We have to prepare a good paddy field
D. We should refuse other people's help

Appendix 8: Research Documentation

Figure 1: Explanation of the procedure before the students filled out the questionnaire and reading test

Figure 2: The students filled out the questionnaire about motivation in reading

Figure 3: The students filled out the reading test

Figure 4: The students' reading activity

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SURAT KETERANGAN

Nomor : 216/LPM/33.23/SMA-02/G/VI/2022

Yang bertanda tangan di bawah ini, Kepala SMA Ma'arif NU 1 Kemranjen Kabupaten Banyumas Jawa Tengah, dengan ini menerangkan dengan sesungguhnya bahwa :

Nama	: **NITA ALFINA ALFIRIYANTI**
NIM	: 1717404069
Program Studi	: Tadris Bahasa Inggris (TBI)
Universitas	: Universitas Islam Negeri Profesor Kiai Haji Saifudin Zuhri (UIN SAIZU) Purwokerto

Diterima untuk melakukan penelitian di SMA Ma'arif NU 1 Kemranjen pada bulan November 2021 sampai dengan Janauri 2022, sebagai utusan dari Universitas Islam Negeri Profesor Kiai Haji Saifudin Zuhri Purwokerto guna melengkapi penyusunan Skripsi dengan judul ***"The Correlation between Students' Motivation and Reading Comprehension Achievement of Twelfth Grade Students of* SMA Ma'arif NU 1 Kemranjen Banyumas *Regency*".**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kemranjen, 9 Dzulqa'idah 1443 H
09 Juni 2022 M

Kepala Sekolah

LEMBAGA PENDIDIKAN MA'ARIF NU
SMA
SEKOLAH MENENGAH ATAS
MA'ARIF NU 1
KEMRANJEN BANYUMAS

H. SABAR ZUHDI, S.Pd.I
NIP.