

**THE CORRELATION OF STUDENTS' MOTIVATION AND  
READING COMPREHENSION OF TENTH GRADE IPS 1 SMAN 3  
JAMBI CITY**

**THESIS**

**Submitted as a Partial Fulfillment of the requirement  
for the Degree of Sarjana Pendidikan (S.Pd) in English Education**



**Written by:  
ISTIFLAH  
1800888203021**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF BATANGHARI  
JAMBI  
2022**

## APPROVAL SHEET FOR THESIS

The advisor of this thesis stated that the thesis entitled " The Correlation of Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 at SMA N 3 Jambi City " which was compiled by:

Name : Istifiah

Student Number : 1800888203021

Study Program : English Language Education

has been approved in accordance with applicable procedures, rules and regulations to be tested.

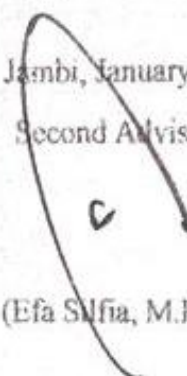
Jambi, January 27<sup>th</sup>, 2022

First Advisor



(Dr. Yanti Ismiyati, M.Pd.)

Second Advisor



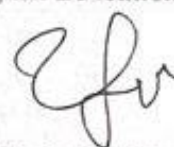
(Efa Silfia, M.Pd.)

The Dean of Teacher  
Training and Education Faculty



Dr. H. Abdul Gafar, S.Pd., M.Pd.

The Head of  
English Education Program



Ridho Praja Dinata, M.Pd.

## STATEMENT

I, the undersigned below:

Name : Istiflah  
ID : 1800888203021  
Place and Date of Birth : Matagual, 6 Juli 1999  
Gender : Female  
Study Program : English Language Education

States that:

1. The thesis that I wrote with the title *The Correlation of Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 at SMA N 3 Jambi City*, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.
4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, January 27<sup>th</sup>, 2022

i stated,

  
(Istiflah)

1800888203021

## LETTER OF RATIFICATION

This thesis has been defended before the Thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2021/2022 on:

Day : Kamis  
Date : 27 Januari 2022  
Time : 1 p.m.-3 p.m.  
Place : Ruang Lab. Microteaching Universitas Batanghari

### TEAM OF EXAMINERS

Name	Position
Dr. Yanti Ismiyati, M.Pd.	Chairman
Efa Silfia, M.Pd.	Secretary
Kartika Dewi, M.Pd.	Main Examiner
Ridho Praja Dinata, M.Pd.	Examiner

Signature



Disahkan oleh,

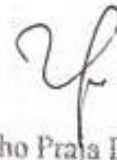
The Dean of Teacher  
Training and Education Faculty,

Dr. H. Abdul Hafid, S.Pd., M.Pd.



The Head of  
English Education Program,

Ridho Praja Dinata, M.Pd.



## MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

"Whoever goes out in search of knowledge, then they are in the way of Allah."

(HR. Turmudzi)

“Barang siapa keluar untuk mencari Ilmu maka dia berada di jalan Allah “.

( HR. Turmudzi)

## ABSTRACT

**Istiflah, 2022: The Correlation of Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 SMAN 3 Jambi City Academic year 2021/2022. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Dr. Yanti Ismiyati M.Pd. The Second Advisor Efa Silfia M.Pd.**

Motivation is an urge to do something, including learning. This includes reading comprehension which also requires motivation as an encouragement for students to understand reading which includes intrinsic motivation and extrinsic motivation. In this research entitled The Correlation of Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 SMAN 3 Jambi City which has the purpose is to find out the is there a relationship between the two variables in which motivation is the independent variable (X) and Reading Comprehension as the dependent variable (Y). This study uses a quantitative method with the population of class X IPS and the sample is class X IPS 1 with a total of 31 students. In collecting the data, the instrument of this research are questionnaire and test, which has 20 questions with indicators of intrinsic and extrinsic motivation and test which uses multiple choice with 5 answer choices. Based on the data calculation with the Pearson Product Moment formula, the result is the number of correlations is smaller than the significant level of 5% that is greater than the 1% significant level, so the number of correlation coefficient is smaller than 5% and 1%. Therefore, it could be drawn a conclusion that "There was no correlation between students' motivation and Reading Comprehension of Tenth Grade IPS 1 SMAN 3 Jambi City".

**Keywords :** Correlation, Students Motivation, Reading Comprehension.



## ACKNOWLEDGMENTS

Alhamdulillahirobbil'alamin, endless thanks and blessed just for Allah Subhanahuwata'ala, the lord of the universe, Prophet Muhammad Shallallahualaihi wasallam, because of Allah SWT and Prophet Muhammad Shallallahualaihi wasallam the researcher could finish writing her thesis entitled The Correlation of Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 SMAN 3 Jambi City.

This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari Uversity Jambi.

This thesis, directly or not has widely involved so many people with whom I should not forget. It would be unfair on part if the efforts of those persons who helped me are not mentioned.

1. My beloved father Alm. M. Idris and my mother Muhibah who always pray for me and support me thank you very much.
2. Fachruddin Razi, SH, MH, as the Reactor of Batanghari University
3. Abdoel Gafar S.Pd, M.Pd as the Dean of Teachers Training and Education Faculty Batanghari University.
4. Ridho Prajadinata, M.Pd as Chairman of English Language Education Department
5. Dr., Yanti Ismiyati, M.Pd as the first advisor thank you for encouragement, advice, sincere help during the process of writing this thesis.
6. Efa Silfia, M.Pd as the second advisor who have patiently gave valuable advice, encouragement, motivation, support and help.

7. Examiner Kartika Dewi, M.Pd and Ridho Praja Dinata, M,Pd thank you for being my examiners.
8. All the lectures on the English Department of Batanghari University who have given their knowledge during her study at English Department of Batnghari University.
9. All teacher at SMAN 3 Jmabi City who have given their help during her research at SMAN 3 Jambi City.
10. To all my friends Olan, Nanda, Tiara, Dwiki, Albert, Ica, Mardiana, Zakia who always support and help me everytime I need thank you so verymuch.

Finally, as human being, the researcher who has many weaknes and mistakes in making this thesis. any criticism or suggestions are very welcome to improve this thesis.

Jambi, 27 January 2020

The Researcher

Istiflah

1800888203021



## **DEDICATION**

I greatly praise to Allah Subhanahuwata'ala for His blessing so that I am able to survive and finishing this thesis entitled "The Correlation of Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 SMAN 3 Jambi City".

In completing this thesis, I want to say thank you for my beloved people who are mean a lot for me. I am dedicating this thesis first and foremost, to my mom and my father, Alm. M. Idris and my mother, Muhibah, who are always pray, giving me advice, support and help. Thank you, Yah, Mak.

Next, I also want to you say thank you to my purest and truly best friend in college, Olan, Tiara, Nanda, who always beside me since 2018 in situation.

## LIST OF CONTENTS

<b>APPROVAL SHEET FOR THESIS .....</b>	<b>i</b>
<b>STATEMENT.....</b>	<b>ii</b>
<b>LATTER OF RATIFICATION.....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>viii</b>
<b>LIST OF CONTENTS .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Research .....	1
1.2 Identification of the Research .....	4
1.3 Limitation of the Research .....	4
1.4 Formulation of the Research .....	4
1.5 Purpose of the Research .....	5
1.6 Significance of the Research .....	5
1.7 Definition of Key Terms .....	6
<b>CHAPTER II REVIEW OF THE RELATED LITERATURE</b>	
2.1 Defintion of Reading Comprehension .....	7
2.1.1 Level of Reading Comprehension.....	9
2.1.2 Factors Affecting Reading Comprehension .....	10
2.2 Definition of Motivation .....	11
2.2.1 Types of Motivation.....	12
2.2.2 Function of Motivation .....	15
2.3 Previous Study .....	17
2.4 Conceptual Framework .....	19
2.5 Hypothesis.....	20

## **CHAPTER III RESEARCH METHODOLOGY**

3.1 Research Design.....	21
3.2 Population and Sample.....	22
3.2.1 Population .....	22
3.2.2 Sample.....	22
3.3 Variable of the Research .....	23
3.4 Research Instrument .....	23
3.4.1 Questionnaire .....	23
3.4.2 Test.....	24
3.5 Test Instrument .....	25
3.5.1 Validity Test.....	25
3.5.2 Reability Test .....	26
3.6 Technique of Data Collection .....	27
3.6.1 Questionnaire .....	27
3.6.2 Test.....	28
3.7 Technique of Data Analysis .....	28

## **CHAPTER IV FINDING AND DISCUSSION**

4.1 Findings.....	31
4.1.1 Students Motivation in Reading.....	31
4.1.2 The Result of Questionnaire Analysis.....	31
4.1.3 Analysis of Students' Reading Comprehension.....	34
4.1.4           The Correlation of Students' Motivation and Reading Comprehension .....	36
4.2 Discussion .....	39

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

5.1 Conclusions .....	40
5.2 Suggestions .....	41
<b>REFERENCES</b> .....	42
<b>APPENDICES</b> .....	44

## LIST OF THE TABLE

1. Population .....	22
2. Analysis of Questionnaire Research .....	28
3. Interpretation of Product Moment Score.....	30
4. Results of Srtudents' Motivation in Reading (X).....	32
5. Results of Students Achivement in Reading Compehension .....	34
6. Correlation coefficient table of Students' Motivation and Reading Comprehension .....	36
7. Interpretation of Product Moment Score.....	38
8. Summary of Hyphothesis Test .....	39

## LIST OF APPENDICES

### Appendices

1. List of Respondents.....	44
2. Instrument of Questionnaire .....	45
3. Instrument of Reading Comprehension Test .....	46
4. Results of Students' Motivation Questionnaire .....	52
5. Results of Students' Reading Comprehension Test.....	53
6. List of Students' Questionnaire Answer .....	55
7. Surat Izin Penelitian .....	65
8. Surat Balasan Izin Penelitian .....	66
9. Documentation .....	67

## LIST OF FIGURES

1. Conceptual Framework .....	19
-------------------------------	----

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Research

Almost everyone in the world is learned English, because learning English is defined as international languages. Learning English has become important for anyone that wants to interact with people from other countries.

In learning English, English has several skills that should be learn and practiced. Listening, reading, writing, and speaking are examples of skills. They are the fundamental language skills for learn English as a foreign language in schools, courses, or other educational settings, whether formal or informal, but reading is the most significant foreign language skill. The curriculum indicated that, of the four skills of listening, speaking, reading, and writing, the main focus is on reading skills because it is thought that learning to read in a second or foreign language is a top priority. Reading is the act of analyzing printed and written words. Readers can also understand the message that the writer has conveyed to them by reading.

Reading comprehension is the interpretation of information and construction of coherence presentation and a picture in thr reader's mind of what the text is about. Furhermore, according to Tanskersley (2003:90) reading comprehension is the final stage that should be gained by the students as the essence of reading activity. Without comprehension, reading is nothing because comprehension becomes the most important factor to indicate how well students read. It takes a lot of effort to master this language. Listening, speaking, reading, and writing are some of the abilities that should be learned and developed. Receptive skills such as listening



and reading are considered receptive, whereas productive abilities such as writing and speaking are defined productive. These are the fundamental language abilities needed to teach and study English as a foreign language in formal and informal settings such as schools, courses, and other educational organizations Harmer (2004:16).

Reading comprehension is the process of constructing meaning from text. Readers can correctly absorb the meaning of the author's text. Students can also study different languages and cultures through reading. It is difficult for students whose first language is not English to read a foreign language or English. Because they are not familiar with English, students will find it challenging to read. Therefore, to be able to understand reading English, students need motivation to read English. The motivation at concern is that which push learners to do in reading activities.

Reading motivation is extremely important in today's world. Nowadays, information is communicated in a lot of formats to people all over the world. During the past few years, there has been a wealth of information introduced to people. While books are still being published, there is a substantial amount of knowledge available on the internet. This has an impact on people's reading habits and drives them to learn more in addition to expanding their understanding of the world. Lacking one or more of these factors may lead people to read but it will not reach the optimum reading comprehension achievement (Guthrie, 2007:92). According to the statement, people's poor motivation to read appears to be the causes of their lack of interest in reading. The lack of interest in reading appears to be due to people's lack of drive to read. The biggest flaw in this study is the lack of motivation

to read. Students must be highly motivated in order to master reading comprehension. Motivation does not come out of nowhere; it is influenced by a variety of circumstances, such as experiences, attitudes, and self-concept, all of which have a part in self-motivation. When kids are motivated by reading comprehension, they are more likely to comprehend the text. People's reading comprehension will improve if they comprehend the text. Furthermore, someone who is significantly motivated to read has greater reading comprehension, whereas someone who is low motivated has low reading comprehension.

In this school some students tend to less motivation in reading. This can be seen from the learning process where when they read a text as foreign language, they will be confused and hard to understand the text they are reading.

In this research, the researcher only focus to find the correlation between students' motivation and reading comprehension in the tenth grade IPS 1 at SMA N 3 Jambi City, because this school is one of the favorite schools for students after they have graduated from junior high school. The students always follow the activities such as debate, writing and storytelling in other schools, and this school usually becomes the winner when there are competitions around the Senior High School in Jambi City. Students also get knowledge, experience, money and certificate. In addition, their name and school's name are known in other school.

Based on the explanations above, the researcher is interested in conducting the study entitled **“The Correlation of Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 at SMA N 3 Jambi City”**.

## **1.2. Identificaton of the Problem**

Based on the description above, the researchers tried to formulate the problem as follows:

1. Students feel English is too difficult to understand because it is not their mother language.
2. Students find it difficult to understand English reading because of the lack of vocabulary mastered.

## **1.3 Limitation of the Research**

Regarding research background above, the researcher limited the research on the correlation of students' motivation toward their reading comprehension in descriptive text of Tenth Grade Students at SMAN 3 Jambi City.

## **1.4 Formulation of Problem**

The researcher decides to focus on one relevant question to address for the purpose of this study is "How is the correlation of students motivation and reading comprehension of tenth grade IPS 1 at SMA N 3 Jambi City".

## **1.5 Purpose of the Research**

The purpose of this research to find out the correlation of students' motivation in reading and their reading comprehension, therefore, the purpose of this research is formulated to conduct correlation between students' motivation in reading and their reading comprehension of Tenth Grade Students st SMA N 3 Jambi City.

## **1.6 Significance of the Research**

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

### **1. Theoretically Contribution**

The study's ultimate goal is to provide further information and knowledge to readers, particularly students and lecturers in the English Department who are interested in reading this article.

### **2. Practically Contribution**

Practically, this study is expected to have contribution for:

#### **a. For the teachers**

The researcher expects that this study will provide teachers of English in Junior High School with some tips for improving their students' motivation and reading comprehension.

#### **b. For the reasearcher**

The researcher expects that this study will provide new insight into the relationship between students' motivation to read and their reading comprehension. The

researcher expects that this will help to improve writing skills, and this study will be completed as part of the requirement for an S1 degree in English Education from Batanghari University Faculty of Teacher Training and Education.

c. For Others

The researcher expects that this study will be helpful as a guide for future researchers interested in learning more about the significant correlation between students' motivation for reading and their reading comprehension, as well as how it might benefit society.

### **1.7 Definition of Key Term**

The following are the key definition of this research:

#### 1. Reading Comprehension

Reading is commonly thought of as a solitary activity in which the reader interacts with the text alone. It may also be deduced that reading is more than just seeing at words in their graphic sign form; it is also a communicating process that involves a readers' pleasure of interact with material (David Nunan, 1998:72).

#### 3. Motivation

According to Nasution says. "motivation is an effort to provide condition so that someone will do something" (2011:60).

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Definition of Reading Comprehension**

Zwan & Radvansky stated, “reading comprehension is an active and communicative process between the reader, the text the reading activity, and the larger socio-cultural context for reading” (Zwan & Radvansky, 1988:13). Which the individual, there is an interaction that includes top and bottom reading and cognitive techniques. If a reader integrates existing knowledge with new information, they will be able to comprehend and recall written text.

According to Wagner & Stenberg (1987:13) reading comprehensioin is the organization of meaning of written or spoken communication by a reciprocal, holistic exchanged of ideas between the interpreters and the message in a specific communicative content. Relating what we attend to in the world around us the visual of information of print in the case of reading to what we already have in our heads. Comprehending is making sense out of text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. It is the process of using one’s existing knowledge to interpret text in order to construe meaning. Although writers structure texts for their given purpose, readers must be interpreted what they read and must arrive at their own construction of what the text means.

Harmer (2007:99) states, “reading comprehension is useful for language acquation”. People's knowledge will definitely develop as a result of reading because the more they read, the more knowledge they will get. Reading also has a

good impact on a student's vocabulary, spelling, and writing skills. To comprehend a text, students have to be focused on what they read because reading is not only reading but it also comprehending the text systematically. Harmer also states reading is incredibly active occupation. To do so successfully, the readers must first comprehend the meaning of the words, visualize the pictures that the words are painting, comprehend the argument, and determine whether the readers agree with them. This statement demonstrates that students cannot understand the meaning of the text unless they comprehend the word.

In addition, Reading Comprehension is a complex process of absorption, understanding and problem solving to change or transform symbols in written texts into meaningful understanding or communication between readers and writers through interpretation. Because not everyone has the good ability to read, understanding reading needs reading encouragement. Diligence and habits with these habits are needed for reading comprehension so that readers can understand the text's main intent. There are several causes of variant between reading and comprehending that need to be focused. Every reader has a different reason for reading. When readers want to have a quick summary of a text, he or she will get less attention to detail text. If the reader is reading the text to identify crucial information, the reader can read in a different way. As a result, it's logical to assume that a person's motivation for reading will influence how he reads. As a result, reading a novel before night appears to be different from reading exam handouts. Based on Hennings, "what readers get from reading is also dependent on what they bring to the reading choice and the aim of the section, the reader's purpose is the way the reader discusses something". Many things happen throughout the reading



process, because the reader not only sees the written word, but also appears to see what is actually happening.

### **2.1.1 Level of Reading Comprehension**

Arthur Heilman (1981) mentions three levels of reading comprehension. They are literal comprehension, inferential comprehension, and critical comprehension.

#### **1. Literal comprehension**

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing the detailed message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the past step in literal comprehension, the readers should sequence all information stated in the passage.

#### **2. Inferential comprehension**

The inferential comprehension is the process how a reader derives an implicit idea in the passage. The reader needs abilities to detect mood of the material such as the authors' writing tone, purpose and attitude, to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

#### **3. Critical Comprehension**

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The reader

needs the ability to analyze the information and link the information to their prior knowledge. Then, the readers evaluate the value of the information they get and give personal judgment as a feedback to the author

### **2.1.2 Factors Affecting Reading Comprehension**

According to Dowson and Bamman (1963, p. 220-223) stated, “there are five factors which influence that comprehension ability”:

#### 1. Intelligence

Because students have different levels of intelligence, they will be able to create different levels of comprehension.

#### 2. Experience

A lot of ideas and tasks that students are familiar with before they go to school may be difficult for students with limited experience to comprehend.

#### 3. Mechanics of reading

Students will have an easier time understanding when students have mastered the abilities of word meaning and have learnt how to appropriately understand reading material. Of course, each student must find a fine balance between attentive attention for word attack skills and comprehension skills.

#### 4. Interest and interest span

Usually, people respond directly on what they read because they are interested in the issue or, at the very least, are familiar with it. Interest span is related to personality traits: a disturbed student who has had many negative experiences in

school may be unable to maintain focus when required to comprehend reading passages.

## 5. Skills of comprehending

Skill is definite factor that influence the dept and amount of comprehension which developed by students for this purpose. Like all comprehension skills and reading skills will develop gradually from simple skills to complex skills.

### **2.2 Definition of Motivation**

Motivation is one emotion that are closely linked to success. It can give us a sense of fulfillment that is equal to or greater than success. Motivation is a powerful tool in individuals' life. Every encourage in individual that leads an individual to perform something are referred to as motivation. Motivation is also considered as intention. Someone who intends to do something means that he/she is in a condition of motivation. According to Lai (2011:4) stated, "motivation as the attribute that moves us to do or not to do something, motivation is the reason of underlying behaviour".

According to Harmer (1989:51) stated "motivation appears when someone has huge desire to achieve something and usually come from inside". Motivation is some kind of internal drive which pushes someone to do things is onrder to achieve something. It means motivation is someone's encouragement in trying to get something.

Based on Nasution says, "motivation is an effort to provide condition so that someone will do something (2011:60)". In such conditions will encourage and lead

them to achieve their goals. They will do any effort to get what they want or what they want to achieve.

In sum, the role of motivation for everyone is very important in life. With motivation, a person can have the drive and strive to achieve goals. This is also included in learning because students who have motivation will certainly try to achieve their goals in learning such as getting good grades in a particular subject.

Any action that will be taken by humans is always based on and driven by motivation. Human motivation is of course not the same, but what we can understand is that motivation can make people try to move and live to achieve their goals. A person who has no purpose is the same as not living.

### **2.2.1 Types of Motivation**

Several psychologists have tried to classify motivation. Motivation plays important role in language learning (Brown, 2000:152). Motivation can be divided into two types, intrinsic and extrinsic motivation.

#### **1. Intrinsic Motivation**

Intrinsic motivation is a type of motivation that originates from within the individual. According to Harmer (2001:51) stated, “intrinsic motivation is come from within the individual. It means that motivation is a desire which comes from inside to do something”.

Intrinsic motivation can be found in four components: interest, needs hobby, and goal (Berliner and Gage, 1984:374).

##### **a. Interest**

Students with high interest to something will pay attention to it. They will feel comfortable and enjoy to it and it makes a difference to them. The teaching and learning process will run smoothly if students have an interest in these subjects. They will study effectively if they have interest. Students enjoy dealing with the subject they learn because they believe it can lead them to success.

#### b. Need

If we need something then we will do whatever it takes to get it. This is in line with the statement of Harmer (2001:259) he stated the term “need” is used to denote some interfered common characteristics of the motivational basis for the behaviour of an individual. It means that people usually can do anything they can do to their need, and the things they do refer to their independency.

#### c. Hobby

A hobby is an activity that we engage in because we enjoy it. We like and feel at ease doing that activity since it provides us with a sense of relax. This suggests that a hobby causes a person to enjoy doing something. As a result of this explanation, it is clear that a hobby is an internal drive that falls under the category of intrinsic motivation.

#### d. Goal

As the researcher mention before, motivation is nearly connected to a persons' desire to achieve a goal. The learner is well aware of the objectives of learning activities and works hard to achieve them. In their lives, everyone has a goal. They must first decide on a goal before they can do what they wish to do. A goal can lead to someone doing or not doing something connected to the goal.

Students must also know and decide their learning goals. Because knowing what they want to achieve will motivate them to learn.

## 2. Extrinsic Motivation

Extrinsic motivation is type of motivatoin that appear from the outside which also encourage someone to get the goal. It also known as motivation that arises not from within the students themselves, but from outside or from other people, for example such as the environment around students (Harmer, 2007).

Extrinsic motivation is derived from factors outside of the individual's control. Extrinsic motivation is usually used to get results that would not be obtained with intrinsic motivation. A competition is another example of extrinsic motivation because it drives the performer to win and beat others rather than merely enjoy the intrinsic benefits of the activity.

Extrinsic motivation comes from three basic elements, those are teachers, parents and envirointments (Berliner and Gage, 1984).

### a. Teacher

Teachers are a crucial influence in maintaining a student's motivation. Teachers play a crucial role in the learning process because they act as parents to their children while they are at school. Teachers are responsible for not only transferring knowledge to students, but also for educating and motivating them to learn.

In sum, both intrinsic and extrinsic motivation are factors that influence or encourage a someone's every action in doing or getting something, especially in learning.

#### b. Parents

Students that are push by their parents will try some kind of new thing and try to give performance to get reward from their parents. As a result, they will get better achievement. According to Harmer (2001:75) state that parents' attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. So, the role of parents, especially learning activity is really crucial, because they are the main role model for their children.

#### c. Environment

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

In sum, there are 2 types of motivation that affect students in learning, namely intrinsic and extrinsic motivation. Both have an important role in encouraging students to learn.

### **2.2.2 Function Motivation**

A defect or need that stimulates activity aiming at a goal or an incentive is referred to as a drive or desire. These urges are assumed to come from in everyone and may not need stimulus to motivate them. Basic drives, like as hunger, may urge



a person to find food, but smoother impulses, such as the need for compliment and approval, may motivate people to behave in a way that pleases others.

Intrinsic and extrinsic motivation can be considered as encourage, drivers, and directors of action. Therefore, it is the key to motivation in every activity. Drivers are psychological phenomena within individuals that cause the desire to move and direct action.

Motivation is required for learning. Motivation is a necessary component of learning that provides the best possible outcomes. The class will be more successful if students are given more specific motivation. Intensity of learning effort to learn will continue to be determined by motivation. Motivation has three distinct functions, 1) To motivate individuals to act. It functions as a drive or motor that releases energy. In this scenario, motivation is the driving force behind any endeavor. 2) To decide on a course of action. It refers to the goal's direction. As a result, motivation can serve guidance and actions that have be carried out in according to purpose that have been set. 3) To choose actions that determine what to do in unison in order to attain the purpose by removing activities that are not useless for that reason.

In addition, incentives serve a variety of other purposes. Motivation may motivate someone to work harder and achieve more. Good motivation when studying will show good results. Beside that, pupils will produce good results if they study hard and are motivated. The level of academic accomplishment will be determined by the intensity of motivated students' actions.

### 2.3 Previous Study

In this study, the researcher examines the relationship between students' reading motivation and reading comprehension. There are several previous researchers who have discussed the correlation of student motivation in reading and their understanding, they are:

First, a research by Allan Wigfield and John T. Guthrie, published in the *Journal of Educational Psychology* in 2007. This study is entitled "*Relation of Children's Motivation for Reading to the Amount and Breadth of Their Reading*". The research purposed to found a relationship between childrens' reading motivation and their amount and breadth of reading. This is a quantitative research metho. For sample consisted of 4th and 5th grades from a Mid-Atlantic school. Wigfield and Guhtrie used the Reading Motivation Questionnaire (MRQ) as a tool to quantify students' reading motivation. This version of MRQ has 11 factors and aspects in reading motivation. With moderate correlation results.

Second, a research from Samrotul Muawanah, a student from Faculty of English Education at Syarif Hidayatullah State Islamic University Jakarta, student number 108014000091. The title of the research is "*Correlation between Student Reading Habits and Reading Comprehension*". It was conducted to find a correlation between students' reading habits and reading comprehension. She used the quantitative method. Held at Duameisipat High School, it included a 2013/2014 sophomore study, but the sample was only 40 people. The results of the research seen that there was a high correlation between reading habits and reading ability of students. Statistical data show 0.779 points obtained using Pearson's product

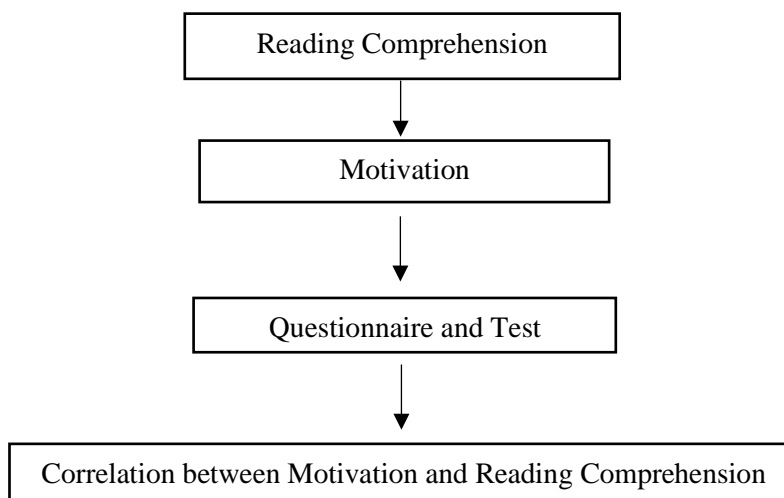
ratio formula. The similarity in this research and the the researcher was the dependent variable is reading comprehension. However, the difference between the two research is that one measures reading comprehension by reading habits and the other by interest in reading novels.

Third, students from the Faculty of English Education and Teacher Training in Tarbiya, Sharif Hidayatura State Islamic University Jakarta, through a work entitled "*Correlation between Student Motivation and Achievement in English*" (2010: 5). (A Correlation study in 8th grade of Mt. Al-hamadiya) ". In this researcher, we discussed getting information about 8th grade students' motivations and grades in English from MT's Al-Hamidiyah Depok. This researcher uses a quantitative approach, and the data acquisition methods are questioners and report books. The population is 8th grade of MTs Al-Hamidiyah Depok, and the samples are VII-A class (10 students) and VIII-B class (10 students), VIII-C class (10 students) and VIII-D (10 students). Researcher used random sampling to get the sample. The instrument is a questionnaire. After conducting the research, the authors obtained data showing that  $r_{xy}$  is smaller than the table. The  $r_{xy}$  is 0.271 and the table is 0.312. From this, we can derive the null hypothesis. This shows that there is no significant relationship between students' willingness to learn and their grades in English.

From the researchs above, the difference with my research is that I use a quantitative method with a questionnaire instrument and interviews conducted in SMA N 3 Jambi City kelas X IPS 1. The researcher wanted to conduct the research about Correlation Between Students' Motivation in Reading Comprehension at SMA N 3 Jambi City with quantitative design in class X IPS 1.

## 2.4 Conceptual Framework

**Figure 1**



Reading comprehension is the ability to understand sentences that are read in English. Reading sentences in English has not been common since childhood, so it is not easy for people whose native language is not English to understand how to read English. As a result, Indonesian students do not speak English as their primary language. Students generally have difficulty understanding English reading comprehension, but some can.

If a student wants to read English, he must first learn English. Foreign languages have different rules than Indonesian, so students should be encouraged to learn a foreign language. Students usually need motivation to master the subject. Reading Comprehension in English, which is a foreign language for Indonesian students, is also an issue. As a result, motivation is an important element of a student's reading comprehension in English.

To see or find out the relationship between reading comprehension and motivation, the researcher will use questionnaires and interviews. The results of the questionnaires and interviews will reveal the relationship between reading comprehension and motivation.

## **2.5 Hypothesis**

Hypothesis come from two words hypo and thesis. Hypo means below or much less or vulnerable. And thesis means principle or proposition that confirmed as a proof. So, speculation can outline a vulnerable fact declaration closer to issues on studies and want to show the fact. Hypothesis is a transient solution of issues in studies till furnished from the information which collected (Arikunto, 2006:65). Based on the explanation above, the statistical hypothesis of the thesis proposal may be:

1. Ho: There is no correlation between student's motivation in reading comprehension.
2. Hi: There is correlation between student's motivation in reading comprehension.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this research the researcher used quantitative method. Researcher use this method because the researcher wants to reveal the relationship between the two variables on the sample under study. Quantitative research is an approach for testing objective theories by examining the relationship among variables (Cresswell, 2014). The researcher uses approach correlation. Creswell describes correlation as a statistical test to determine the tendency or pattern of two (or more) variables or two data sets to vary consistently (Cresswell 2012). There are two kinds of variables in this study, (ie independent variables and independent variables). correlation research aims to determine whether the two variables are correlated or not. This is to see if an increase or decrease in one variable corresponds to an increase or decrease in another variable.

The researcher used Pearson Correlation Product Moment to get the result. The researcher collects the students's motivation data in reading comprehension score, the research is about the correlation between studentns motivation reading and their reading comprehension.

## 3.2 Population and Sample

### 3.2.1 Population

According to Cresswell, population is a group of individuals who have the same characteristic (Cresswell, 2012). Population is a general area consisting of objects that have certain characteristics dan qualities decided by the researcher to be studied and conclusions drawn.

In addition, the population of this study were students of class X IPS SMA N 3 Jambi City, totaling 163 students. The following is an overview of the research population that will be taken as a sample:

**Table 1**  
**Population Class X IPS**

No	Class	Total
1	X IPS 1	31 students
2	X IPS 2	30 students
3	X IPS 3	29 students
<b>TOTAL</b>		<b>90 Students</b>

*Source: Administration of SMA N 3 Jambi City*

### 3.2.2 Sample

The sample is part of the number and characteristics owned by the population. To determine the sample, researchers plan to use clustered sampling techniques. According to Patricia (2017: 110), cluster sampling is a multi-step strategy. First, an existing cluster is selected from the population. Then the elements of each cluster are sampled (in some cases, all elements in each cluster are included in the sample). Sample of this research selected by researcher. The researcher take

class X IPS 1 as the sample of the research to analyze. Class X IPS 1 consist 32 students.

### **3.3 Variable of the research**

Variables refers to characteristic or attribute of an individual that can be measured or observed and that varies among the people or organization being studied (Cresswell, 2014). This research has two variables. There are independent variables and dependent variables. Creswell states that independent variables influence or influence the results of experimental studies, and the dependent variable is that they depend on the independent variable. The independent variable is student motivation (X) while dependent variable is reading comprehension (Y).

### **3.4 Research Instrument**

Research instruments are tools or media to obtain research data. (Burns, 2010) the instrument as a data collection tool must be designed and made strictly in such a way that it produces empirical data as it is. In this research the researcher used questionnaire and test as instrument.

#### **3.4.1 Questionnaire**

According to Patricia, “primary data collection tool in survey research. A questionnaire is also referred to as the survey instrumen” (Patricia 2017:101). A questionnaire is a data collection method that provides a series of questions in writing to answer respondents. Surveys are an efficient data collection method when researchers are convinced of the variables surveyed and what they expect from respondents.



The questionnaires were adapted from Sri Wahyuni's research from Batanghari University with the research title "The students' Motivation of Reading Comprehension in Descriptive Text at The Eight Grade of SMP N 2 Jambi". The researcher gives a questionnaire using Indonesian because it considered the respondents who are students of class X and are not fluent in English.

### **3.4.2 Test**

A test is a systematic procedure for observing one's behavior with the aid of numerical or category system. Test is used to collect the data of students' reading comprehension. The researcher took the test from Test Universitas Islam Negri Yogyakarta. This test is multiple-choices test that has 20 questions. There were five options (A, B, C, D, E) in each item. The correct answer will have 5 points while the incorrectly will have 0 points.

The indicators of reading comprehension test were taken from Harmer (201-202) theory.<sup>12</sup> The indicators are:

1. Identifying the topic
2. Predicting and guessing
3. Reading for general understanding
4. Reading for specific information
5. Reading for detailed information
6. Interpreting text

### 3.5 Test Instrument

#### 3.5.1 Validity Test

Validity test is a condition that describes the level of the instrument concerned is able to measure what is to be measured. Validity basically means "measures what is to be measured" (Field, 2005). The analysis of the validity of the questionnaire in this study used *SPSS for Windows version 13.00* which was used to process the validity of the data obtained and also used the product moment formula.

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

The value of r is  $-1 < r < 1$

Description:

r = certain validity coefficient

X = Score of each item of the questionnaire

Y = Total score

N = Number of questionnaires

According to Sugiono (2003:115) the minimum requirement to qualify for validity is  $r_{\text{arithmic}} > r_{\text{table}}$ . In this study, because the number of N trials = 30 with an error rate of 5%, the  $r_{\text{table}} = 0.361$ . The calculation of the validity of the item 1 (excellent service) instrument is 0.804, and item 1 (customer satisfaction) is 0.640. The validity requirement is  $r_{\text{arithmic}} > r_{\text{table}}$ , then the instrument test is declared invalid.

### 3.5.2 Reability Test

Reliability concerns the extent to which a measurement of a phenomenon provides stable and consist result (Carmines and Zeller, 1979). It means that reliability indicates an instrument that can be trusted to be used as a data collection tool because the instrument is good. According to Arikunto (2002, 171) reliability shows an understanding that an instrument is reliable enough to be used as a data collection tool because the instrument is good. The reliability analysis of the questionnaire in this study used the alpha formula:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma b^2}{\sum \sigma t^2} \right]$$

Description:

$r_{11}$  = Instrument reliability

K = Number of questions (items)

$\sum \sigma b^2$  = Total variance

$\sum \sigma t^2$  = Total score variance of each item

According to Sugiono (2003:115) the minimum requirement to qualify for validity is  $r$  arithmetic  $>$   $r$  table. In this study, because the number of N trials = 30 with an error rate of 5%, the  $r$  table = 0.361. Calculation of instrument reliability item 1 (excellent service) is 0.921, and item 1 (customer satisfaction) is 0.952. The validity requirements of  $r$  arithmetic  $>$   $r$  table, then the instrument validity test is declared invalid.

### **3.6 Technique of Data Collection**

#### **3.6.1 Questionnaire**

The researcher collected the data used questionnaire. The questionnaires based on indicators of motivation in reading and they consist of 20 items, and the items has four options on a scale from 1 to 4, with 1 (very agree), 2 (agree), 3 (disagree), 4 (very disagree).

To collect the data questionnaire in this study the researcher obtained the technique collecting data with the steps as follow:

1. Researchers make questionnaires, the researcher made a list of questionnaire questions to be given to the respondents.
2. The researcher gave a questionnaire to the respondents, after the questionnaire is successfully made, the researcher can give the questionnaire to the respondent.
3. Respondents fill out the questionnaire, respondents filled out the questionnaire carefully and accurately by give V in the column.
4. Researchers found issues, after the respondent fills out the questionnaire, the researcher can find the problem from the results of the questionnaire.

Based on the Likert Scale Type the questionnaire uses four scale. This scale is used to estimate someones' perception or opinion of the object. The scale is usually at least three but no more that seven (Sofyan Siregar, 2013:25). This scale is a scale with the numbers from 1-4. The questionnaire consists of 2 indicators: Intrinsic motivation and extrinsic motivation. A likert scale assess motivation toward a topic by asking respondents to indicate whether they very agree, agree,

disagree, very disagree. With each of a series of statements about the topic. The students choose from 20 items of questionnaire based on their ability.

The Researcher analyze the result of questionnaire as follow:

**Table 2**  
**Analysis of Questionnaire Research**

<b>Category of Motivation</b>	<b>Score</b>
High	53-80
Average	27-52
Low	1-26

Taken from Brown (1994:155)

The students choose from 20 items of questionnaire based on their ability.

### **3.6.2 Test**

The researcher gave instructions to students on how to answer questions from the test given via whatsapp group. The researcher distributed the form link so that students could access the test that had been prepared by the researcher on the microsoft form. The researcher gave the students 90 minutes to answer 20 questions.

### **3.7 Technique of Data Analysis**

To find out the results of the questionnaire and test refer to Sugiyono (20012:43) by using the percentage value of each answer that uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of answered questions

N = Number of respondents

Percentage means knowing the number of answers when you create a percentage of each answer on the answer sheet.

The numbers entered in the percentage formula above are the data obtained from the results of the respondents' answers to the question.

Researchers use Karl Pearson's analytical techniques to obtain the results of their studies, often referred to as Pearson's correlation techniques. This analysis aims to determine the relationship between student motivation and reading comprehension. Researchers use Pearson's product-moment correlation equation.

This formula is used:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

Description:

n = Number of data pairs X and Y

$\sum x$  = Total sum of variable X

$\sum y$  = Total sum of variable Y

$\sum x^2$  = Square of total number of variable X

$\sum y^2$  = Square of total number of variable Y

$\sum xy$  = Multiplying the total number of variable X and Y

To know the correlation between the two variables, the researcher use correlation level ( r ) as seen the table below:

**Table 3**  
**Interpretation of Product Moment Score**

<b>Coefficient of Correlation “ r “</b>	<b>Interpretation</b>
0.00-0.20	The Correlation is Neglected
0.20-0.40	The Correlation is Weak
0.40-0.70	The Correlation is Strong Enough
0.70-0.90	The Correlation is Strong
0.90-1.00	The Correlation is Very Strong

Interpretation of Product Moment Score from: Burn and Grove: 157

## **CHAPTER IV**

### **FINDING AND DISCUSSIONS**

#### **4.1 Findings**

As mentioned in the chapter before, the sample was taken 1 class of Tenth Grade Students at SMA N 3 Jambi City. The class was consists of 31 students that analyzed the score to determine if there was a Correlation between Student Motivation and Reading Comprehension of Tenth Grade Students at SMA N 3 Jambi City.

This chapter descussed the results of research analysis and reading comprehension tests. Find out if there is a significant relationship between student motivation and reading comprehension.

The research instrument used to get the data was reading a motivational questionnaire. The questionnaire is based on indicators of reading motivation and 20 items, and each item has four options on scale from 4 to 1, with 4 (very agree), 3 (agree), 2 (disagree), 1 (very disagree).

##### **4.1.1 Students Motivation in Reading**

To determine student motivation when reading, the questionnaire consists of two indicators: intrinsic and extrinsic motivation. Each motivation indicator indicates the reading motivation used by the student for comprehension. The following is a list of values obtained from the student answer sheet questionnaire data in the table below.



**Table 4**  
**Results of Students' Motivation in Reading (X)**

<b>Students number</b>	<b>Very Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Very Disagree</b>	<b>Total Value</b>
<b>1</b>	2	15	3	0	59
<b>2</b>	10	7	2	1	66
<b>3</b>	3	12	5	0	58
<b>4</b>	7	10	2	1	63
<b>5</b>	10	10	0	0	70
<b>6</b>	6	11	3	0	63
<b>7</b>	7	11	2	0	65
<b>8</b>	4	7	9	0	55
<b>9</b>	9	8	3	0	66
<b>10</b>	8	11	1	0	67
<b>12</b>	7	10	3	0	64
<b>11</b>	12	8	0	0	72
<b>13</b>	5	12	3	0	62
<b>14</b>	5	10	4	1	59
<b>15</b>	4	12	4	0	60
<b>16</b>	12	7	1	0	71
<b>17</b>	7	9	4	0	63
<b>18</b>	8	8	3	1	63
<b>19</b>	7	10	0	3	61
<b>20</b>	4	12	4	0	60
<b>21</b>	7	11	2	0	65
<b>22</b>	9	10	1	0	68
<b>23</b>	6	9	4	1	60
<b>24</b>	6	11	3	0	63
<b>25</b>	7	8	4	1	61
<b>26</b>	9	4	4	0	56
<b>27</b>	4	13	3	0	61
<b>28</b>	8	9	2	0	63
<b>29</b>	2	13	5	0	57
<b>30</b>	0	16	4	0	56
<b>31</b>	10	7	3	0	67
<b>Total</b>	<b>205</b>	<b>311</b>	<b>91</b>	<b>9</b>	<b>1944 (<math>\Sigma Y</math>)</b>

#### 4.1.2 The Result of Questionnaire Analysis

The next step was to find out the average of students' motivation in reading (X) by using the data above, as follow:

$$\begin{aligned} \text{Mean } X &= \frac{\sum X}{N} \\ &= \frac{1944}{31} \\ &= 62,70967 \end{aligned}$$

From the data above, the researcher found the highest score of students' motivation to reading was 72 points and the lowest score was 55 points. The next step was to use this data to find the class and spacing. The formula is:

a. Interval Total (K)

$$\begin{aligned} K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 31 \\ &= 1 + 3,3 (1,49134) \\ &= 1 + 4,921422 \\ &= 5.356723 \\ &= 5 \end{aligned}$$

b. Range (R)

$$\begin{aligned} R &= H - L \\ &= 72 - 55 \\ &= 17 \end{aligned}$$

Where R = range

H = the highest score

L = the lowest score

c. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \frac{17}{5}$$

$$i = 3,4$$

$$i = 3$$

#### 4.1.3 Analysis of Students' Reading Comprehension

**Table 5**  
**Results of Students' Achivement in Reading Comprehension (Y)**

<b>Code Resp</b>	<b>Score</b>	<b>Code Resp</b>	<b>Score</b>
1	55	17	75
2	55	18	50
3	60	19	75
4	55	20	30
5	60	21	30
6	25	22	75
7	85	23	80
8	60	24	80
9	60	25	75
10	45	26	70
11	65	27	85
12	30	28	75
13	40	29	60
14	80	30	70
15	75	31	50
16	65	<b>Total</b> <b>(ΣY)</b>	<b>1895</b>

The next step was finding the average and the the same formula as the variable X.

$$\text{Mean } X = \frac{\sum X}{N}$$

$$= 1895$$

$$31$$

$$= 61,129$$

Based on the data above it was known that the highest score of a students' score in reading was 85 and the lowest one was 25. The next step was to use this data to find the class and spacing. The formula is: Interval Total (K)

a.  $K = 1 + 3,3 \log n$

$$= 1 + 3,3 \log 31$$

$$= 1 + 3,3 (1,49134)$$

$$= 1 + 4,921422$$

$$= 5.356723$$

$$= 5$$

c. Range (R)

$$R = H - L$$

$$= 85 - 25$$

$$= 60$$

Where R = range

H = the highest score

L = the lowest score

c. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \frac{60}{5}$$

$$i = 12$$

#### 4.1.4 The Correlation of Students' Motivation and Reading Comprehension

The purpose of hypothesis analysis was to determine if there was a correlation between reading motivation and reading comprehension. Data on motivation (X) and reading comprehension (Y) to read descriptive text are included in the following analysis table.

**Table 6**  
**Correlation coefficient Table of Sttudents' Motivation in Reading English and Their Achievement in Reading Comprehension**

<b>Code Respon</b>	<b>X</b>	<b>Y</b>	<b>X2</b>	<b>Y2</b>	<b>XY</b>
1	59	55	3481	3025	3245
2	66	55	4356	3025	3630
3	58	60	3364	3600	3480
4	63	55	3969	3025	3465
5	70	60	4900	3600	4200
6	63	25	3969	625	1575
7	65	85	4225	7225	5525
8	55	60	3025	3600	3300
9	66	60	4356	3600	3960
10	67	45	4489	2025	3015
11	64	65	4096	4225	4160
12	72	30	5184	900	2160
13	62	40	3844	1600	2480
14	59	80	3481	6400	4720
15	60	75	3600	5625	4500
16	71	65	5041	4225	4615
17	63	75	3969	5625	4725
18	63	50	3969	2500	3150
19	61	75	3721	5625	4575
20	60	30	3600	900	1800
21	65	30	4225	900	1950
22	68	75	4624	5625	5100
23	60	80	3600	6400	4800
24	63	80	3969	6400	5040
25	61	75	3721	5625	4575
26	56	70	3136	4900	3920
27	61	85	3721	7225	5185
28	63	75	3969	5625	4725
29	57	60	3249	3600	3420
30	56	70	3136	4900	3920
31	67	50	4489	2500	3350
<b>Total</b>	<b>1944</b>	<b>1895</b>	<b>122478</b>	<b>124675</b>	<b>118265</b>

Next, all the data calculated using Pearson product moment to prove whether the hypothesis of this research was significant or not. The formula was:

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

$r_{xy}$  = correlation coefficient

$\square X$  = the values for the X variable

$\square Y$  = the values for the Y variable

$\square XY$  = the values for XY variable

$$r_{xy} = \frac{31(118265) - (1944)(1895)}{\sqrt{[31(122478) - (1944)^2][31(124675) - (1895)^2]}}$$

$$r_{xy} = \frac{3666215 - 3683880}{\sqrt{[3796818 - 3779136][3864925 - 3591025]}}$$

$$r_{xy} = \frac{-17665}{\sqrt{[17682][273900]}}$$

$$r_{xy} = \frac{-17665}{\sqrt{4843099800}}$$

$$r_{xy} = \frac{-17665}{69592,38} = -0,2538353$$

So, the correlation coefficient was -0,2538353.

The result of correlation analysis showed that the correlation coefficient  $r_{xy}$  was -0,2538353. The value of  $r_{xy}$  was consulted with *Pearson's product moment table* ( $r_{table}$ ) df 29 and significant level 5% and 1%. If  $r_{xy} > r_{table}$  it meant that there was a positive correlation, and the hypothesis could be accepted. And if  $r_{xy} < r_{table}$  it meant that there was not a positive correlation, and the hypothesis could be rejected.

$$Df = N - 2$$

$$= 31 - 2$$

$$= 29$$

From the calculation of the data above, the result was -0.2538353 or -0.25, it can be seen that there is no correlation between the two variables X and Y.

Considered the table below:

**Table 7**  
**Interpretation of Product Moment Score**

<b>Coefficient of Correlation “ r “</b>	<b>Interpretation</b>
0.00-0.20	The Correlation is Neglected
0.20-0.40	The Correlation is Weak
0.40-0.70	The Correlation is Strong Enough
0.70-0.90	The Correlation is Strong
0.90-1.00	The Correlation is Very Strong

Interpretation of Product Moment Score from: Burn and Grove: 157

The table interpretation above showed correlation coefficient is -0.25 which means the category interpretation of coefficient correlation is no correlation.

From the data above the researcher conclude it can be seen that  $H_0$  is accepted, in which there is no correlation between students' motivation in reading competence.

**Table 8**  
**Summary of Hypothesis Test**

N	Hypothesis Analysis	Results	Significant Level		Information	Hypothesis
			5%	1%		
42	$r_{xy}$	-0.2538353	- 0,0126	- 0,0025	Significant	Not Accepted

#### 4.2 Discussions

In this part, researchers want to discuss and interpret the results of their research. To be able to calculate data, researchers need to take data at school. Researchers used questionnaires and tests to obtain data. The questionnaire used is a closed questionnaire and the test used is multiple choice.

Based on the hypothesis above, we can conclude that this research was no relationship between Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 SMAN 3 Jambi City 2021/2022 academic year, showing significant results both in significance of 5% and 1%. Therefore, the hypothesis is not accepted. From the coefficient test above could be known that the number of correlations is smaller than the significant level of 5% that is greater than the 1% significant level, so the number of correlation coefficient is smaller than 5% and 1%.

Therefore, it could be drawn a conclusion that “There was no correlation between students’ motivation and Reading Comprehension. In addition, however, motivation cannot be the only factor that affects students' reading comprehension.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

In this chapter the researcher obtained in discussing the research entitled "The Correlation of Students' Motivation and Reading Comprehension", in general it can be concluded:

1. By calculate the data, it can be that the quality of the motivation to read English textbooks for the students of class X IPS 1 at SMAN 3 Jambi City in the 2011/2012 school year was moderate based on the category table on student motivation in reading the average is 61,12 which is in the high range (55 – 80).
2. From analysis the students' achievement in reading comprehension, the researchers found that the reading comprehension achievement quality for students in Tenth Grade X IPS 1 at SMAN 3 Jambi City in the 2016/2017 school year was also moderate. Based on the category table on student achievement in reading comprehension, the average is 61,129 which is in the medium range (58-70).
3. The coefficient between students' learning motivation and reading comprehension is 0.7056. This is significant because  $-0,2538353 > 5\%$  rtable = -0,0126 and  $-0,2538353 > 1\%$  rtable = -0,0025. Thus, it can be concluded that there is no relationship between students' learning motivation and reading comprehension and the hypothesis is not accepted.

## **5.2 Suggestions**

In addition, based on the conclusion mentioned above, the researcher has the following suggestion:

### **1. For students**

Students should be able to motivate themselves more in learning English, especially in reading comprehension which is useful in the learning process.

### **2. For teachers**

The researcher expects the teachers should teachers are be able to teach English using various techniques and all available media so that students can understand the reading given by the teacher so that students have reading comprehension.

### **3. For researchers**

Researchers got negative results in this study and hope that future researchers can do better research than this study which allows a correlation between the two variables students' motivation and reading comprehension.

## REFERENCES

- Brown, H., D. (2000) *Principles of Language Learning and Teaching*, New York: Addison Wesley Longman.
- Burn, C., P. (2010). *Teaching Reading in Today's Elementary Schools*, Boston: Houghton Mifflin Company.
- Carmines, E., G. & Millward, R. A. (1979). *Reability and Validity Assesment*. Newbury Park: CA, SAGE.
- Cresswell, J., W. (2012). *Qualitative Inquiry Research & Research Design Choosing Among Five Approaches*. United States of America: SAGE Publication, Inc.
- Creswell, J., W. (2014). *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches (4<sup>th</sup> edition)*. California: SAGE Publication Inc.
- Field, A., P. (2005). *Discovering Statistics Using SPSS, Sage Publications Inc.*
- Gage & Berliner, (1984). *Educational Psychology*. Boston: Houghton Mifflin Company Inc.
- Guthrie, J., T. & Wigfield. A. (2000). *Engagement And Motivation in Reading, Reading Research Book*.
- Harmer, J. (2007). *The Practice of English Language Teaching, Fourth Edition*. Pearson Longman: Harlow
- Heilman, W., A. et al. (1981). *Principle and Practices of Teaching Reading Fifth Edition*, Ohio: Charles E. Merrill Publishing Company.
- Kusdemir, Y., & Bulut, P. (2018). *The Relationship Between Elementary School Students' Reading Comprehension and Reading Motivation*. Ankara: Journal of Education and Training Studies.
- Lai R., E. (2009) Motivation: A Literature Review, *Always Learning*. Liz, Frank. "Do You Want to Increase Your Intrinsic Motivaton? : [www.airtipot.com](http://www.airtipot.com)
- Leavy, P. (2017). *Research Design Quantitative, Qalitative, Mixed Method, Arts-Based, and Community-Based Participatory Research Approach*. New York: The Guilford Press.
- Likert, R. (1932). *Technique For the Measurement of Attitudes*. Archives of Psychology, 1–55. <http://umbidharma.org/jip>
- Manan, M., K. (2017) *The Correlation between Students' Motivation in Reading English Textbooks and Their Achievement in Reading Comprehension*. Semarang: Universitas Islam Negri Walisongo
- Nuttal, C. (1982). *Teaching Reading Skill in A Forign Language*. London: The Nemman Educational Ltd.
- (Placeholder1) (Shepard, 1993)

- Nunan, D. (1998). *Language Teaching Methodology: A Textbook for Teachers*, New York: Prentice Hall.
- Ryan & Deci, (2000). *Intrinsic And Extrinsic Motivation. Classic Defintion and New Direction*. Educational Phsycology.
- Shepard. L., A. (1993). *Review of Reseearch in Education: Evaluating Test Validity*. Colorado: American Educational Research Association: JSTOR
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*. IKAPI (Ikatan Penerbit Indonesia).
- Taherdoost, H. (2016). *Validity and Reability of the Research Instrument: How to Test the Validation of a Questionnaire/Survey in a Reserach*. Kuala Lumpur: IJARM
- Wagner and Stenberg. (1987). *Extensive Control in Reading Comprehension Executive Control Process in Reading*.
- Zwan and Radvansky. (1988). *Situation Models in Kanguage and Reading Comprehension*. Pshycological: Ijreeonline.

**Appendix I**  
**List of Respondents**

No	Code	Name	Students Number
1	R1	Adela Juwanita Azzahra	11469
2	R2	Adelita	11470
3	R3	Agustian Ramanda Putra	11471
4	R4	Alif Rahman Putra	11472
5	R5	Athaya Ramadhani	11473
6	R6	Byan Basayev Lincer Pradanu	11474
7	R7	Fabio Cannavaro	11475
8	R8	Gerald Nathaniel Tambunan	11255
9	R9	Gischa Yuthalivia	11476
10	R10	Haykal Naufal Abyan	11477
11	R11	Ilmi Rizka Laila Saptono	11478
12	R12	Leonyta Prameswari Sharma	11479
13	R13	M. Dicky Pratama	11293
14	R14	M. Rizky Putra	11480
15	R15	M. Rasyid. A	11481
16	R16	Mala Amelia Putri	11482
17	R17	Muhammad Farrel Putra Tungga	11483
18	R18	Muhammad Rasyiq Sahl	11588
19	R19	Nina Agustina	11484
20	R20	Nova Alianty	11485
21	R21	Rafi Malik Ibrahim	11486
22	R22	Ramadhan Candra Karliansyah	11487
23	R23	Raushan Fikri	11488
24	R24	Renata Octaviani Simanjuntak	11489
25	R25	Sarah Amanda Putri Marbun	11490
26	R26	Sinta Melinda	11491
27	R27	Syifa Auliya	11492
28	R28	Vania Clara	11493
29	R29	Yoanna Calista	11494
30	R30	Yosua Farand Deven Polnaya	11495
31	R31	Zahra Zabrina Mahardika	11279

## Appendix II Instrument Of Questionnaire

Name:

Class:

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa inggris sebanyak-banyaknya.				
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif				
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif				
4	Saya membaca teks deskriptif itu dengan senang hati				
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting				
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca				
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri				
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya				
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya				
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa inggris				
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif dirumah				
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif				
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar				
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif				
15	Saya lebih suka bermain daripada membaca teks deskriptif				
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan				
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua				
18	Ketika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca				
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar dikelas				
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus				

Sign:.....

**Appendix III**  
**Instrument of Reading Comprehension Test**  
**Filling test instruction:**

1. Have prayer before you start the test!
2. This test consists of passages and questions, read each of them carefully!
3. Choose the correct answer of each question by providing cross sign (x)!

**Questions 1-10**

The word Islam comes from the Arabic word that means “surrender.” Therefore, the religion Islam means “submission to Allah”. The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur’an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for “the (only) God”. Muslims read a holy book called the Qur’an. Muslims also look at the Sunnah and Hadith as important guides to understand. Muhammad was the last messenger of God who spread Islam in ancient Arabia in the 7th century. Like two other religions today, Judaism and Christianity Islam is thought to be an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God’s earliest messengers. Islam is now the second largest religion in the world with about one and a half billion followers.

taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

1. The word Islam which means “surrender” derives from.....
  - A. Sanskrit word
  - B. Persian word
  - C. French word
  - D. Greek word
  - E. Arabic word
2. What is the author’s main point in the first paragraph?

- A. The meaning of Holy Qur'an
  - B. The meaning of Islam
  - C. The religion embraced by Arabians.
  - D. The Arabic Word
  - E. Prophet Muhammad
3. Which of the following is NOT mentioned as the way to submit to Allah?
- A. By following the life of the prophet Muhammad.
  - B. By obeying Him
  - C. By worshipping Him
  - D. By following the rules in the Qur'an
  - E. By doing harm to others.
4. The word "rules" in line 3 is closest in meaning to
- A. Commands
  - B. Confessions
  - C. Revelations
  - D. Understandings
  - E. Memories
5. The phrase "this religion" in line 4 refers to.....
- A. Holy Qur'an
  - B. Islam
  - C. Allah SWT The only God.
  - D. All are wrong
  - E. Submission to Allah SWT.
6. What can be inferred about Allah SWT described in the second paragraph?
- A. He is the Most Compassionate and the Most Merciful B. He is All-Seeing and All-Hearing
  - C. There is no God but Allah SWT.
  - D. Allah S WT is the Creator of universe.



- E. All sent Muhammad to all humankinds.
7. According to the passage, besides Holy Qur'an sent by Allah to Prophet Muhammad, Sunnah and Hadith are
- A. The guides for the Ancient Arabians
  - B. The sources of Islam
  - C. The heritage of Prophet Muhammad
  - D. The sayings of earliest apostles
  - E. The miracles from prophet Muhammad
8. Where in the passage does the author mention the faith of Muslims?
- A. Lines 1-2
  - B. Lines 4 -5
  - C. Lines 5-6
  - D. Lines 9-10
  - E. Line 3
9. According to the passage, the followers of Islam now are.....
- A. less than I billion people
  - B. one billion people
  - C. more than one billion people
  - D. a half billion people
  - E. small numbers of people
10. Which of the following would be most probably discussed in the following passage?
- A. The followers of Islam
  - B. The Abrahamic Religion
  - C. The Sunnah and Hadits
  - D. The ancient Arabia
  - E. The recognized religions

### **Questions 11-16**

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine," said Ali. "Yes, it is," said Nasruddin Hoja. "While your pot was staying with me, it had a baby." Sometime later Nasruddin Hoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. "I am sorry," said Nasruddin Hoja. "I can't give you back your pot, since it has died." "Died!" screamed Ali, "how can a pot die?" "Well," said Nasruddin Hoja, "you believed me when I told you that your pot had had a baby."

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

11. Who was the owner of the pot?

- A. Nasruddin Hoja
- B. no body owns it.
- C. the baby
- D. Ali's neighbor
- E. Ali

12. How many times did Nasruddin Hoja borrow the pot?

- A. once
- B. four times
- C. three times
- D. never
- E. twice

13. How many pots did he give back the first time?

- A. none
- B. one
- C. two

D. three

E. four

14. Why was the neighbor happy to lend his pot a second time?

A. He wanted to sell it.

B. He was a good neighbor.

C. He had lots of spare pots. D. He needed money

E. He was greedy.

15. How many pots did Nasruddin Hoja return the second time?

A. none B. three

C. two

D. four

E. one

16. What probably happened to the pot? A. It died.

B. The neighbor took it back.

C. Nasruddin Hoja kept it.

D. The neighbor broke it.

E. Nasruddin sold it

### **Questions 17-20**

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior. Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

17. Motivation is understood as .....

- A. an energy
- B. a goal
- C. a person's behavior
- D. personal intention
- E. a desire to achieve a goal

18. The first paragraph discusses which of the following?

- A. The meaning of motivation
- B. The factors of motivation.
- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

19. The best title of the passage is.....

- A. Achieving a goal
- B. Motivation
- C. An impulse
- D. Intelligence
- E. The Desire

20. The word "it" (It does not mean you will complete the tasks) in line 8 refers to .....

- A. the students
- B. the tasks
- C. difficult assignments
- D. uninteresting tasks
- E. being a motivated student

**Appendix IV**  
**Results of Students' Motivation Questionnaire**

<b>Students number</b>	<b>Very Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Very Disagree</b>	<b>Total Value</b>
<b>1</b>	2	15	3	0	59
<b>2</b>	10	7	2	1	66
<b>3</b>	3	12	5	0	58
<b>4</b>	7	10	2	1	63
<b>5</b>	10	10	0	0	70
<b>6</b>	6	11	3	0	63
<b>7</b>	7	11	2	0	65
<b>8</b>	4	7	9	0	55
<b>9</b>	9	8	3	0	66
<b>10</b>	8	11	1	0	67
<b>12</b>	7	10	3	0	64
<b>11</b>	12	8	0	0	72
<b>13</b>	5	12	3	0	62
<b>14</b>	5	10	4	1	59
<b>15</b>	4	12	4	0	60
<b>16</b>	12	7	1	0	71
<b>17</b>	7	9	4	0	63
<b>18</b>	8	8	3	1	63
<b>19</b>	7	10	0	3	61
<b>20</b>	4	12	4	0	60
<b>21</b>	7	11	2	0	65
<b>22</b>	9	10	1	0	68
<b>23</b>	6	9	4	1	60
<b>24</b>	6	11	3	0	63
<b>25</b>	7	8	4	1	61
<b>26</b>	9	4	4	0	56
<b>27</b>	4	13	3	0	61
<b>28</b>	8	9	2	0	63
<b>29</b>	2	13	5	0	57
<b>30</b>	0	16	4	0	56
<b>31</b>	10	7	3	0	67
<b>Total</b>	<b>205</b>	<b>311</b>	<b>91</b>	<b>9</b>	<b>1944</b>

**Appendix V**  
**Results of Students' Reading Comprehension Test**

<b>Code Resp</b>	<b>Score</b>	<b>Code Resp</b>	<b>Score</b>
1	55	17	75
2	55	18	50
3	60	19	75
4	55	20	30
5	60	21	30
6	25	22	75
7	85	23	80
8	60	24	80
9	60	25	75
10	45	26	70
11	65	27	85
12	30	28	75
13	40	29	60
14	80	30	70
15	75	31	50
16	65	<b>Total (<math>\Sigma Y</math>)</b>	<b>1895</b>

No	Score	Name
1	50	Zahra Zabrina M
2	80	M.Rizky Putra
3	55	Adelita
4	50	M. Rasyiq sahl
5	45	Haykal Naufal Abyan
6	30	Leonyta prameswari sharma
7	55	Alif rahman Putra
8	75	Muhamad Farrel Putra Tungga
9	75	Nina Agustina
10	60	Gischa Yutalivia
11	70	Sinta Meilinda
12	55	adela juwanita azzahra
13	75	Vania Clara
14	60	Athaya Ramadhani
15	70	Yosua Farand Deven Polnaya
16	25	byan basayev lincer pradanu
17	65	ILMI RIZKA LAILA S
18	30	Nova Alianty
19	30	Rafi Malik Ibrahim
20	40	M.Dicky Pratama
21	80	Renata Octaviani Simanjuntak
22	85	Syifa Auliya
23	60	Agustian Ramanda putra
24	85	Fabio Cannavaro
25	60	Yoana Calista
26	80	Raushan Fikri
27	65	Mala Amelia Putri
28	60	Agustian Ramanda putra
29	75	Ramadhan Candra K
30	75	M. Rasyid A.
31	75	Sarah Amanda Putri Marbun

## Appendix VI

### List of Questionnaire Answer

Name : *Sinta Melinda*

Class : *X. IPS 1*

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosakata bahasa Inggris sebanyak-banyaknya.	✓			
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif		✓		
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif	✓			
4	Saya membaca teks deskriptif itu dengan senang hati	✓			
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting	✓			
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca	✓			
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri		✓		
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya	✓			
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya	✓			
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa Inggris	✓			
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif di rumah		✓		
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif	✓			
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar				✓
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif				✓
15	Saya lebih suka bermain daripada membaca teks deskriptif				✓
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan			✓	
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua				✓
18	Ketika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca		✓		
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar di kelas		✓		
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus			✓	

Sign : *Sinta Melinda*



Name : Gischa Yuzalivia

Class : X IPS 1

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa inggris sebanyak-banyaknya.		✓		
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif		✓		
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif	✓			
4	Saya membaca teks deskriptif itu dengan senang hati		✓		
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting	✓			
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca	✓			
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri		✓		
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya		✓		
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya		✓		
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa inggris	✓			
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif dirumah			✓	
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif	✓			
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar	✓			
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif	✓			
15	Saya lebih suka bermain daripada membaca teks deskriptif			✓	
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan			✓	
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua		✓		
18	Keiika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca		✓		
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar dikelas	✓			
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus	✓			

Sign : 

Name : Yoanna Calista

Class : X IPS 1

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa inggris sebanyak-banyaknya.		✓		
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif			✓	
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif		✓		
4	Saya membaca teks deskriptif itu dengan senang hati		✓		
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting		✓		
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca			✓	
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri		✓		
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya		✓		
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya			✓	
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa inggris		✓		
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif dirumah			✓	
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif		✓		
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar		✓		
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif		✓		
15	Saya lebih suka bermain daripada membaca teks deskriptif	✓			
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan		✓		
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua		✓		
18	Ketika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca			✓	
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar dikelas	✓			
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus		✓		

Sign : 

Name : ADELGA

Class : X IPS 1

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa inggris sebanyak-banyaknya.		✓		
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif		✓		
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif	✓			
4	Saya membaca teks deskriptif itu dengan senang hati	✓			
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting	✓			
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca		✓		
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri	✓			
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya	✓			
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya		✓		
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa inggris		✓		
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif di rumah			✓	
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif		✓		
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar	✓			
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif	✓			
15	Saya lebih suka bermain daripada membaca teks deskriptif				✓
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan	✓			
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua			✓	
18	Ketika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca		✓		
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar dikelas	✓			
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus	✓			

Sign :   
ADELGA

Name : Leonyta prameswari sharma

Class : X IPS 1

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa inggris sebanyak-banyaknya.		✓		
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif		✓		
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif	✓			
4	Saya membaca teks deskriptif itu dengan senang hati		✓		
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting		✓		
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca		✓		
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri	✓			
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya	✓			
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya		✓		
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa inggris	✓			
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif di rumah		✓		
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif	✓			
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar			✓	
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif		✓		
15	Saya lebih suka bermain daripada membaca teks deskriptif			✓	
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan	✓			
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua			✓	
18	Ketika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca		✓		
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar dikelas	✓			
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus		✓		

Sign : 



Name : M. Rizky Putra

Class : X IPS 1

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa Inggris sebanyak-banyaknya.		✓		
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif		✓		
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif		✓		
4	Saya membaca teks deskriptif itu dengan senang hati	✓			
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting			✓	✗
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca	✓			
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri	✓			
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya		✓		
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya	✓			
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa Inggris		✓		
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif di rumah			✓	
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif		✓		
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar	✓			
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif		✓		
15	Saya lebih suka bermain daripada membaca teks deskriptif		✓		
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan			✓	
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua				✓
18	Ketika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca		✓		
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar di kelas		✓		
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus			✓	

Sign : *Pisani*  
M. Rizky Putra

Name : Alif Rohman Putra

Class : X IPS 1

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa Inggris sebanyak-banyaknya.		✓		
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif			✓	
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif	✓			
4	Saya membaca teks deskriptif itu dengan senang hati		✓		
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting	✓			
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca		✓		
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri		✓		
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya	✓			
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya		✓		
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa Inggris	✓			
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif di rumah				✓
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif	✓			
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar	✓			
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif		✓		
15	Saya lebih suka bermain daripada membaca teks deskriptif			✓	
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan	✓			
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua		✓		
18	Ketika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca		✓		
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar di kelas		✓		
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus		✓		

Sign : 

Name : Fabio Cannavaro

Class : X IPS 1

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa inggris sebanyak-banyaknya.		✓		
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif		✓		
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif	✓			
4	Saya membaca teks deskriptif itu dengan senang hati	✓			
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting		✓		
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca		✓		
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri		✓		
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya		✓		
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya		✓		
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa inggris	✓			
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif dirumah			✓	
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif	✓			
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar	✓			
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif		✓		
15	Saya lebih suka bermain daripada membaca teks deskriptif			✓	
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan		✓		
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua	✓			
18	Ketika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca		✓		
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar dikelas		✓		
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus	✓			



Sign : Fabio Cannavaro

Name : M DICKY P

Class : X IPS I

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa inggris sebanyak-banyaknya.	✓			
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif		✓		
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif		✓		
4	Saya membaca teks deskriptif itu dengan senang hati		✓		
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting		✓		
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca		✓		
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri		✓		
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya	✓			
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya		✓		
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa inggris		✓		
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif di rumah		✓		
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif	✓			
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar		✓		
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif	✓			
15	Saya lebih suka bermain daripada membaca teks deskriptif			✓	
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan			✓	
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua			✓	
18	Ketika saya sedang melihat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca		✓		
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar dikelas		✓		
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus	✓			

  
Sign : .....  
Dicky



Name : BIAN BASAYEV L.P

Class : X IPS 1

No	Questionnaire	Very agree	Agree	Disagree	Very Disagree
1	Saya rajin membaca teks deskriptif karena saya ingin menguasai kosa kata bahasa inggris sebanyak-banyaknya.		✓		
2	Jika ada waktu luang saya gunakan untuk membaca teks deskriptif		✓		
3	Saya selalu memperhatikan jika guru sedang menyampaikan materi pemahaman membaca teks deskriptif		✓		
4	Saya membaca teks deskriptif itu dengan senang hati		✓		
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting	✓			
6	Saya memiliki keinginan untuk mengumpulkan teks deskriptif yang menarik yang telah saya baca			✓	
7	Saya membaca teks deskriptif untuk memotivasi diri saya sendiri		✓		
8	Saya membaca teks deskriptif untuk menambah pengetahuan dan pengalaman saya		✓		
9	Saya membaca teks deskriptif karena saya tertarik untuk membacanya		✓		
10	Membaca teks deskriptif sangat penting dipelajari dalam bahasa inggris		✓		
11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif dirumah			✓	
12	Guru memberikan motivasi kepada saya dalam mempelajari pemahaman membaca teks deskriptif	✓			
13	Saya tertarik membaca teks deskriptif apabila guru membawa media gambar		✓		
14	Saya senang membaca teks deskriptif apabila lingkungan kelas kondusif	✓			
15	Saya lebih suka bermain daripada membaca teks deskriptif		✓		
16	Saya suka membaca teks deskriptif apabila gurunya menyenangkan	✓			
17	Jika saya rajin membaca teks deskriptif, saya akan mendapat pujian dari orang tua		✓		
18	Ketika saya sedang melinat teman-teman saya sedang membaca teks deskriptif, ada keinginan saya untuk membaca			✓	
19	Saya senang membaca teks deskriptif jika gurunya menggunakan metode permainan dalam mengajar dikelas	✓			
20	Saya membaca teks deskriptif untuk mendapatkan nilai yang bagus	✓			

Sign : 

**Appendix VII**  
**Surat Izin Penelitian**



YAYASAN PENDIDIKAN JAMBI  
**Universitas Batanghari**  
Fakultas Keguruan dan Ilmu Pendidikan  
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : **IL** /UBR-01/B/2021  
Lampiran : -  
Perihal : **Izin Penelitian**

Kepada Yth : Bapak/Ibu  
Kepala SMA N 3 Kota Jambi  
di  
Tempat

Dengan hormat,

Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : **ISTIFLAH**  
NIM : **1800888203021**  
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**"THE CORRELATION OF STUDENTS' MOTIVATION AND READING  
COMPREHENSION OF TENTH GRADE MIPA 7 AT SMA N 3 JAMBI CITY"**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 28 Desember 2021



**Dr. H. Abdoel Gafar, S.Pd., M.Pd.**  
NIDN. 1021036502

## Appendix VII

### Surat Balasan Izin Penelitian



**PEMERINTAH PROVINSI JAMBI**  
**DINAS PENDIDIKAN**  
**SMA NEGERI 3 KOTA JAMBI**



Jalan Guru Mukhtar No. 1 Jelutung 36136 – Telp/Fax : 0741 - 5911331 – Jambi  
Website : [www.sman3jambi.ac.id](http://www.sman3jambi.ac.id) – email : [amanistaof@gmail.com](mailto:amanistaof@gmail.com) / [sman3netco@yahoo.com](mailto:sman3netco@yahoo.com)  
NSS : 301106009003 NPSN : 10504553

#### SURAT KETERANGAN

Nomor : 421.3 / 124 / SMA.3/KM-2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas Negeri 3 Kota Jambi, dengan ini menerangkan bahwa:

nama : **ISTIFLAH**  
NIM : 1800888203021  
prog. studi : Pend. Bahasa Inggris  
universitas : UNIVERSITAS BATANGHARI

Telah melaksanakan dan memperoleh data sebagai bahan Penelitian guna penyusunan skripsi dengan judul : *"The Correlation Of Students' Motivation and Reading Comprehension of Tenth Grade IPS 1 at SMA N 3 Jambi City"*.

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Jambi, 25 Januari 2022

Kepala,  
  
**ENCU RUSMANA, S.Pd, M.Si**  
NIP 19700414 199301 1 001

**Appendix IX  
Documentation**



