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AN UNDERGRADUATE THESIS

THE CORRELATION BETWEEN LEARNING MOTIVATION AND READING COMPREHENSION ACHIEVEMENT AT THE EIGHTH GRADERS OF SMPN 10 METRO IN THE ACADEMIC YEAR OF 2012/2013

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THE CORRELATION BETWEEN LEARNING MOTIVATION AND READING COMPREHENSION ACHIEVEMENT AT THE EIGHTH GRADERS OF SMPN 10 METRO IN THE ACADEMIC YEAR OF 2012/2013

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ABSTRAK

Hubungan Antara Motivasi Belajar Dengan Pencapaian Pemahaman Membaca Siswa Pada Kelas Delapan SMPN 10 Metro

Oleh:

Novitaliana Eka Anggraini

Dalam penelitian ini peneliti melihat banyak siswa tidak memahami teks reading. Mereka tidak dapat menemukan ide pokok dalam teks. Mereka masih menemukan kesulitan dalam mengidentifikasi informasi dan memiliki kesulitan untuk menemukan rincian atau informasi dalam sebuah teks. Perumusan masalah dalam penelitian ini yaitu ada hubungan antara motivasi belajar siswa dan pencapaian pemahaman membaca siswa pada kelas delapan yang positif dan signifikan. Tujuan penelitian ini untuk mengetahui hubungan antara motivasi belajar siswa dan pencapaian pemahaman membaca siswa di SMP N 10 Metro.

Peneliti menggunakan penelitian kuantitatif. Dalam penelitian ini menggunakan 1 kelas, sebagai kelas eksperimen. Untuk mengetahui motivasi siswa peneliti menggunakan angket dan untuk mengetahui pencapaian pemahaman membaca peneliti menggunakan tes. Sampel penelitian pada kelas delapan di SMP N10 Metro pada tahun 2012/2013 di kelas VIIIA terdapat 33 siswa. Jadi peneliti mengambil kelas VIIIA sebagai kelas eksperimen.

Hasil dari nilai tes siswa dan juga hasil dari nilai angket. Dari perhitungan, nilai tertinggi tes 90 dan nilai terendah yaitu 50. Nilai tertinggi angket yaitu 85 dan nilai terendah yaitu 40. Kesimpulan bahwa ada hubungan yang signifikan antara motivasi belajar siswa dan pencapaian pemahaman membaca siswa setelah tes reading dan hasil dari data angket. Dari data yang di analisis dapat terlihat bahwa nilai $r_{hitung} = 0, 800$, sedangkan $r_{table} = 0,355$ (5%) dan 0,456 (1%). Data menetapkan bahwa t_{hitung} lebih besar dari pada t_{table}, dapat disimplkan bahwa Hi diterima dan Ho ditolak. Berarti bahwa ada hubungan yang positif dan signifikan antara motivasi belajar siswa dan pencapaian pemahaman membaca siswa di kelas VIIIA SMPN 10 Metro tahun ajaran 2012/2013.

ABSTRACT

THE CORRELATION BETWEEN LEARNING MOTIVATION AND READING COMPREHENSION ACHIEVEMENT AT THE EIGHTH GRADERS OF SMPN 10 METRO

By:

NOVITALIANA EKA ANGGRAINI

In this research the researcher saw that many students could not comprehend the reading text. They still found some difficulties to identify some information and difficulties to locate some details or information of the text. The formulation in this research is there any positive and significant correlation between the students' learning motivation and the students' reading comprehension achievement. The objective of this research is to know the correlation between the students' learning motivation and the students' reading comprehension achievement at SMPN 10 Metro.

The researcher used quantitative research. In this research used one class as the experimental class. To know students' learning motivation the researcher was given questionnairres and to know the students' reading comprehension the researcher was used reading test. The sample of the research at the eighth graders of SMPN 10 Metro in academic year 2012/2013 in the class VIIIA which consist of 33 students. Therefore, the researcher takes class VIIIA as the experimental class.

The result of the students' score from questionnairre and test. From the computation, the highest score of test was 90 and the lowest score was 50 and the highest score of questionnairre was 85 and the lowest score was 40. The concludes that there is a significant correlation between the students' learning motivation and the students' reading comprehension achievement. From all of data analysis, it can be seen that: $t_{observed}$= 0,800, while t_{table}= 0,355 (5%) dan 0,456 (1%). The data confirmed that $t_{observed}$ is higher than t_{table}, there pore it can inferred that Hi is accepted and Ho is rejected. It means that there is a positive and significant correlation between the students' learning motivation and the students' reading comprehension achievement at SMPN 10 Metro in academic year 2012/2013.

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Assalamu'alaikum Wr. Wb.

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Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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The undergraduate thesis entitled : THE CORRELATION BETWEEN THE STUDENTS' LEARNING MOTIVATION AND THE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT THE EIGHTH GRADERS OF SMPN 10 METRO IN ACADEMIC YEAR 2012/2013 written by NOVITALIANA EKA ANGGRAINI, Student's Number 0954517, English Education Program, has been examined (Munaqosah) in Tarbiyah Departement on September 10th, 2013.

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The writer

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MOTTO

الْمَاهِرُ بِالْقُرْآنِ مَعَ السَّفَرَةِ الْكِرَامِ الْبَرَرَةِ وَالَّذِي يَقْرَأُ الْقُرْآنَ وَيَتَتَعْتَعُ فِيهِ وَهُوَ عَلَيْهِ شَاقٌّ لَهُ أَجْرَانِ . (متفق عليه)

"One who clever reads the Al-Qur`An, he/she is with all Excellency angel and obedient. While one who reads the Al-Qur`An unclearly and heavy articulate, hence he/she gets two reward."

(Muttafaq ' Alaih)

Education is the most powerful weopon which you can use to change the world.

-Nelson Mandela-

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved parents, my father Ahmad Sukri and my mother Supartinah who keep on praying for my life and always support me.
2. My lovely brothers, Chornelis Anwar, Benny Saputra, Rifan Alfazhani and Chevin Ragiel Pangestu, thank a lot for your love, support, and prayer.
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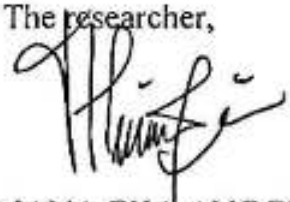
Allhamdulilahirabbil'alamin, praise merely to the Mighhtiest Allah SWT, for this the gracious mercy and tremendous blessing that enable me to accomplish this undergraduated thesis by the title "THE CORRELATION BETWEEN LEARNING MOTIVATION AND READING COMPREHENSION ACHIEVEMENT AT THE EIGHTH GRADERS OF SMPN 10 METRO ".

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Finally, the researcher realizes that the undergraduate thesis is nearly imperfect. At last, he hopes that the result of the research will give significant contribution in teaching learning of English language in Junior High School Number 10 Metro.

Metro, September 10th, 2013

The researcher,



NOVITALIANA EKA ANGGRAINI
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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language used all over the world. In Indonesia, English is very important because it is considered as the first foreign language and as a compulsory subject, which is learned from elementary until university. As cited in English Curriculum Guideline, mastering what someone has learned is the goal of learning, if students have mastered English well, it be can said that they have reachead the main of goal of learning.

H. Douglas Brown states that English is not always learned as tools for understanding and teaching US or British cultural values. Moreover, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.[1]

There are four skills of language to be mastered in learning English; listening, speaking, reading and writing. Reading is one of language skill that plays important roles in many aspects of life. It is not only important to those who are studying in school and college, even for people who are not studying there anymore, because much information or literature is still written English. It

[1]H. Douglas Brown, *Teaching by Principles*, (San Fransisco: San Fransisco State university, 2001), p. 118.

is more than just assigning foreign language sounds to written words. It requires the comprehension of what is written in the text as a process to gain information.

It can be said that reading has a role as the window of knowledge in which people are able to get much information.

The goal of reading at school is to give the students' ability to read the material in English with comprehension, ease and enjoyment. However, it seems that the teaching learning process in some schools have not achieved those goals espacially in eighth graders of SMPN 10 Metro. There are many reasons that cause this condition. One of the reasons that cause this condition may lay on the effective element, such as motivation in learning process.

Muhibbin states that someone who has motivation and intensive attention to subject matter will reach an optimal achievement.[2] Muhibbin adds, there are some factors that can influence learning achievement i.e.:

1. Internal factor is the factor that comes from the students, interest condition for instance: talent, intelligent, interest, attitude, motivation and attention.
2. External factor is the factor that comes from outside, for instance: family, school, friends, teacher and society. For the school itself there are which also influence the learning activity, such as curriculum, teachers, education material of the text book, etc.[3]

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[2]Bambang Setiyadi, "A Survey of the Language Learning Strategies of Tertiary EFL Students in Indonesia", *Unpublished Thesis*, (Jakarta: Perpustakaan UIN, 2003), p. 28

[3]*Ibid.*,

From the description above, it can be seen that motivation is one of internal factor that influence learning achievement. Motivation as an affective domain in learning process effects psychomotor and cognitive domain. Students who have motivation and positive attitude toward subject matter may enjoy the learning process. When students read the text, the affective element of motivation come into play. More ever Mc Kenna Adds that motivation play role in the decision to read, in the level of engagement with the text during reading and thus also in the product the read creates in terms of comprehension of the text and learning from the text.[4]

Gardner and Lambert states that motivation and attitude affect general second language learning. There is correlation between attitudes, motivation and orientation to the achievement in second language.[5] However it seen that little researches exist on specific role of interest in English foreign language, although this issue is obviously links to motivation. Some studies on the effect of motivation have suggested that students' interest in learning second language is significant factor in exquisite on of language.

Base on explanation above, the writer is interest to investigate the correlation between students' learning and their English reading comprehension. This research is intended to find out whether students' learning interests positively correlate with students' English reading achievement. The writer choose students

[4]Brown, *op.cit*, p. 73
[5] *Ibid*, p. 78

of junior high school number 10 metro is still low in reading comprehension especially to eight grade students.

Based on the pre-survey, the researcher got the data as follows:

Table 1

The Result of Reading Comprehension Test of Eighth Graders at SMPN 10 Metro in Academic Year of 2012/2013.

No	Name Code	Score
1	A	75
2	B	78
3	C	50
4	D	65
5	E	75
6	F	54
7	G	65
8	H	55
9	I	65
10	J	58
11	K	70
12	L	55
13	M	66
14	N	70
15	O	75
16	P	60
17	Q	65
18	R	50
19	S	65
20	T	59
21	U	78
22	V	55
23	W	60
24	X	60
25	Y	55
26	Z	50
27	Aa	65
28	Bb	65
29	Cc	65

30	Dd	75
	Total	1903
	Average	63.4

Source: The English Teacher's Archieves, Taken on February 15th

Table 2

Criteria of Learning Achievement

No	Grade	Category
1	79-100	High
2	73- 78	Average
3	0-72	Low

Source: Ledger of Teacher in SMPN 10 Metro

From the result of pre-survey above, it is know that the grade of English reading comprehension in the eighth graders of SMPN 10 Metro still low, average is 63,4. Based on experience and the result of preliminary research at eighth graders of SMPN 10 Metro, the researcher saw that there are many factors behind these problems, some of them such as lack of motivation and psychological. Therefore, many students could not comprehend the reading text. Most of them are not able to get the main idea of the text. They still found some difficulties to identify some information and they have difficulties to locate some details or information of the text.

Based on the statement above, the researcher interested to know in detail about the correlation between the students' learning motivation and the students' reading comprehension achievement at eighth graders of SMPN 10 Metro in Academic Year of 2012/2013.

Therefore, the title of this research is formulated as follow:

The Correlation between The Students' Learning Motivation and The Students' Reading Comprehension Achievement at The Eighth Graders of SMPN 10 Metro in Academic Year of 2012/2013.

B. Problem Identification

Referring to the background above the problems can be identified as in follow:

1. The students have low motivation and enthusiasm in learning English especially to find the idea of paragraph in English reading.
2. The students have difficulty in comprehending the main idea in reading text.
3. The students have lack motivation in reading comprehension.
4. The students do not feel easy and enjoy to read the material in English with comprehension.
5. The students have negative attitude toward reading instruction.

C. Problem Limitation

Based on problem identification above, This research will focus on the correlation between the students' learning motivation and the students' reading comprehension achievement at the eighth graders of SMPN10 Metro in Academic Year 2012/2013.

D. Problem Formulation

Based on the description in the background above, the writer formulated the problem as follows:

Is there any positive and significant correlation between learning motivation and reading comprehension achievement in learning English?

E. Objectives and Benefits of The Study

1. Objectives of the study

The objective of the research is to determine whether there is correlation of learning motivation and reading comprehension achievement.

2. Benefits of the study

a. For the students:

1) To build students' motivation in learning English especially reading comprehension.

2) The result of the research can be used by students to improve their knowledge about English subject especially in reading comprehension.

b. For the teacher

1) To be a consideration for English teacher in selecting the material for the students.

2) To make English teacher aware of the importance of the students motivation in their learning process.

c. For the school

1) To be used as a reference for further research about the correlation between the students' learning motivation and the students reading achievement.

2) To enable the school to support the English learning process by preparing the teaching instrument/materials.


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CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Review

1. Concept of Reading Comprehension Achievement

a. The Definition of Reading

Reading is useful for language acquisition. Reading is essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure sucess not only in learning English is required. With strengthened reading skills, learners will make greater progress and development in all other arcas of learning.

Etymologically, the word "reading" in Oxford Learner's Dictionary is derived from the word "read" that can be defined as follows:

1) To look at and understand the meaning of written or printed words or symbols.
2) To go though written or printed word, silently or loud to others.
3) To discover or find out about somebody or something by reading.[1]

Based on the explanation above, we can infered that reading is one of the important skills which are needed by the students from elementary school up to university. By reading, the students are able to get a lot of

[1]Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Express, 1995), p. 356

information based on what they require in reading. From the description above, we can see that reading is not a simple thing.

Many experts define reading as the process of putting the reader in contact and communication with ideas. Therefore, reading is actually a conversation of sorts between a writer and reader. Aebersold and Field defines that reading as what happens when people or readers look at a text and assign meaning to the written symbols in that text.[2]

Anthony, Person and Raphael states that reading is the process of constructing meaning through the dynamic interaction among the reader is exiting knowledge, the information suggested by the written language, and the context of the reading situation.[3]

Based on the statement above, we can conclude that reading is a complex activity process which is very important involving the language and though in order to get meaningful message, science or information sent by the writer though printed language such as graphic symbols written verbal symbols.

Defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skills, and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer.

---

[2]Thomas S.C Farrell, *Planning Lessons for a Reading Class,* (Singapore: SEAMEO Regional Language Center, 2002), p. 1

[3]*Ibid.*, p. 3

b. The Models of Reading Processes

The models of reading processes can be divided into three categories. There are bottom-up models, top-down models, and interactive models.[4]

1) The Bottom-Up Models

Bottom-up models is typically consist of lower-level reading processes. In bottom-up models the reader reads the words and sentences and looks at the organization of the text (without relating it to experience or prior knowledge). in order to construct meaning from what was written in the text meaning depend both on knowledge of vocabulary and syntax.Within a bottom-up approach to reading, the most typical classroom focus is on intensive reading. Intensive reading involves a short reading passage followed by textbook activities to develop comprehension or particular reading skill.

2) The Top-Down Models

In top-down models begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes prediction, and searches the text to confirm or reject the predictions that are made. It means that in top-down models the reader's prior knowledge, cognitive and linguistic competence play

[4]David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003),p.70-72

key role in the constructing of meaning.Within a bottom-up approach to reading, the most typical classroom focus is on extensive reading. Extensive reading is reading many books or longer segments of text without focus in classroom exercise that may test comprehension skill.

3) An Interactive Models

Interactive models is the models that are accepted as the most comprehensive description of the reading process are interactive models.The interactive models is combines elements of both bottom-up and top-up models processer occur when a person reads a text. That a pattern is synthesized based on information provided simultaneously from several knowledge sources.

c. Reading Comprehension Achievement

Reading comprehension achievement is defined as a level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message[5].

[5]Anonim, "The meaning of Reading Comprehension", in *www/http.Wikipedia-the free encyclopedia.co.id.* Maret 24th, 2012, Take on Maret 13th, 2013

Linda Hennen states that comprehension is making connection what the children get in understanding from thinking about what they are reading.[6]

On the other hand, Kristin Lems *et.al* defines that reading comprehension is the ability to construct meaning from a given written text, it varies according to the purposes for reading and the text that is involved.[7] There are two ways to check whether students succed in reading comprehension or not. Firstly, check whether students have known the main idea or not. Secondly, check the students' mastery on the topic sentence.

Based on the definition above, it can be inferred that reading comprehension is interaction of several component processes that integrated information from the page that the student is reading with his or her background knowledge and experience. Comprehension is important in reading process. Reading with comprehension signifies not only understand the surface meaning of the text but also understand the purpose of the main idea of the reading text.

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[6]Randi Stone, *Best Practice for Teaching Reading,* (United States of America: Corwin Press, 2009), p. 44

[7]Kristin Lems, et al, *Teaching Reading to English Language Learners,* (NewYork:2010), p.170

d. Strategies for Reading Commprehension

a. Identify the purpose in reading

In reading comprehension we not only a mediocre job of retaining what we "read" and perhaps were rather show in the process but eefficient reading consist of clearly identifying the purpose in reading something. By doing that we will be know what we are looking for and we can find out potential distracting information.

b. Use efficient silent reading techniques

This srategy for reading speed with comprehension in teaching intermediate to advanced levels students. In beginning levels students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. This technique can help the learners or readers to be efficient readers and speed readers.

c. Skimming

Skimming consist of quickly running one's eyes across a whole text. The purpose is to get a general idea of what it is about in the text. Skimmimg gives readers the advantages of being able to predict the of the purpose passage, the main topic, messages and possible some of the developing or supporting ideas.

d. Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask readers to look for name or dates, to find a definition of a key concept, or to list a certain number of supporting details. It means that the purpose of scanning is to extract specific information without reading though the whole text.

e. Analyze vocabulary

It used for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. The useful of this technique is look for prefixes that give clues, look for suffixes that may indicate what part of speech, look for roots that are familiar, look for grammatical context that may signal information and look at the semantic context (topic) for clues.[8]

e. The Importance of Learning Reading

Reading comprehension increase the pleasure and effectiveness of reading. Strong reading comprehension help in all the other subject and in the personal and professional live. The high stage that control advancement trough elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading ability.

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[8]H. Douglas Brown, *Teaching by Principles,* (San Fransisco: San Fransisco State university, 2001), p. 306-310

2. Concept of Motivation

a. The Definition of Motivation

Motivation is the great, unspoken problem of English education in the world. It is "great" because it is probably the most difficult single problem classroom teacher face. Motivation becomes an important aspect since if the students have strong motivation, the learning process will run more effective and well.

Gardner and Lambert in Kato stated that motivation is one of important aspects in learning language.[9] On the other hand, Dornyei said that motivation is a key to learning.[10]

Theoretically, Oxford Learner's Dictionary defined that motivation is all of inner power reinforcing any person to do something.[11]

According to Douglas Brown motivation is commonly thought as an inner drive, impulse, emotion, or desire that's move one to a particular action.[12]

Based on statements above, it can conclude that motivation is general term characterizing the needs, drives, aspiration, and purpose of the

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[9]Shih Kato and Gamon, Motivation of Learners Japanese, dalam *http//e-flt.nus.edu.sg/v4sp12007/kato.htm.* Maret 16th 2008, Take on February 2nd, 2013

[10]H. Douglas Brown,*Principles of Language Learning and Teaching,* (San Fransisco: San Fransisco State University, 2000), p.160

[11]Hornby, *op.cit*, p. 25

[12]Brown. *Op. Cit.*, p. 120

organism as behavior. Furthermore, motivation considered by many to be one of the determining factors in developing a second or foreign language.

In the case, motivation is the positive power, which stems from the desire to attain the goal reflected in the orientation for instance; learning English seriously in order to get a better achievement. In relation with the previous statement, students need motivation in order to attain the goal of language learning and they can come from themselves or from their environment.

The low or high motivation to learn English finally influenced the result of the learning. The higher motivation will result in higher achievement, while the lower one will also result the lower achievement. It means that the high motivation has encouraged and supported students to put all of their effort to master English subject. It leads them to get better result in the test or examination

b. Classification of Motivation

According to Gardner and Lambert motivation to learn a language divided into two types. There are instrumental motivation and integrative motivation. [13]

[13] *Ibid.*, p.162

1) Instrumental motivation

Instrumental motivation is acquire a language as a means for attaining intrumental goals furthering a career, reading technical material, translation, etc.

A learner with instrumental motivation is characterized by learning the language for practical purposes, such as gaining employment or passing a test and more interested in how the language can be useful instrument toward furthering other goals since he/she learns a language for practical purposes, e.g. getting a job, meeting an educational requirement

2) Integrative motivation

Integrative motivation isdesire to learn a language characterized by a positive attitude and affect towards the speakers and culture of the target language.

A learner with integrative motivation has a genuine interest in the second language community whishes to identify with the ethnic group.

Furthermore, Brown distinguishes two types of factors influencing motivation,[14] they are:

1) Intrinsic motivation

Intrinsic motivation is self generated factors (responsibility, freedom to act, scope to use and develop skill and abilities, interesting and challenging work, opportunities for advancement) they have a deeper and longer-term effect. Intrinsic motivation refers to being motivated and curious enough to be engaged in an activity for its own sake.

Based on explanation above, we can saythat people believe their work is intrinsically motivating are more satisfied with their lives.

2) Extrinsic motivation

Extrinsic motivation iswhat is done for people to motivate them or a reward from outside. They have an immediate and powerful effect, but will not necessarily last long.Typical-extrinsic reward are money, prizes, grades and even certain types of positve feedback.

Therefore, the indicators of motivation in learning, the researcher identified motivation with some factors as follows:

1) The duration of students' English learning: how long the ability of students to use time in doing activity in learning is.

[14] *Ibid.*, p. 75

2) The frequency of students' activity in learning English, e.g. how often does the activity take place?

3) The persistence of students in learning English: how strong his tenancy is, etc.

4) The toughness of endurance of students in solving the difficulties of learning English and facing its problems or obstacles.

5) The aspiration of students for instance purpose target, etc.

6) The qualification level of students' achievement in learning English.

7) The devotion of students to get the objective of learning English for instance thought, time, money, etc.

8) The students' attitude to the purpose of learning English.

In this research, the researcher dealt with these eight factors as the reference in measuring students' motivation.

c. Element in Motivation

Ausubel in Brown states that motivation is contructed from the needs for exploration, manipulation, activity, simulation, knowledge and ego-enhancement.[15]

The first element is needs for exploration. It means that the learner wants to explore what he learners. The second element is the needs for

[15] *Ibid.*, p. 160-161

manipulation which means that the learners needs to manipulate what he learners. Here he wants to make change. The third element is the needed for an activity. The learner needs some movements and exercises. The fourth element is the need for stimulation. It means that the learners need to be stimulated by other people or by ideas, thoughts, and feelings. The fifth elements are need to process and internalize the result of the exploration, manipulation, activity, and stimulation. The sixth element is the ego-enhancement need, it means that the learner need to be known or to be approved by other people.

In a learning process all those elements can be the reason for the learner to learn. It is also possible that only some of the elements are applied. For example, in a reading a book, a reader needs an exploration, activity and knowledge, sometimes he needs for all elements. This condition can be applied in any activities in learning process.

Based on the explanation above, the conclusion of motivation is strange the ambition, increases initiative and give direction, courage, energy, and the persistence to follow one's goals motivation is one of the most important keys to success.

PERPUSTAKAAN STAIN JURAI SIWO METRO

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are one independent variable (X) and one dependent variable (Y). The independent variable (X) is the students' learning motivation (X) and the dependent variable (Y) is the the students' reading comprehension achievement.

One important factor influenced students in learning English is motivation since it is assumed that the students with strong motivation will learn more effective and easier in comprehending in their English ability, especially in reading comprehension. Therefore, it can be concluded that motivation is very important in comprehending students' reading achievement.

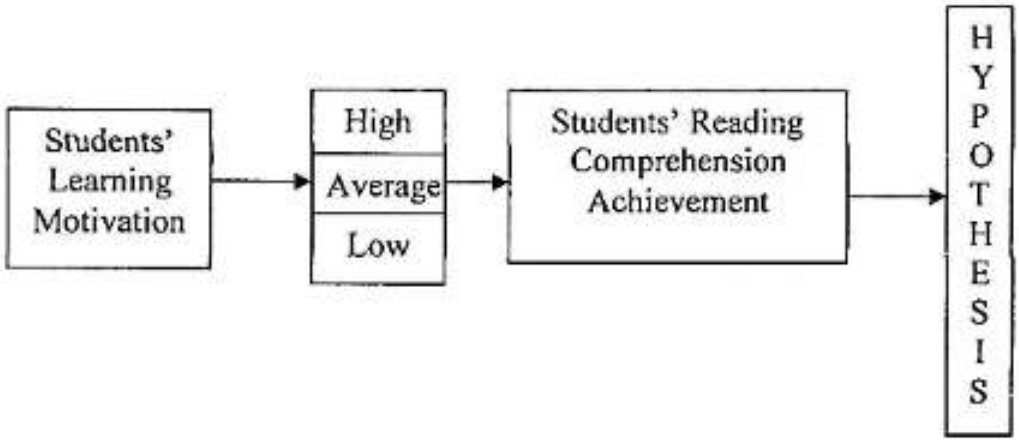
The theoretical framework in this research is if the motivation is applied in the English teaching and learning process, hence the students' reading comprehension will be increased, whereas if the motivation is not applied in the teaching and learning process, the students will find some difficulties and get low reading comprehension achievement.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follow:

Figure 1

The Correlation between The Students' Learning Motivation and The Students' Reading Comprehension Achievement



C. Hypothesis of Research

Based on the theoretical framework and paradigm above, it can be predicted that motivation on students' reading comprehension achievement have positive correlation. Therefore, the researcher formulated the hypothesis of research as follows:

H_i: There is correlation of the students' learning motivation and the students' reading comprehension achievement.

H_o: There is no correlation of the students' learning motivation and the students' reading comprehension achievement.


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CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher was use a quantitaive research. Margono defines quantitative research is "as the process to find knowledge that use numeric data as a tool to find the information what which is known".[1]

According to Creswell, researcher used the quantitative research, in the form of queasy experimental design. Quantitative research design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. The researcher generalizes or makes claims about the population.[2] This research is an experiment research which will be conduct by using a descriptive quantitative research or descriptive survey method.

Descriptive Survey method is a method that involves a collection of techniques used to specify, to design, to analyze or description, and classify naturrally occuring phenomena without experimental manipulation. Descriptive research may provide measures of frequency because it is important to emphazise that while type of research may begin with a question or hypothesis, the phenomena it describes are not manipulated in any way.

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[1]S. Margono, *Metode Penelitian* Pendidikan (Jakarta: Rieneka Cipta, 1997), p. 105.

[2]Creswell W. John, Research *Design Qualitative, Quantitative, and Mixed Methods Approaches,* (London: Sage Publication, 2003), p. 153.

This research was intended to investigate whether there is positive and significant correlation the students' learning motivation and reading comprehension achievement. It was been hold in SMPN 10 Metro. The researcher would investigate the eighth graders in the academic year of 2012/2013.

The investigation of this research by using some technique such as, questionnaires, observation or by using test technique, and documentation. The writer chooses one class as experimental class. Before giving treatment, the writer gives the class a test.

From the statements above, the researcher can gives explanation that quantitative research is a research can be measured by statistic method. The writer used quantitative research, because data which is collecting by writer in the form of numerical data.

B. Population, Sample and Sampling Technique

1. Population

Arikunto defines population as" the whole subjects which are complete and clear and will be the object in the research."[3]

Population or universe means the entire mass of observation, which the research has access to names in the population and can sample the people (or other elements) directly.[4]

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[3] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek.* (Jakart: Rineka Cipta,1998) p.117
[4]Creswell, *op. cit*, p. 156

It means that the population was all subject that would be observed in this research. Populationis large subjects which are complete and clear as the generalization of object in the research.

The population of this research is the students at the eighth grade of SMPN10 Metro in the Academic Year of 2012/2013. The total population in this research are 102 students which are divided into three class. Bellow was the data of the population:

Table 1

The Quantity of SMP N 10 Metro Students
in Academic Year of 2012/2013

No	Class	Male	Female	Amount
1	VIIIA	20	15	33
2	VIIIB	17	17	34
3	VIIIC	22	11	35
Total		**59**	**43**	**102**

Source: Documentation of SMPN 10 Metro

2. Sample

Sample is the part of population that will be researched.[5] The population consist of arc three class. Sample of this research are the students at the class VIIIA of SMPN 10 Metro in Academic Year 2012/2013. The sample are 33 students.

[5]Arikunto, *op.cit*, p. 131

3. Sampling Technique

The sampling technique that was used in this research is cluster random sampling. Actually, cluster random sampling is one method that can be used when it is difficult to obtain a cmplete listing of a population and it has characteristic.[6] And random is a method that taken by shakes. So, cluster random sampling is we have same characteristic sample can chosen by shake of the class. The researcher chooses this technique because this method has been representation all the population.

C. The Operational Definitions of Variables

Operational definition is the definition which based on the characteristic of the things that would be defined, and it can be observed or measured[7]. Meanwhile, variable can be defined as an attribute of a person or of an object which various from person to person or from object to object. Based on the statement, the operational definition of variable in this research are:

1. Dependent Variable

Dependent variable (Y) is the variable that depends on the independent variable (X). It is outcomes or result of the influence of the independent variable.[8] Dependent variable in this research is the students' learning reading comprehension achievement. Reading comprehension is a process of getting

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[6] *Ibid.*, p. 41

[7] Edi Kusnadi, *Methodologi Penelitian,* (Metro:STAIN, Metro, 2008), p. 29

[8] Creswell, *op.cit*, p. 83

information from written language. It is not only to understanding the surface meaning ofthe text but also understanding the purpose of the main idea of the text.

It can assume that achievement affected by students' learning motivation in learning English.

This variable had been measured by giving wriiten test of reading. This test is hold to measure the students' achievement in learning English. This step was conducted to know the students' mastery of English subject, especially in reading comprehension. There were 20 questions in form of multiple choices. The alternatives provides include *a, b, c,* and *d*. The correct anwer was given score 1 and the wrong answer was given score 0. The time to do the test is 45 minutes.

Since reading skill includes mastering many aspects of language skill and performance such as vocabulary, structure, etc., the reseacher in constructing the reading test divided the test into some parts:

a. Vocabulary test

It contains understanding noun cluster or words. This part becomes common problem for most students in reading, understanding words in context, that is asking the meaning of the underlined words in asentence.

b. Understanding a sentence

It used to test the students' ability in understanding central idea of the sentence.

c. Understanding a paragraph

The text consists of one paragraph only. It is used to test the students' ability in understanding central idea of the paragraph.

d. Understanding a text

The text consists of more than one paragraph. This is the main aim of reading test.

Table 2

Indicator of Reading Test

No	Reading Specification	Item Number
1	Vocabulary test	1 – 5
2	Understanding a sentence	6 - 10
3	Understanding a paragraph	11 - 15
4	Understanding a text	16 - 20

In scoring system students' result of the test, the researcher used Arikunto's formula as follow:

$$\text{Score} = \frac{\text{The number of correct answer}}{\text{The number of items}} \times 100$$

2. Independent Variable

Independent variable (variable X) is variable that (probably) cause, inflence, or affect outcomes. It is also called treatment, manipulated, antecedent

or predictor variable.[9] The independent variable of this research is the students' learning motivation.

Motivation is students' high desire that can shown by students' enthusiasm in learning process, for example enjoying teaching learning process, following the subject enthusiastically, participatingin any English discussion in the class, doing their homework well, etc. It can assume that motivation influence students' achievement in learning.

In measuring this variable the researcher was used questionnaire or angket. The questionnaire or angket is often used by researcher to measure the students' learning motivation. By using this technique, the researcher want to get more sources of the data fro the subjects. The researcher was given a set questionnaires in order to investigate the students' motivation in learning English. The questionnaires instrument was consists of 20 items. The questionnaires measure the students' motivation in learning English. The score are based on the Likert Scale and the range of 1 to 4. Each alternative are defines as follows:

A= 4; for high motivated students.

B= 3; for high motivated students.

C= 2; for average motivated students.

D= 1; for low motivated students.

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[9] *Ibid.*, p. 84

The researcher takes the indicator of motivation in learning that was categorized motivation in eight factor. Look at the table bellow:

Table 3

No	Indicator of Motivation	Number of Item
1	Duration	1-4
2	Frequency	5-8
3	Persistence	9-12
4	Students' Aspiration	13-16
5	Attitude	17-20

D. Data Collection Method

The researcher uses the method to collect the data such as:

1. Questionnaire

Questionnaire (angket) is a list of written questions which is used to get information from respondent about his/her personal.[10]

The researcher used questionnaire because the researcher want to measure and to know the students' motivation in learning English. By using this method, the researcher also want to get more sources of the data from the subjects. The researcher given a set of questionnaires in order to investigated the students' learning motivation in English.

The questionnaires is hold in one way namely, motivation. There are 20 questions to be answered in these questionnaires or angket. The time to anwser these 20 questions are just 45 minutes. It means that every item in the

[10]Edi, *op.cit*, p. 93

questionnaire had been answered less that 3 minutes. This was done to make the students think fast of the questions and answer it honestly.

2. Test

In collecting data, the writer used test. Test is valuable measuring instruments for educational research.[11] Furthermore, Sugiyono explains that the most of research uses test as the main tool to measure the aspect.[12] The kind of the test that researcher will be use in this research is written test and the types of the written test had been used is multiple choice.

There are 20 questions in form of multiple choices. The alternative provided include *a, b, c,* and *d*. The correct answer was score 1 and the wrong answer will score 0. The time of do the test is 45 minutes.

The test was use for knowing students' reading comprehension achievement. This test had been give to the eight graders of SMP N 10 Metro.

It can be concluded that the researcher used test as the instrument or question because the researcher want to measure the knowledge skill, ability, or talent of individual or group in reading, to measure the students' achievement in learning English and to know the students' mastery of English subject, especially in reading comprehension. It should be done to get the real data before conducting the research.

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[11]Creswell, *op.cit*, p. 179

[12]Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 23

3. Documentation

Kusnadi defines decumentation as the method which is use to get information from written language or documentation (for examples: books, megazine, rule, note, and others).[13] This method is used to get information the short story of school, location map, data, teacher and students' condition and organizational chart of school.

E. Research Instrument

Suharsimi Arikunto defines instrument as a tool of the research which is used to collect and process the data.[14] Its mean that the instrument is the frame of questions for assessment based on the theory which use to measuring phenomena.

Instrument in this research was designed and adjusted with the indicators, which have been specified. Moreover, instrument used was in the test form that consists of multiple-choice questions about various kinds of text. Furthermore, there were two tests in this research. The first reading test and the second test was questionnairre.

In addition, the writer demonstrated the research instrument in the form of grilles as foliows:

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[13]Kusnadi, *op. cit*, p. 102

[14]Suharsimi Arikunto, *op.cit*, p. 203

Table 4

The Instrument Blueprint Test for Reading Comprehension

No	Variable	Indicator	Kind of test	Item number
1	Learning Motivation (Independent Variable X)	a. Duration b. Frequency c. Persistence d. Students' Aspiration e. Attitude	Multiple choice	1-4 5-8 9-12 13-16 17-20
2	Reading Comprehension Achievement (Dependent Variable Y)	a. The students can identify of reading text, such as: main idea, detail, vocabulary and conclusion. b. The students can understanding a sentence of reading text. c. The students can understanding a paragraph of reading text. d. The students can understanding a text of reading text.	Multiple choice	1-5 6-10 11-15 15-20

F. Data Analysis Technique

To investigate whether there is any positive and significant correlation between students' learning motivation and students' reading comprehension achievement at the eight graders og SMPN 10 Metro in the Academic Year of

2012/2013, the writer analyzes the data by using product-moment correlation. The formula of product-moment correlation:[15]

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

Note:

r = Correlation coeficience

n = Number of students

x = Independent variable

y = dependent variable

[15] Edi Kusnadi, *Op. Cit.*, p. 137


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CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

1. Profile of the school

In this session, the researcher would like to discuss about history of the school, list of the teacher and staff, total of the students, structure of organization of the school and condition of the school.

a. History of SMPN 10 Metro

SMP N 10 Metro established on 13 July 2006 based on bill decision of Metro's government mayor No: 174/KPTS/D-3/2006 about the establishment SMP N 10 Metro. SMP N 10 Metro begins to achieve the new students in 2006/2007 with written system like school on commonly. The students that have been registered in SMP N 10 Metro begin the teaching learning activities in July, 17th 2006. It is based on the education calendar that has been come out by Lampung's Education Department.

The teaching learning activity is done in SD N 7 Metro because the building that will be used for SMP N 10 Metro is still built. On that time, the educator only 9 person consist of 8 state civil servant and honor teacher, and staff officer only 1 person. The headmaster is Mr. Hargunawan as PLT. Whereas the new building would be used for it is

located in Wolter Mongosidi street Hadimulyo,Metro. It is Hadimulyo Regency's bengkok land, it is 9750 m^2. In academic year 2006/2007 to 2009/2010, SMP N 10 Metro decide some purpose, they are:

1. Excellent in curriculum development
2. Excellent in learning process
3. Excellent in passing exam
4. Excellent in education facilities and infrastructure
5. Excellent in learning media
6. Excellent in human resource and educators
7. Excellent in school management
8. Excellent in academic achievement
9. Excellent in non-academic achievement
10. Excellent in faith and piety[1]

Beside the purpose above, SMP N 10 Metro have visions and missions. The vision is excellent in students' achievement based on faith and piety. Then the missions are:

1. Doing KTSP development
2. Doing teaching learning activity based on CTL
3. Doing material analysis that appear in national examination
4. Doing extra lesson
5. Doing school management development

b. List of The Teacher and Staff of SMPN 10 Metro

Based on survey, the researcher was got data of list the teacher and staff SMPN 10 Metro. This is the list of the teacher and staff of SMPN 10 Metro:

[1] The school archives of Junior High School Number 10 Metro

Table 1

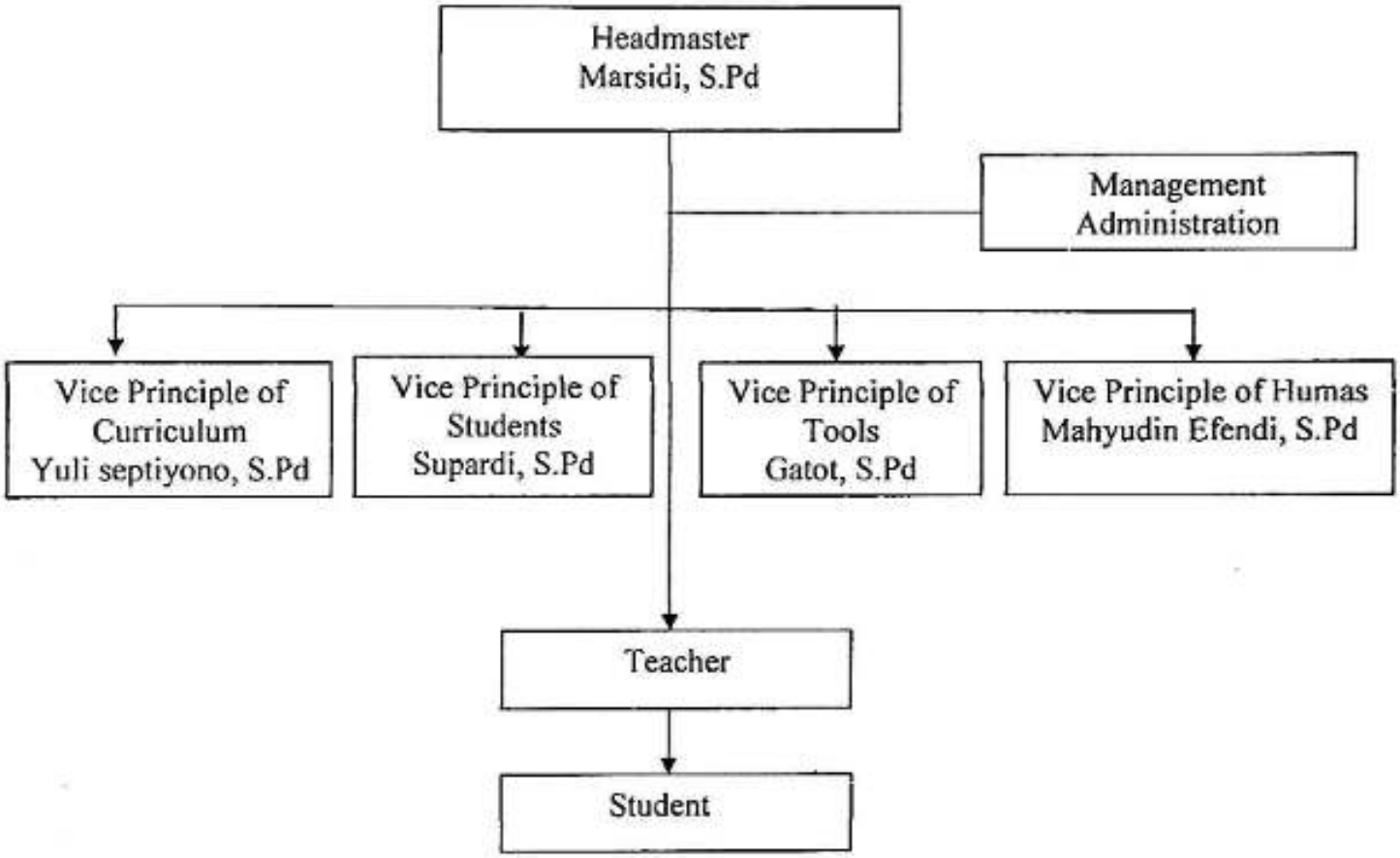
Teacher and Staff List of SMPN 10 Metro

No	Name	Sex	Position	The Last Education
1	Marsidi, S.Pd	Male	Headmaster	S1
2	Partono, S.Pd	Male	Vice Principle of Headmaster	S1
3	Dra. Dwi Winarti	Female	Counselor	S1
4	Martini, S. Ag	Female	PAI Teacher	S1
5	Dra. Atinawati	Female	Indonesian teacher	S1
6	Dra.Simping Suhti	Female	-	S1
7	Titin Nursitojati	Female	IPS teacher	D2
8	Zulkifli	Male	Sport teacher	PGSLP
9	Miskinah, S.Pd	Female	IPA teacher	S1
10	Dra. Herniwijaya	Female	-	S1
11	Siti Nuryuni, S. Pd	Female	Mathematics Teacher	S1
12	Dra. Siti Asiyah	Female	Library	S1
13	Badrun, S.Pdi	Male	PAI teacher	S1
14	Ruliana Sofiana, S.Pd	Female	Mathematics Teacher	S1
15	Ahmad Harun, S.Pd	Male	Counselor	S1
16	Yeni Nurmawati	Female	Mathematics Teacher	S1
17	Maspuah, S.Pd	Female	PPKN teacher	S1
18	Yuni Ekawati, S.Pd	Female	IPS teacher	S1
19	Agus Sustyo, S.Pd	Male	PPKN teacher	S1
20	Zulhia Prastyo, S.Pd	Male	Sport teacher	S1
21	Tri Isnani, S.Psi	Female	Counselor	S1
22	Tuti Hartati, S.Pd	Female	PKN Teacher	S1
23	Mujiono, S.Pd	Male	Biologi Teacher	S1
24	Sukamtono, S.Pd	Male	Ekonomi teacher	S1
25	Puspita Rini, S.Pd	Female	Sejarah teacher	S1
26	Dra. Yupentina Iswati	Female	Mathematics Teacher	S1
27	Heri Kristianto, SE	Male	English teacher	S1
28	Dra. Ernawati	Female	Story teacher	S1
29	Misbawati, S.Pd	Female	Indonesian teacher	S1
30	Lies Winarni, A.Md	Female	Lampung language teacher	D3
31	Mahyudin S.Pd	Female	English teacher	S1
32	Adha Mariana, A.Md	Female	English teacher	D3
33	Alhafidz Ibnu, A.Md	Male	English teacher	D3

c. Organization Structure of SMPN 10 Metro in Academic Year 2012/2013

Figure 1

The structure of organization of MTsN Metro:



d. Total of The Students

SMP N 10 Metro has 11 classrooms. In addition, in every grader are contained 30 students. Here are the distribution table of students SMPN 10 Metro :

Table 2

The Quantity of SMPN 10 Metro in Academic Year of 2012/2013

No	Level	Graders	Total of Students
1	VII A VII B VII C VII D VII E	30 35 36 36 35	172
2	VIII A VIII B VIII C	33 34 35	102
3	IX A IX B IXC	38 37 36	111
Total			385

Source: The School archives, taken on 25th May 2013

2. Research Data

a. Reading Comprehension

Reading Comprehension is as the Dependent Variable of the research. To measure the student's reading comprehension test, the writer tested the students by giving reading comprehension tests. The result of student's reading comprehension test had measured by the score of multiple-choice using the formula of according to Suharsimi Arikunto:

$$S = \frac{R}{N} \times 100$$

Note :

S = The score of the test

R= Total of the right answer

N= Total item

Table 3

The Result Score of Students' Reading Comprehension Achievement at the Eighth Graders of SMP N 10Metro

No	Name	The Score of Reading Comprehension Aachievement (Y)
1	AL	70
2	AM	70
3	AN	70
4	AP	80
5	BA	70
6	BE	70
7	BM	50
8	CA	70
9	DA	70
10	DM	70
11	DN	50
12	FA	60
13	FE	80
14	GU	70
15	HE	80
16	IM	80
17	JK	60
18	LU	80
19	MI	50
20	MR	80
21	MU	50
22	NI	80
23	NU	60
24	PU	90
25	RA	80
26	RE	50

27	RI	50
28	RS	70
29	RY	70
30	RZ	60
31	ST	80
32	VT	70
33	YO	70

Based on table above, the writer then measured the class interval, as follows:

$$P = \frac{\text{The highest score} - \text{The lowest score}}{\text{Total of categories}}$$

Note:

P = Class Interval

Total of categories = 3

The Highest score = 90

The lowest score = 50

$$P = \frac{\text{The highest score} - \text{The lowest score}}{\text{Total of categories}}$$

$= 90 - 50$

$= \frac{40}{3}$

$= 13{,}3 = 13$

The total of class interval (P) of this result reading test research is 13. After knowing the class interval, the data taken from

interval above was put on the table of frequency distribution, as follows:

Table 4

Frequency Distribution as the Result of Reading Comprehension Test at the Eighth Graders of SMPN 10 Metro

No.	Category	Score Grade	Frequency	Percentage
1.	High	78-90	11	33,33%
2.	Average	65-77	13	39,39%
3.	Low	50-64	9	27,27%
Total			33	100%

Based on the table of frequency distribution above, it can be inferred that from 33 students as the research sample, there are 11 students who are included in the good category for the score of 78 - 90 or 33,33%. Furthermore, in the average category, there are 13 students who got the score 65 - 77 or 39,39%. The last category, 9 students who are included in the low category for got the score of 50 - 64 or 27,27%.

Therefore, it can be inferred that mastery in reading comprehension test at the Eighth Graders of SMPN 10 Metro in the Academic year of 2013/2014 is included in the average category.

b. Motivation

Motivation is as the Independent Variable of the research. To measure the student's motivation in learning English after giving reading comprehension test, the writer tested the students by giving questionnaire test. The result of questionnaire test can be identified as follows:

Table 5

The Result Score of Questionnaire Test at the Eighth raders of SMPN 10 Metro

No	Name	The Score of Students' Learning Motivation (X)
1	AL	65
2	AM	60
3	AN	65
4	AP	85
5	BA	60
6	BE	70
7	BM	70
8	CA	60
9	DA	75
10	DM	60
11	DN	60
12	FA	65
13	FE	70
14	GU	55
15	HE	50
16	IM	65
17	JK	85
18	LU	75
19	MI	70
20	MR	75
21	MU	50
22	NI	60
23	NU	50

24	PU	60
25	RA	75
26	RE	60
27	RI	45
28	RS	65
29	RY	65
30	RZ	40
31	ST	70
32	VT	60
33	YO	70

Based on table above, the writer then measured the class interval, as follows:

$$P = \frac{\text{The highest score} - \text{The lowest score}}{\text{Total of categories}}$$

Note:

P = Class interval

Total of categories = 3

The Highest score = 85

The lowest score = 40

$$P = \frac{\text{The highest score} - \text{The lowest score}}{\text{Total of categories}}$$

$$= \frac{85-40}{3}$$

$$= \frac{45}{3}$$

$$= 15$$

The total of class interval (p) of this result questionnaire-test research is 15. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 6
Frequency Distribution of Students Score in Questionnaire

No.	Category	Class Interval	Frequency	Percentage
1	High	70 – 85	12	36,36%
2	Average	54 – 69	16	48,48%
3	Low	40 – 55	5	15,15%
Total			**33**	**100 %**

Based on the table frequency distribution above, it can be inferred that 33 students as the research sample can be divided:

1) For the class of 70 – 85, there were students who are included in the high category (36,36%).
2) For the class of 54 – 69, there were students are included in the average category (48,48%).
3) For the class of 40 – 55, there were students are included in the low category (15,15%).

So the questionnaire-test is categorized into average category, even though part of them still lack motivation in answering the question but it was good because they had well effort in learning English.

B. Hypotheses Testing

After applying documentation and test method, researcher analyzed the data by using the product moment correlation in order to know whether there is The Correlation between Students' Learning Motivation and Reading Comprehension Achievement at the Eighth Graders of SMP N 10 Metro in the Academic year of 2012/2013.

Preparing the table in order to know whether there is any positive correlation between Students' Learning Motivation and Students' Reading Comprehension Achievement at the Eighth Graders of SMP N 10 Metro in the Academic year of 2012/2013.

Table 7

The Table as the Authentication of the Correlation between Students' Motivation and Reading Comprehension Achievement at the Eighth Graders of SMPN 10 Metro in Academic Year of 2012/2013.

No	X	Y	X^2	Y^2	XY
1	65	70	4225	4900	4550
2	60	70	3600	4900	3000
3	65	70	4225	4900	4550
4	85	80	7225	6400	6800
5	60	70	3600	4900	4200
6	70	70	4900	4900	4900
7	70	50	4900	2500	3500
8	60	70	3600	4900	4900
9	75	70	5625	4900	5250
10	60	70	3600	4900	4900
11	60	50	3600	2500	3000
12	65	60	4225	3600	3900
13	70	80	4900	6400	5600
14	55	70	3025	4900	3850
15	50	80	2500	3600	3000
16	65	80	4225	3600	3900
17	85	60	7225	3600	5100
18	75	80	5625	6400	6000
19	70	50	4900	2500	3500
20	75	80	5625	3600	4500
21	50	50	2500	2500	2500
22	60	80	3600	2500	3000
23	50	60	2500	3600	3000
24	60	90	3600	4900	4200
25	75	80	5625	6400	6000
26	60	50	3600	2500	3000
27	45	50	2025	2500	2250
28	65	80	4225	3600	3900
29	65	80	4225	3600	3900
30	40	60	1600	3600	2400
31	70	80	4900	2500	3500
32	60	70	3600	4900	4200
33	70	70	4900	4900	4900
N=32	**2110** $=\sum X$	**2080** $=\sum Y$	**138250** $=\sum X^2$	**134400** $=\sum Y^2$	**135650** $=\sum XY$

Putting the data above in to the formula of product moment correlation in order to get "r_{hitung}" or r_{xy}.

$N = 33$

$\sum X = 2110$

$\sum Y = 2080$

$\sum X^2 = 138250$

$\sum Y^2 = 134400$

$\sum XY = 135650$

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

$$= \frac{33(135650) - (2110)(2080)}{\sqrt{\{33(138250) - (2110)^2\}\{33(134400) - (2080)^2\}}}$$

$$= \frac{4476450 - 4388800}{\sqrt{(4562250 - 4452100).(4435200 - 4326400)}}$$

$$= \frac{87650}{\sqrt{(110150).(108800)}}$$

$$= \frac{87650}{\sqrt{11984320000}}$$

$$= \frac{87650}{109472.9190256659} = 0.800$$

Therefore, "$r_{observed}$" is 0.800. "$r_{observed}$" is correlation coefficient (r) as the result of the counting by using product moment correlation above.

C. Discussion of Findings

After distributed questionnaire of motivation and test of reading was conducted. This test was coducted measure students' achievement in reading comprehension. The time to do the test was 45 minutes which during theses 45 minutes the students' were instucted to answer 20 questions in form optional questions.

1. Interpretation of "$r_{observed}$"

To interpret the degree of the researches use the table of interpretation as follows:

Table 7
The Table of Interpretation to the Grade of "$r_{observed}$"

The Grade of "$r_{observed}$"	Interpretation
0.800-1.00	There is high correlation
0.600-0.800	There is average correlation
0.400-0.600	There is low correlation
0.200-0.400	There is lower correlation
0.000-0.200	There is lowest correlation

Source: Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Rineka Cipta, Jakarta, 2002, p.245

The critical value of "r_{hitung}" is 0.800. Based on the table above, it can be inferred that there is average correlation between students' learning motivation and students' reading comprehension achievement at the Eighth Graders of SMP N 10 Metro in the Academic year of 2012/2013.

2. Statistical Significance

The writer formulated the Alternative Hypothesis (Hi) is there is any positive and significant correlation between Students' students' learning motivation and students' reading comprehension achievement at the Eighth Graders of SMP N 10 Metro in the Academic year of 2012/2013.

After Hi were formulated, the writer consulted "r_{hitung}" to "r_{table}", as follows:

a. If "$r_{observed}$" is higher than "r_{table}", Alternative Hypothesis (Hi) is accepted.

b. If "$r_{observed}$" is lower than "r_{table}", Alternative Hypothesis (Ho) is rejected.

To know the critical value of r product moment correlation ("r table"), the researcher firstly count the *df* (degree of freedom) by using the formulation of *df* = N – 2. N is the numbers of the research sample.

df = N – 2

= 33 – 2

= 31

After considering the product moment correlation table by using *df* 31. It can be known that:

1) The critical value of r product moment correlation ("r_{table}") for 5 % level is 0.355

2) The critical value of r product moment correlation ("r_{table}") for 1% level is 0.456

From all of data analysis above, it can be know that "$r_{observed}$" is 0.800 and "r_{table}" is 0.361 or 0.463. Finally, the data confirmed "$r_{observed}$" is higher

than "r_{table}". Therefore, it can be inferred that alternative hypothesis (Hi) is accepted. It means that there is a positive and significant correlation between students' learning motivation and students' reading comprehension achievement at the Eighth Graders of SMP N 10 Metro in the Academic year of 2012/2013.

One important factor influenced students in learning English is motivation since it is assumed that the students with strong motivation will learn more effective and easier in comprehending their English ability, especially in reading.

Based on theory, Muhibbin states that someone who has motivation and intensive attention to subject matter will reach an optimal achievement. More ever Mc Kenna Adds that motivation play role in the decision to read, in the level of engagement with the text during reading and thus also in the product the read creates in terms of comprehension of the text and learning from the text. And also Gardner and Lambert states that motivation and attitude affect general second language learning. There is correlation between attitudes, motivation and orientation to the achievement in second language. So, it can be concluded that motivation have correlation in comprehending students' reading achievement.

D. Limitations

In this research, the writer limited of the researches in measurement was done at the eighth graders of SMPN 10 Metro in the academic year of

2012/2013. Furthermore, in data collection, the writer cooperated with the English teacher. Therefore, after conducting the research and getting the data test and documentation, the writer found some limitations such as conducting of the problems faced by students. Based on the result of research that for generation future cannot do for this result subject to another.


STAIN

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

In this research, the writer found the correlation between the students' learning motivation and the students' reading comprehension achievement. The improvement could be seen from the increase of the students' means scores and the students' involvement in teaching process. In conclusion, the correlation of the students' learning motivation and the students' reading comprehension achievement was suitable to help the students to improve students reading comprehension.

Based on the result of data analysis about the correlation the students' learning motivation and the students' reading comprehension achievement, it can be concluded that for the df = 31, r_{xy}= 0.800 > r_{table} = 0.355 for the 5% significant level r_{xy} = 0.800> r_{table} = 0.456 for the 1% significant level. Moreover, to know the correlation between the students' learning motivation and the students' reading comprehension achievement in this research, the critical value of "r" Product Moment = 0.800 can be consulted to r_{table}. Therefore, based on the criteria of the r_{table}, it can be known that 0.800 is in range 0.600 – 0.800 level, it means that the correlation level of the students' learning motivation and the students' reading comprehension achievement is categorized in average level.

Therefore, it can be conclude that there is any positive and significant correlation between the students' learning motivation and the students' reading comprehension achievement

B. Suggestion

1. For the students:
   a. The students should enrich the motivation in order to find main idea of paragraph in reading.
   b. The students are suggested to increase their ability in reading ability.
   c. The students are recommended that they should improve their background knowledge about the topics that will be learned in their English class.
2. For the English teachers:
   a. The English teacher should motivate the students to be more active in English learning.
   b. The English teachers are suggested helping the students increase their reading ability.
   c. The English teachers are recommended that they should apply vocabulary exercise through English writing ability, in order to can help them to write well.

3. For the School:
   a. The school should support the English learning process by preparing the facilitation and instrument completely.
   b. The school should give motivation which is positive to students by creating effective learning situation.
   c. The school is recommend to make research about the correlation between the students' learning motivation and the students' reading comprehension achievement.

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CURRICULUM VITAE



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PERPUSTAKAAN STAIN JURAI SIWO METRO