

**THE CORRELATION OF STUDENT'S
MOTIVATION AND READING COMPREHENSION
IN SMA NEGERI 3 JAMBI**

A THESIS

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



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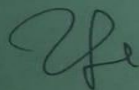
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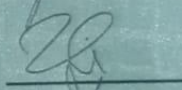

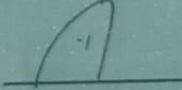


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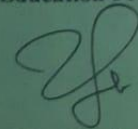
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1. The thesis, titled Students' Ability in Writing Procedure Text at SMAN 3 Jambi City, is original and has never before been submitted for an academic degree at Batanghari University or any other tertiary institution.
2. Except for the direction of the Advisory Team, this thesis is entirely my own ideas, conclusions, and formulations, with no unauthorized assistance from other parties.
3. There are no works or opinions in this thesis that were or have been published by others, unless they have been obviously cited and included as a reference in this thesis, with the author's name mentioned and listed in the references.
4. I make this statement in due diligence, and if it is discovered in the future that there are irregularities and mistruths in it, I am ready to accept academic punishments in the form of revocation of the degree I received as a consequence of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, 18th July 2023



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MOTTO

But the wisdom from above is first pure, then peaceable, kind, submissive, full of mercy and good fruits, impartial and not hypocritical.

(Jakobus 3:17)

Tetapi hikmat yang dari atas adalah pertama-tama murni, selanjutnya pendamai, peramah, penurut, penuh belas kasihan dan buah-buah yang baik, tidak memihak dan tidak munafik.

(Jakobus 3:17)



DEDICATION

I greatly praise to Jesus christ for His blessing so that I am able to survive and finishing this thesis entitled “The Correlation of students motivation in reading comprehension of eleventh grade MIPA 7 of Senior High School Number 3 in Jambi City Academic Year 2022/2023”.

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 father Parlindungan Lumban Toruan, S.Pd.,M.Pd. and my mother Juniar Margaretha Hutabarat. S.Pd. My older sister dr. Riama Melisa Lumban Toruan S.Ked, my younger brother Roy Godsen Salomo Lumban Toruan S.Kom, my younger sister Hevi Mona Uti Lumban Toruan, who are always pray, giving me advice and directions, support and help.

This thesis is dedicated to the lecturers and staff at Batanghari University, particularly the Teaching and Education Faculty, which specializes in English Education. Thank you for educating and assisting me throughout my time at Batanghari University.

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The author expresses praise and thanks to the Lord Jesus Christ, who gives life, for his love and for allowing him to finish the thesis, "*The Correlation Of Student's Motivation And Reading Comprehension In SMA Negeri 3 Jambi*", on date.

This project is submitted as a Bachelor of Education (S.Pd.) in English Education Graduation Requirement. Additionally, this study aims to analyse students' writing in procedure text. In conclusion, it will take a long time to finish this investigation.

The researcher is also aware that there are many people and organizations who can help, instruct, and offer guidance. The following people deserve the author's sincere gratitude:

1. Prof. Dr. Herri, S.E., M.B.A., as Rector of Batanghari University Jambi.
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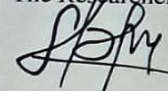
6. Mam Minar, S.Pd., a teacher from the civil service who helped with the fieldwork at SMAN 3 Jambi City and supplied knowledge in order for this research to be conducted.

7. I appreciate to every one of the faculty and staff of Batanghari University's Faculty of Teacher Training and Education who were too many to mention individually.

The author is aware that the conclusions are imperfect. Therefore, comments and critiques are required in order for the author to create an improved and more valuable work.

Jambi, 18th July 2023

The Researcher



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ABSTRACT

MANUEL,S J, 2023. “ The Correlation Of Student’s Motivation And Reading Comprehension In SMA Negeri 3 Jambi”A
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The First Advisor Dr Yanti Ismiyati S.Pd., M.Pd. The Second Advisor Ridho Praja Dinata,M.Pd.

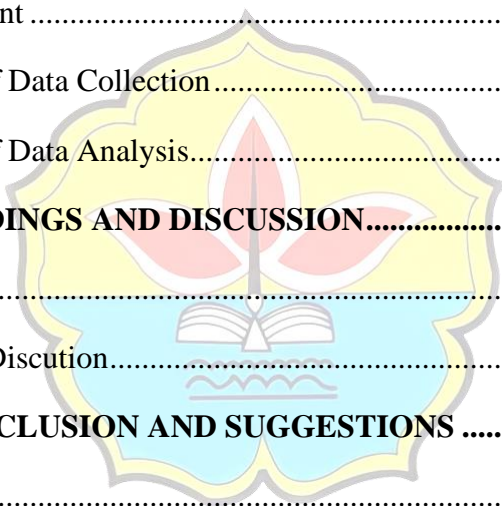
This research was conducted at second grade of SMA Negeri 3 Jambi City of academic year 2022/2023. The population comprised students XI IPA at SMAN 3 Jambi City of academic study 2022/2023 and the sample consisted of 30 students from class XI IPA 7. A qualitative descriptive method was utilized. In collecting the data, the writer distributed the questionnaire to find out the students' motivation in learning English and gave reading comprehension test to measure students' ability in reading comprehension. This research design was Ex Post Facto design. Pearson Product Moment was used to analyze the data and the hypothesis testing was computed by using SPSS version 17.0 at the level significant of 0.05. Researchers used research instruments in the form of multiple choice tests with predetermined themes in two forms, namely 20 questionnaire questions and 20 test questions. To find out these findings, tabulations were used to collect data from the results of student scores using indicators selected by Research Questionnaire Analysis. The result data, the researcher classifies student scores using the Product Moment Interpretation from motivation was 65.9 and students' reading comprehension was 62.83 with a very good average score. After calculating the data the correlation results between students' motivation and reading comprehension were obtained are 0,713. The result of correlation analysis showed that the correlation coefficient the value of was consulted with the Pearson product moment table (r_{table}), Students participant 30 with an error rate of 5% and 1%, It's mean there is a positive correlation, so that H_0 is rejected and H_i is accepted, that is, It is classified into strong correlation. The results of the study can be interpreted that student motivation has a strongly effect on reading comprehension achievement. Who are motivated towards English influence their willingness to read as well as their participation and commitment to study well.

Keywords : *Student Motivation, Reading Comprehension Results*

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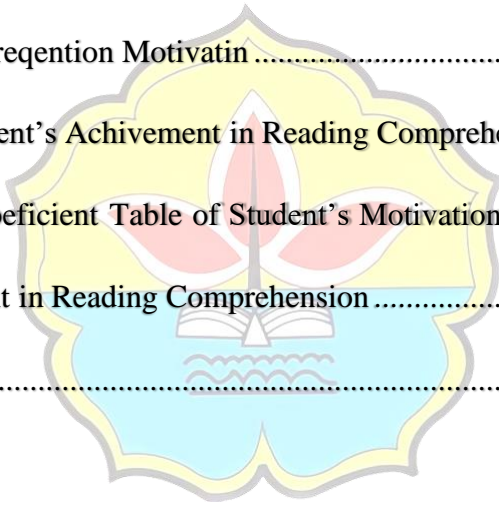
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CHAPTER I

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 student 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 interpreting information and constructing a coherent presentation and a picture in the reader's mind of what the text is about. Furthermore, according to Tanskersley (2003) 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).

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. In other hand they are not familiar with English, students will find it is 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 very important in today's world (Aina Mulyana, 2018). 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). 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 comprehending 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. Based on the explanations above, the researcher is interested in conducting the study entitled **“The Correlation of Students’ Motivation and Reading Comprehension of SMA Negeri 3 Jambi”**.

1.2. Identification of the Problem

Based on background of the research, the researchers tried to formulate the problem as follows:

1. Students feel English is hard to understand because it is not their mother language.
2. Students find it difficult to understand English reading because none in their background

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 SMA Negeri 3 Jambi.

1.4 Formulation of Problem

The researcher decides to focus on one relevant question to address for the purpose of this study is “What is the correlation of students motivation and reading comprehension of SMA Negeri 3 Jambi ”.

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 SMA Negeri 3 Jambi .

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 researcher

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 Terms

Based on the title of this research, there are several terminology related to this research. They are as follow:

1. Student Motivation

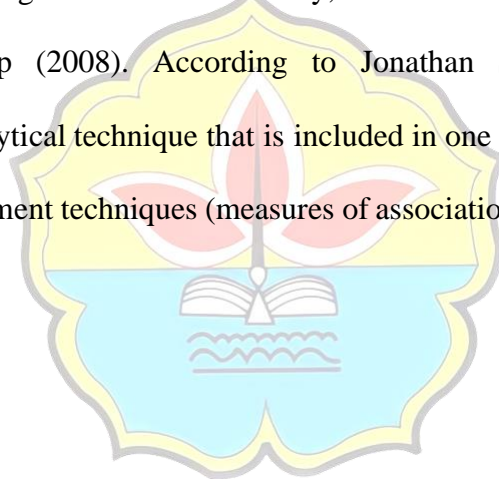
Michel J. Jucius (Onong Uchjana Effendy, 1993) mentions 'motivation' as "the activity of giving encouragement to someone or oneself to take a desired action". Jucius (Onong Uchjana Effendy, 1993) mentions' motivation 'as an' activity encourages a person or yourself to take a desired action".

2. Reading Comprehension

Harmer (2007) states, “reading comprehension is useful for language acquisition”. 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

3. Correlation

According to the Big Indonesian Dictionary, correlation means a reciprocal or causal relationship (2008). According to Jonathan Sarwono (2011): "Correlation is an analytical technique that is included in one of the association / relationship measurement techniques (measures of association).



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). 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) reading comprehension 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) states, “reading comprehension is useful for language acquisition”. 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.

2.1.1 Level of Reading Comprehension

Heilman, Arthur (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) 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 attract 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. As claimed by Lai (2011) stated, "motivation as the attribute that moves us to do or not to do something, motivation is the reason of underlying behavior".

Motivation appears when someone has huge desire to achieve something and usually come from inside as stated by Harmer (1989). Motivation is some kind of internal drive that pushes someone to do things in order 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)". 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 an important role in language learning (Brown, 2000). 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. Based on Harmer (2001) 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 as stated by Berliner and Gage (1984).

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) he stated the term “need” is used to denote some interfered common characteristics of the motivational basis for the behavior 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 motivation 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 as stated by 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 environments as stated by 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) 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 to reading comprehension

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.

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 Guthrie T John and Wigfield Allan (2000), published in the Journal of Educational Psychology. 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 children' 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. A number of the identified aspects were correlated relatively highly with one another. Further, in the factor analyses of the motivation scales the individual scales grouped together

in more intrinsic and extrinsic clusters. Wigfield and Guhtrie interpret these results to mean that children are motivated to read by different but interrelated constructs. We believe that it is useful to posit the 11 different aspects of reading motivation, despite the correlations of some of the aspects.

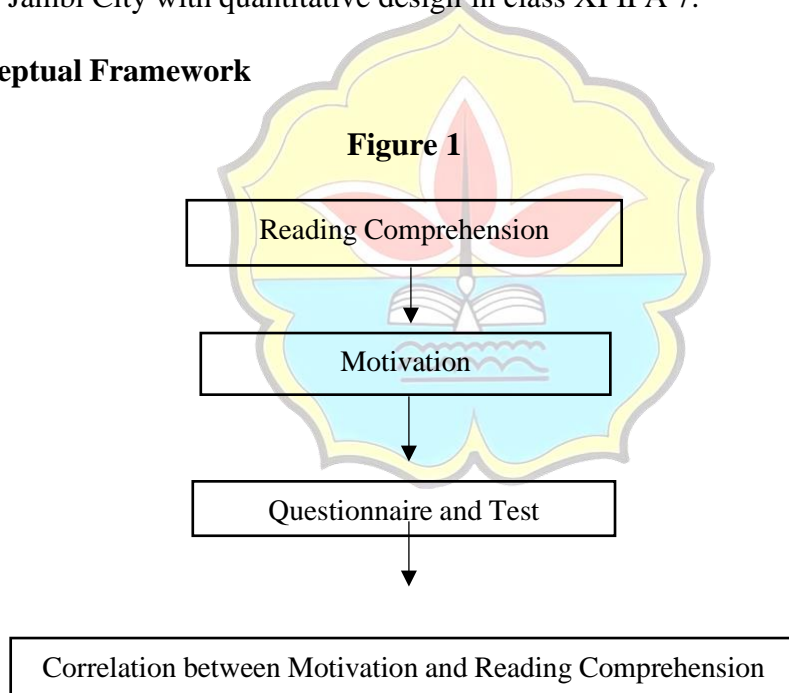
Second, The study was conducted by Sari (2020) research, *"The Relationship of Student Motivation with Reading Comprehension in Semester II Students of English Language Education at Batanghari University,"* was published in the Journal of English Language Teaching in 2020 and aims to determine whether there is a relationship between students' learning motivation and reading comprehension. This research employs a descriptive qualitative method, which yields quantitative data that is then explained descriptively. A total of 30 people were polled for this investigation. The results revealed that 87 percent (26) of the people were in the good category, while only 13% (4) were in the bad category. 0% none have very good and very poor reading comprehension

Third, the study entitled *"The Relationship Between Learning Motivation and Reading Learning Achievement for Class X Students of SMAN 8 Bekasi,"* a study done by Puspitorini (2021), was published in the Journal of IJEAL (International Journal of English and Applied Linguistics) in 2021. Researchers wanted to know if there was a link between learning motivation and reading comprehension achievement in this study. The survey method was utilized in this study by the researchers. This research was a quantitative analysis employing a questionnaire on a large number of objects, which means it is a questionnaire-based study. The population of this study was made up of 99 pupils in grade I SMAN 8

Bekasi, divided into three classes. The sample of this study used a basic random selection method to select 40 students from the whole population. The result was a correlation coefficient of 0.905, indicating that there is a substantial link between learning motivation and reading comprehension achievement. included

From the research 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 class XI IPA 7. 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 XI IPA 7.

2.4 Conceptual Framework



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).

Based on the explanation above, the statistical hypothesis of the thesis proposal may be:

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



CHAPTER III

RESEARCH METHODOLOGY

3.1 Design of the Research

In this research the researcher uses 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 Creswell (2012). There are two kinds of variables in this study (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 uses Pearson Correlation Product Moment to get the result. The researcher collects the student's motivation data in reading comprehension score, the research is about the correlation between students motivation reading and their reading comprehension.

3.2 Population and Sample of the Research

3.2.1 Population

According to Cresswell (2012), population is a group of individuals who have the same characteristic . 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 student of class XI MIPA 7 SMA N 3 Jambi.

3.2.2 Sample of The Research

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), 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.

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 Creswell (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 Instrument of the Research

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 (2017) primary data collection tool in survey research. A questionnaire is also referred to as the survey instrument. 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.

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 UTS English UIN Sunan Kalijaga. This test is a multiple-choice test that has 20 questions. There were five options (A, B, C, D, E) in each item. The correct answer will have five points while the incorrect one will have zero points.

The indicators of reading comprehension test were taken from Harmer (2007) theory.¹² 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

Table 1
Grid of Reading Motivation Questionnaire and Reading comprehension

NO	VARIABLE	SUB VARIABLE	INDIKATOR	ITEM	
				+	-
1	Motivation (X)	Intrinsic 1.Involvement 2.Curiosity 3.Efficacy	Involvement is the enjoyment that comes from reading various types of text.	11-14	
2	Motivasi (X)	Intrinsic 1.Involvement 2.Curiosity 3.Efficacy	Curiosity the desire to know about text.	15-18	
3	Reading Comprehension	Intrinsic 1.Involvement 2.Curiosity 3.Efficacy	Efficacy refers to the beliefs of readers about their skill and determination in reading ruts	37-40	

4	Motivasi	Extrinsic 1.Gradescomp liance 2.Social 3.Competition 4.Reading Work Avoidance 5.Recognition	Grades- Compliance refers to reading motivation in order to receive positive school evaluation.	1-10	
5	Motivasi (X) and Reading Comprehensio n (X)	Extrinsic 1.Grades compliance 2.Social 3.Competition 4.Reading Work Avoidance 5.Recognition	Social is to connect with others through reading activity	19-26	
6	Reading Comprehensio n (Y)	Extrinsic 1.Grades compliance 2.Social	Competition is concernd with an individuals attempt to	27-30	

		3.Competition 4.Reading Work Avoidance	outperform others in reading.		
7	Reading Comprehension (Y)	Extrinsic 1.Grades compliance 2.Social 3.Competition 4.Reading Work Avoidance	Reading Work Avoidance is the factor that has been identified as the reason why readers frequently avoid reading.	31-33	
8	Reading Comprehension (Y)	Extrinsic 1.Grades compliance 2.Social 3.Competition 4.Reading Work Avoidance	Recognition is important in tangible forms of recognition, such as teacher recognition in reading.	34-36	
Total Item				40	

Adopted from (Watkins & Coffey, 2004)

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 by 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) the minimum requirement to qualify for validity is $r_{\text{arithmetic}} > r_{\text{table}}$. 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 $r_{\text{arithmetic}} > r_{\text{table}}$, then the instrument test is declared invalid.

3.5.2 Reliability Test

Reliability concerns the extent to which a measurement of a phenomenon provides stable and consistent result by 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) 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:

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

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) the minimum requirement to qualify for validity is $r_{\text{arithmetic}} > r_{\text{table}}$. In this study, because the number of N trials = 30 with an error rate of 5%, the $r_{\text{table}} = 0.361$. Calculation of instrument reliability item 1 (excellent service) is 0.921, and item 1 (customer satisfaction) is 0.952. The validity requirements of $r_{\text{arithmetic}} > r_{\text{table}}$, 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 someone's perception or opinion of the object. The scale is usually at least three but no more than seven by Siregar Sofyan (2013). 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 1 (very agree), 2 (agree), 3 (disagree), 4 (very disagree). With each of a series of statements about the topic. The students choose from 20 items of test 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 will share the form so that

students could fill the test that had been prepared by the researcher. 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 (2012) 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 Researcher analyze the result of test as follow:

Table 2
Analysis of Questionnaire Research

CATEGORY OF MOTIVATION	SCORE
Very High	61-80
High	41-60
Good Enough	21-40
Low	1-20

Taken from Brown (1994)

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

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:

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

Description:

- n = Number of data pairs X and Y
- Σx = Total sum of variable X
- Σy = Total sum of variable Y
- Σx^2 = Square of total number of variable X
- Σy^2 = Square of total number of variable Y
- Σxy = 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

COEFFICIENT OF CORRELATION “ R “	INTERPRETATION
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

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 30 students that analyzed the score to determine if there was a Correlation between Student Motivation and Reading Comprehension of Tenth Grade Students at SMA Negeri 3 Jambi City.

This chapter discussed 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
RESULT OF STUDENT MOTIVATION IN READING (X)

STUDENTS NUMBER	VERY AGREE(4)	AGREE(3)	DISAGREE(2)	VERY DISAGREE(1)	TOTAL VALUE
1	17	1	2	0	75
2	1	14	5	0	56
3	5	15	0	0	65
4	7	11	2	0	65
5	9	10	1	0	68
6	2	11	7	0	55
7	8	11	1	0	67
8	15	3	2	0	73
11	2	14	4	0	58
10	4	13	3	0	61
11	9	3	7	1	60
12	14	5	1	0	73
13	15	5	0	0	75
14	3	12	5	0	58
15	18	2	0	0	78
16	17	3	0	0	77
17	2	14	4	0	58
18	4	12	4	0	60
19	5	8	7	0	58
20	7	5	7	1	58
21	4	13	3	0	61
22	3	18	2	0	70
23	15	5	0	0	75
24	7	5	7	1	58
25	0	15	5	0	55
26	11	1	8	0	63
27	9	10	1	0	68
28	18	0	1	1	75
29	16	4	0	0	76
30	18	2	0	0	78
Σ	265	245	89	4	1977

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:

$$\begin{aligned} \text{Mean } X &= \frac{\sum X}{N} \\ &= \frac{1977}{30} \\ &= 65,9 \end{aligned}$$

From the data above, the researcher found the highest score of students' motivation to reading was 78 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)

$$\begin{aligned} K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 30 \\ &= 1 + 3,3 (1,47712) \\ &= 1 + 4,87449 \\ &= 5,87449 \\ &= 6 \end{aligned}$$

b. Range (R)

$$\begin{aligned} R &= H - L \\ &= 78 - 55 \\ &= 23 \end{aligned}$$

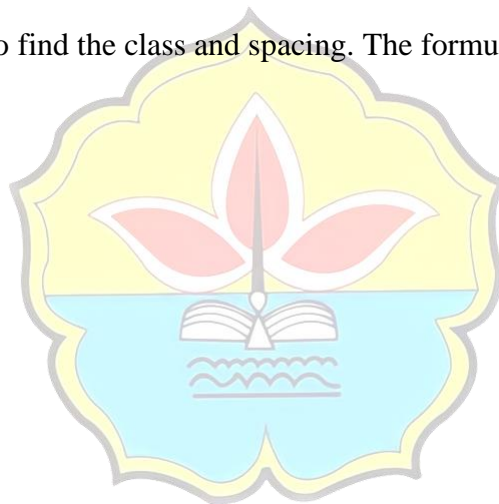
Where R = range

H = the highest score

L = the lowest score

c. Interval Class (i)

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



$$i = \frac{23}{6}$$

$$i = 3,5$$

$$i = 4$$

Tabel 5
Distribution Frequency Motivational

SCOR	FREKUENSI
55 – 58	9
59 – 62	5
63 – 66	3
67 – 70	3
71 – 74	2
75 -79	8

4.1.3 Analysis of Students' Reading Comprehension

Table 6
Results of Students' Achivement in Reading Comprehension (Y)

CODE SCORE	RESPON	CODE SCORE	RESPON
1	65	16	75
2	50	17	50
3	60	18	60
4	60	19	55
5	70	20	60
6	65	21	60
7	60	22	70
8	70	23	70
11	50	24	70
10	50	25	60
11	65	26	55
12	55	27	60
13	75	28	75
14	50	29	75

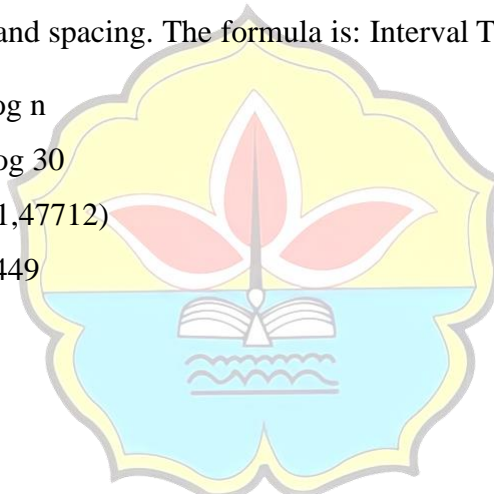
15	75	30	70
		Σ	1885

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

$$\begin{aligned} \text{Mean } X &= \frac{\Sigma X}{N} \\ &= \frac{1885}{30} \\ &= 62,83 \end{aligned}$$

- b. Based on the data above it was known that the highest score of a students' score in reading was 75 and the lowest one was 50. The next step was to use this data to find the class and spacing. The formula is: Interval Total (K)

$$\begin{aligned} K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 30 \\ &= 1 + 3,3 (1,47712) \\ &= 1 + 4,87449 \\ &= 5,87449 \\ &= 6 \end{aligned}$$



- c. Range (R)

$$\begin{aligned} R &= H - L \\ &= 75 - 50 \\ &= 25 \end{aligned}$$

Where R = range

H = the highest score

L = the lowest score

- d. Interval Class (i)

$$\begin{aligned} i &= \frac{R}{K} \\ i &= \frac{25}{6} \\ i &= 4,16 \approx 5 \end{aligned}$$

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 7
Correlation coefficient Table of Sttudents' Motivation in Reading English and Their Achievement in Reading Comprehension

CODE RESPON	X	Y	X ²	Y ²	XY
1	75	65	5625	4225	4875
2	56	50	3136	2500	2800
3	65	60	4225	3600	3900
4	65	60	4225	3600	3900
5	68	70	4624	4900	4760
6	55	65	3025	4225	3575
7	67	60	4489	3600	4020
8	73	70	5329	4900	5110
9	58	50	3364	2500	2900
10	61	50	3721	2500	3050
11	60	65	3600	4225	3900
12	73	55	5329	3025	4015
13	75	75	5625	5625	5625
14	58	50	3364	2500	2900
15	78	75	6084	5625	5850
16	77	75	5929	5625	5775
17	58	50	3364	2500	2900
18	60	60	3600	3600	3600
19	58	55	3364	3025	3190
20	58	60	3364	3600	3480
21	61	60	3721	3600	3660
22	70	70	4900	4900	4900
23	75	70	5625	4900	5250
24	58	70	3364	4900	4060
25	55	60	3025	3600	3300
26	63	55	3969	3025	3465
27	68	60	4624	3600	4080

28	75	75	5625	5625	5625
29	76	75	5776	5625	5700
30	78	70	6084	4900	5460
Σ	1977	1885	132099	120575	125625

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

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

$$r_{xy} = \frac{30(125625) - (1977)(1885)}{\sqrt{[30(132099) - (1977)^2][30(120575) - (1885)^2]}}$$

$$r_{xy} = \frac{3768750 - 3726645}{\sqrt{[396270 - 3908529][3617250 - 3553225]}}$$

$$r_{xy} = \frac{42105}{59038,8434}$$

$$r_{xy} = 0,713$$

So, the correlation coefficient was 0,713.

4.2 Result and Discussion

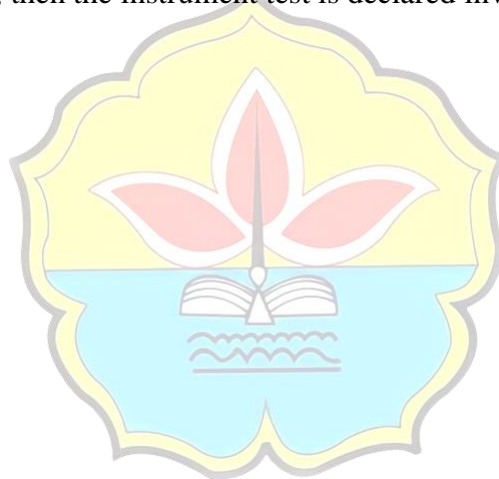
The following table will show the computation result of the two variable by using SPSS version 17.0 :

Table 8
Correlations

		X	Y
X	Pearson Correlation	1	,713**
	Sig. (2-tailed)		,000
	N	30	30
Y	Pearson Correlation	,713**	1
	Sig. (2-tailed)	,000	
	N	30	30

The result of correlation analysis showed that the correlation coefficient r_{xy} was 0,713. The value of r_{xy} was consulted with *Pearson's product moment table* (r_{table}) of N trials = 30 with an error rate of 5% and 1% , the r table = 0,361. 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 a positive correlation, and the hypothesis could be rejected.

From the calculation of the data above, the result was 0,713, it can be seen that there is any correlation between the two variables X and Y, the validity requirement is $r_{xy} > r_{table}$, then the instrument test is declared invalid.



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 of SMA Negeri 3 Jambi", 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 XI MIPA 7 at SMAN 3 Jambi City in the 2022/2023 school year was moderate based on the category table on student motivation in reading the average is 65,9 which is in the high range (55 -75).
2. From analysis the students' achievement in reading comprehension, the researchers found that the reading comprehension achievement quality for students in Eleventh Grade at SMAN 3 Jambi City in the 2022/2023 school year was also moderate. Based on the category table on student achievement in reading comprehension, the average is 62,83 which is in the medium range (50-75).
3. From the calculation of the data above, the result was 0,713 it can be seen that there is any correlation between the two variables X and Y
4. The value of the sample (N) = 30 is 0,361. So referring to the results of the validity test it was found that the instrument variable student motivation (X) and reading comprehension variable (Y) yielded = 0.713. So based on testing using SPSS, the value is $[0.713] > [0.361]$. This means that with a significance level

of 5% it can be concluded that the instrument variables student motivation and reading comprehension have a significant correlation.

5. To know the correlation between the two variabel, $r_{xy} = 0,713$, then the instrument test is declared invalid as seen the tabel interpretation of product momen score (Burn and Grove: 157) 0,70 - 0,90 is the The Correlation is Strong

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.

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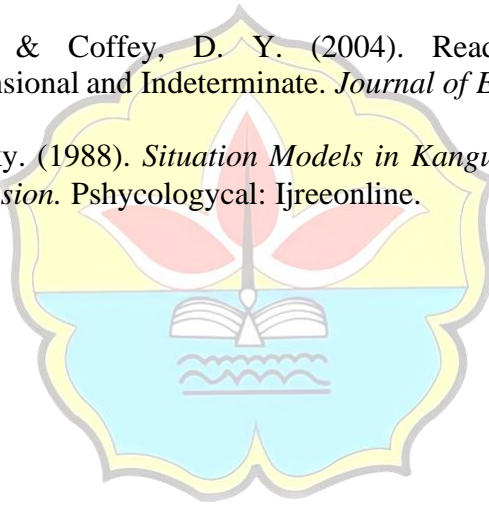
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QUISTIONNARIE MOTIVATION (X)

NO	QUESTIONNAIRE (X)	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				

NO	QUESTIONNAIRE (X)	VERY AGREE	AGREE	DISAGREE	VERY DISAGREE
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				

Adopted from (Watkins & Coffey, 2004)

TEST READING COMPREHENSION (VARIABEL Y)

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 21-30

The following text is for the three questions below.

Read the following short story carefully!

Teks 1:

When I entered the Mulo school, I was so fluent in Dutch that people who only heard me speak and didn't see me, thought I was a Dutch child. I also believe more and more that I am a Dutch child. In fact, these days it has been strengthened by the behavior of my parents, who are trying their best to adapt to the Dutch style.

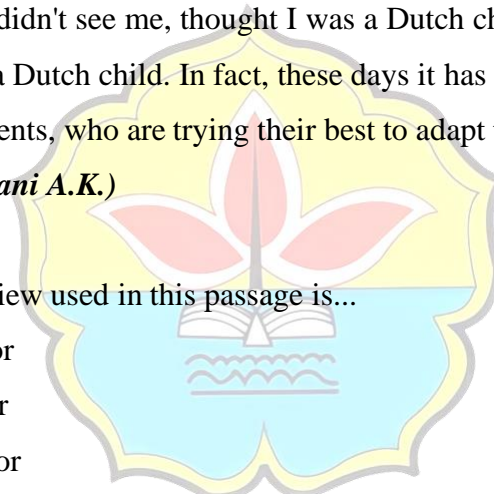
("Keepsake" by Abdul Gani A.K.)

21. The author's point of view used in this passage is...

- A. first person main actor
- B. third person side actor
- C. third person main actor
- D. first and third person
- E. third person omniscient

22. The character of the character "I" in the story is ...

- A. confident
- B. easy to adapt
- C. arrogant
- D. is diligent
- E. impressionable



23. The message in the short story is ...

- A. Don't give up quickly under any circumstances.
- B. Do not waste time while there is still time.
- C. We'd better adapt to the situation.
- D. Don't forget yourself when you master other people's languages.
- E. Do not be easily influenced by others.

Teks 2 : The following quotes are for the two items below.

"Oo, are you angry, old man? Ah, you're old enough to get angry!"

"Huss! Do you think I'm your old man?"

"I'm not kangmasmul" snapped the grandparents again.

"Oo, yes! Of course I have to call you grandma, yes! I forgot, really. But actually I warned you earlier if I was guilty. Who is guilty must be reminded. If not then? Try to describe how many mistakes I will make next."

The grandfather bowed his head. His face brightened. then spoke in a helpless voice.

"Did you say that right? I look very old already?"

"Why?"

"Should you call Grandma?"

"Hi-hi-hi! That question of yours! You are obviously feeling sad right now! Why?

Is it because you are old, is it because you don't know that you are old?"

"Don't joke around, Kenes, I actually asked!"

The Bend Near the Dam by St. Ismariasita

(*"Keepsake"* by *Abdul Gani A.K.*)

24. The conflict depicted in the short story is about ...

- A. the call that was conveyed to grandfather with the words mbah and mas
- B. The grandfather character's anxiety about aging
- C. the mismatch of the use of greeting words with reality
- D. Kenes' character determines a person's age, whether they are old or young
- E. Grandfather and Kenes fought over the greetings of mbah and mas

25. The character of Grandpa's character in the short story quote is....

- A. grumpy
- B. vengeful
- C. shy
- D. patient
- E. taste

Teks 3 :

I hope not. Hasudin obedient. Unlike his brothers, he is really an obedient child. I still remember the late Kamarudin, he doesn't want him to heed my words. Don't jump around and run around a lot the day before your circumcision. But he paid no heed to it. Just keep running around with your friends. He seemed to have forgotten he would be circumcised. As a result, the blood drops. And the shaman was unable to cope.

Call of the Apostle, Hamzad Ranguti ("*Keepsake*" by *Abdul Gani A.K.*)

26. The mandate of the short story is ...

- A. Parents should be able to advise children.
- B. As a child, you must obey your parents' orders.
- C. Circumcision shamans must be more careful in their work.
- D. There is no need to regret what has happened.
- E. Each child has different characteristics.

Teks 4:. Read the following short story excerpts!

Sometime it was one afternoon, when I was busy typing assignments. Someone knocked on my room even though as I remember, that afternoon I didn't promise anyone.

"Wow, you are really busy."

Of course it's busy. If I'm not busy, of course there won't be scattered papers on my desk. If you already know you're busy, why do you still come to visit? However, think about it: how else would you have to chase away someone who was already

standing in front of you? By powdering my face as thick as possible with an oriental taste, what came out of my mouth was:

"Yes, that is so."

Wolfgang Kipkop, Pamusuk Eneste . (*"Keepsake" by Abdul Gani A.K.*)

27. The moral value contained in the short story excerpt above is

- A. mutual respect and appreciation
- B. make small talk and pretend to be nice
- C. visited at the right time
- D. take care of other people's feelings
- E. should not interfere with other people's work

Teks 5 : Read the following story carefully!

I think I've slept a few hours under the influence of the champagne and the mute pops in the film. Then when I woke up, my head was shaking. I go to the bathroom. Two of the seats behind me were occupied by old women with eleven suitcases lying in the not-so-abysmal position of a corpse forgotten on the battlefield. Her beaded reading glasses thump on the floor and for a moment I indulge in the malevolence of not picking them up. (*"Keepsake" by Abdul Gani A.K.*)

28. The cultural values contained in the short story are ...

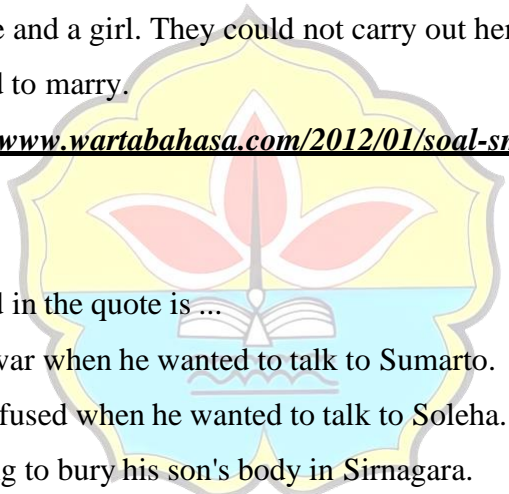
- A. get drunk
- B. watch a movie
- C. drinking champagne
- D. envy of others
- E. do not care about other people

Teks 6 : The following is for questions number 29 to 30.

Read the following novel excerpts carefully!

"So, shall we bury him in Sirnagara?" he said slowly, half to himself. Soleha could not answer. He wanted to think long and hard. He wanted to say it, but he immediately remembered something else. "But, we have already married her. And now she is Sumarto's wife. What will Sumarto say?" His mind is getting worse when he remembers about it. He had indeed objected when Soleha's husband was summoned by people from the village of Paddy fields to treat Mr. Murad. As a health nurse, there were no doctors around. Soleha's husband is often asked for help. However, he knows very well that Mr. Murad is Murni's father. Murni is now a widow because her husband passed away. Soleha's husband loved each other with Murni when he was single and a girl. They could not carry out her heart's intention because Murni was forced to marry.

Taken From <https://www.wartabahasa.com/2012/01/soal-sma-menentukan-unsur.html>

- 
29. The conflict contained in the quote is ...
- A. Soleha had an inner war when he wanted to talk to Sumarto.
 - B. Mr. Sumarto was confused when he wanted to talk to Soleha.
 - C. Soleha was not willing to bury his son's body in Sirnagara.
 - D. Pak Sumarto had an inner struggle when he was about to bury his wife's body.
 - E. Soleha's husband and Soleha argued about the burial of their son's body.
30. The cause of the conflict in the quote is ...
- A. Because her husband is a health nurse.
 - B. Because her husband asked for help.
 - C. Out of jealousy towards Murni.
 - D. Because Soleha's husband once loved Murni.
 - E. Because her husband treated Mr. Murad's father Murni.

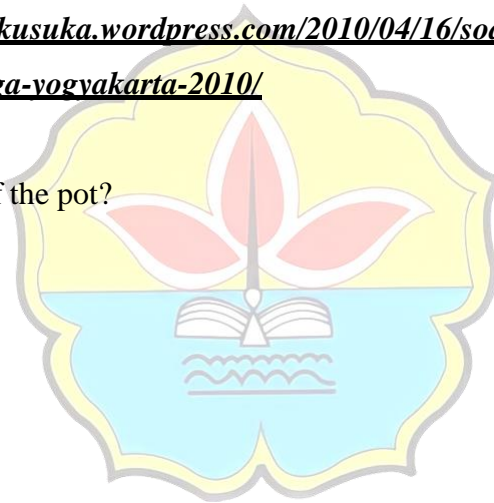
Teks 7 : Questions 31-36

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://iamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-
inggris-uin-sunan-kalijaga-vogyakarta-2010/](https://iamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-vogyakarta-2010/)

31. Who was the owner of the pot?

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



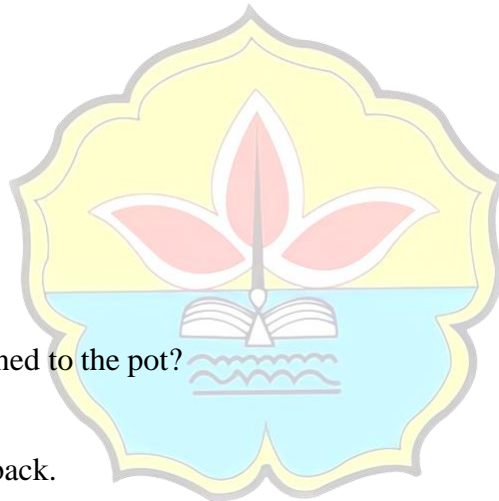
32. How many times did Nasruddin Hoja borrow the pot?

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

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

- A. none
- B. one

- C. two
D. three
E. four
34. 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.
35. How many pots did Nasruddin Hoja return the second time?
A. none
B. three
C. two
D. four
E. one
36. 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



Teks 8 : Questions 37-40

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.

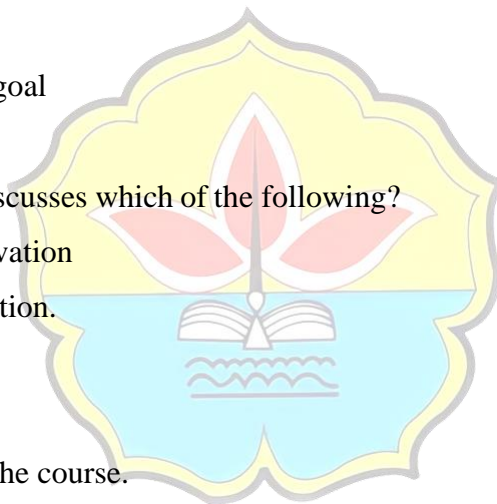
Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

37. 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

38. 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.



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

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

40. 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



Saut Joypan Manuel Activities Lollected Data at SMA 3 Kota Jambi, Monday, 22 mei 2023





Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor
Lampiran
Perihal

: 67 /UBR-01/B/2023

: -

: 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 : SAUT JOYPAN MANUEL
NIM : 1900888203041
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 STUDENT'S MOTIVATION AND READING
COMPREHENSION IN THE SMA NEGERI 3 JAMBI CITY"**

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

Jambi, 24 Mei 2023
Dekan,



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



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.sch.id – email : smanetco@gmail.com / sman3netco@yahoo.com
NSS : 301106009003 NPSN : 10504553

SURAT KETERANGAN

Nomor : 421.3/ 1175 /SMA.3/MN-2023

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

nama : SAUT JOYPAN MANUEL
NIM : 1900888203041
program studi : Pendidikan 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 In The SMA Negeri 3 Jambi City"*.

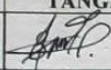


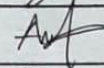










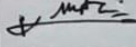


Demikian surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Jambi, 01 Agustus 2023
Kepala
SMA NEGERI 3
KOTA JAMBI
SOYABI, S.Pd, M.Pd
Pembina IVa
NIP 19700610 199301 1 001

**DAFTAR SISWA
SMAN 3 KOTA JAMBI
TAHUN PELAJARAN 2022/2023**

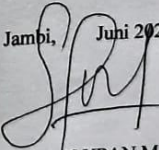
Nama Rombel: XI MIPA 7

Semester Ganjil - Wali Kelas: MULTI RAHAYU, S.Pd

NO	NIS	NAMA	TANDA TANGAN
1	0063722229 / 11311	AGIA KARRA ANGELLINA	
2	0067682179 / 11281	AISYAH TIARA MELIFA	
3	0066493618 / 11408	ANDRE SUSANTO	
4	0061558175 / 12052	Anggun Aghnia Pratiwi	
5	0074463860 / 11410	Annisa Humairoh Ekri	
6	0064181738 / 11349	Arimbi Putri	
7	0063433263 / 12066	ARSYA JULYANA	
8	0068978033 / 11382	Aurelya Suci Theresia Sinaga	
9	0065633951 / 11580	CHINTYA SALSABILA	
10	0068807263 / 11584	EDO SAPUTRA	
11	0061873746 / 11385	EFRISA AFRILIYA FIRMANDA	
12	0061595460 / 11417	Fachrie Ahmad Aulia	
13	0065312051 / 11386	FARREL ARYO DANI	
14	0062609196 / 11254	FAUZAN IMAM BUCHORI	
15	0061998482 / 11288	Felicia Aulia Suherman	
16	0065528532 / 11321	Felix Ruben Hermawan	
17	0063179673 / 11448	Hari Kurniawan Setiadi	
18	0066589011 / 11355	KATRIN RAMAJOEDA	
19	0066349359 / 11389	Keisa Putri Khairany	
20	0064603513 / 11452	KEISHA NABILA ARDANA	
21	0062005662 / 11260	Mahdar Admanijar	

22	0068470522 / 12058	Muhammad Danish Fazila	
23	0066920821 / 11359	MUHAMMAD HABIB ADKA	<i>Dum...</i>
24	0069854697 / 11328	MUHAMMAD NAUVAL FADDILLAH PUTRA PAMUNGKAS	
25	0063322471 / 11391	MUHAMMAD NAUVAL THORIQ HARYONO	<i>...</i>
26	0065016882 / 11299	Nandito Dwi Putra Simangunsong	<i>...</i>
27	0065339444 / 11301	R Audry Pridenta Arby	<i>...</i>
28	0065925843 / 11269	Retno Dwi Julia	<i>...</i>
29	0071816861 / 11274	Salsabila Putri	<i>...</i>
30	0071384060 / 11572	SALWA RATNA CAHYANY	<i>...</i>
31	3062324287 / 11371	SYIFA KHAIRUN NAJWA	<i>...</i>
32	0061792537 / 11581	Tasya Ananda Wana	<i>...</i>
33	0067597646 / 12056	Viola Bintang Pane	<i>...</i>
34	0075264969 / 11340	Vyen Innayah Kendra	<i>...</i>
35	0069941119 / 11308	YOGA YOGISTIRA ARIFLANTO	<i>...</i>

Laki-Laki : 14
Perempuan : 21
Jumlah : 35

Jambi, Juni 2023

 SAUT JOYPAN MANUEL

Nama : Yoga yudistira
Kelas : XI IPA 7

N = 78

QUISTIONNARIE MOTIVATION (X)

NO	QUESTIONNAIRE (X)	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	✓			

NO	QUESTIONNAIRE (X)	VERY AGREE	AGREE	DISAGREE	VERY DISAGREE
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				✓

NO	QUESTIONNAIRE (X)	VERY AGREE	AGREE	DISAGREE	VERY DISAGREE
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	✓			

Adopted from (Watkins & Coffey, 2004)

N = 75

TEST READING COMPREHENSION (VARIABEL Y)

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 21-30

The following text is for the three questions below.

Read the following short story carefully!

Teks 1:

When I entered the Mulo school, I was so fluent in Dutch that people who only heard me speak and didn't see me, thought I was a Dutch child. I also believe more and more that I am a Dutch child. In fact, these days it has been strengthened by the behavior of my parents, who are trying their best to adapt to the Dutch style.

("Keepsake" by Abdul Gani A.K.)

21. The author's point of view used in this passage is...

- A. first person main actor
- B. third person side actor
- C. third person main actor
- D. first and third person
- E. third person omniscient

22. The character of the character "I" in the story is ...

- A. confident
- B. easy to adapt
- C. arrogant
- D. is diligent
- E. impressionable

23. The message in the short story is ...
- A. Don't give up quickly under any circumstances.
 - B. Do not waste time while there is still time.
 - C. We'd better adapt to the situation.
 - D. Don't forget yourself when you master other people's languages.
 - E. Do not be easily influenced by others.

Teks 2 : The following quotes are for the two items below.

"Oo, are you angry, old man? Ah, you're old enough to get angry!"

"Huss! Do you think I'm your old man?"

"I'm not kangmasmul" snapped the grandparents again.

"Oo, yes! Of course I have to call you grandma, yes! I forgot, really. But actually I warned you earlier if I was guilty. Who is guilty must be reminded. If not then? Try to describe how many mistakes I will make next."

The grandfather bowed his head. His face brightened. then spoke in a helpless voice.

"Did you say that right? I look very old already?"

"Why?"

"Should you call Grandma?"

"Hi-hi-hi! That question of yours! You are obviously feeling sad right now! Why? Is it because you are old, is it because you don't know that you are old?"

"Don't joke around, Kenes, I actually asked!"

The Bend Near the Dam by St. Ismariasita

("Keepsake" by Abdul Gani A.K.)

24. The conflict depicted in the short story is about ...
- A. the call that was conveyed to grandfather with the words mbah and mas
 - B. The grandfather character's anxiety about aging
 - C. the mismatch of the use of greeting words with reality

- D. Kenes' character determines a person's age, whether they are old or young
- E. Grandfather and Kenes fought over the greetings of mbah and mas

25. The character of Grandpa's character in the short story quote is....

- A. grumpy
- B. vengeful
- C. shy
- D. patient
- E. taste

Teks 3 :

I hope not. Hasudin obedient. Unlike his brothers, he is really an obedient child. I still remember the late Kamarudin, he doesn't want him to heed my words. Don't jump around and run around a lot the day before your circumcision. But he paid no heed to it. Just keep running around with your friends. He seemed to have forgotten he would be circumcised. As a result, the blood drops. And the shaman was unable to cope.

Call of the Apostle, Hamzad Rangkuti ("*Keepsake*" by *Abdul Gani A.K.*)

26. The mandate of the short story is ...

- A. Parents should be able to advise children.
- B. As a child, you must obey your parents' orders.
- C. Circumcision shamans must be more careful in their work.
- D. There is no need to regret what has happened.
- E. Each child has different characteristics.

Teks 4: Read the following short story excerpts!

Sometime it was one afternoon, when I was busy typing assignments. Someone knocked on my room even though as I remember, that afternoon I didn't promise anyone.

"Wow, you are really busy."

Of course it's busy. If I'm not busy, of course there won't be scattered papers on my desk. If you already know you're busy, why do you still come to visit? However, think about it: how else would you have to chase away someone who was already standing in front of you? By powdering my face as thick as possible with an oriental taste, what came out of my mouth was:

"Yes, that is so."

Wolfgang Kipkop, Pamusuk Eneste . (*"Keepsake" by Abdul Gani A.K.*)

27. The moral value contained in the short story excerpt above is

- A. mutual respect and appreciation
- B. make small talk and pretend to be nice
- C. visited at the right time
- D. take care of other people's feelings
- E. should not interfere with other people's work

Teks 5 : Read the following story carefully!

I think I've slept a few hours under the influence of the champagne and the mute pops in the film. Then when I woke up, my head was shaking. I go to the bathroom. Two of the seats behind me were occupied by old women with eleven suitcases lying in the not-so-abysmal position of a corpse forgotten on the battlefield. Her beaded reading glasses thump on the floor and for a moment I indulge in the malevolence of not picking them up. (*"Keepsake" by Abdul Gani A.K.*)

28. The cultural values contained in the short story are ...

- A. get drunk
- B. watch a movie
- C. drinking champagne
- D. envy of others
- E. do not care about other people

Teks 6 : The following is for questions number 29 to 30.
Read the following novel excerpts carefully!

"So, shall we bury him in Sirnagara?" he said slowly, half to himself. Soleha could not answer. He wanted to think long and hard. He wanted to say it, but he immediately remembered something else. "But, we have already married her. And now she is Sumarto's wife. What will Sumarto say?" His mind is getting worse when he remembers about it. He had indeed objected when Soleha's husband was summoned by people from the village of Paddy fields to treat Mr. Murad. As a health nurse, there were no doctors around. Soleha's husband is often asked for help. However, he knows very well that Mr. Murad is Murni's father. Murni is now a widow because her husband passed away. Soleha's husband loved each other with Murni when he was single and a girl. They could not carry out her heart's intention because Murni was forced to marry.

Taken From <https://www.wartabahasa.com/2012/01/soal-sma-menentukan-unsur.html>

29. The conflict contained in the quote is ...

- A. Soleha had an inner war when he wanted to talk to Sumarto.
- B. Mr. Sumarto was confused when he wanted to talk to Soleha.
- C. Soleha was not willing to bury his son's body in Sirnagara.
- D. Pak Sumarto had an inner struggle when he was about to bury his wife's body.
- E. Soleha's husband and Soleha argued about the burial of their son's body.

30. The cause of the conflict in the quote is ...

- A. Because her husband is a health nurse.
- B. Because her husband asked for help.
- C. Out of jealousy towards Murni.
- D. Because Soleha's husband once loved Murni.
- E. Because her husband treated Mr. Murad's father Murni.

Teks 7 : Questions 31-36

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://familkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

31. Who was the owner of the pot?

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

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

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

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

- A. none
- B. one

- ~~C.~~ two
- D. three
- E. four

34. 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.

35. How many pots did Nasruddin Hoja return the second time?
- ~~A.~~ none
 - B. three
 - C. two
 - D. four
 - ~~E.~~ one

36. 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

Teks 8 : Questions 37-40

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.

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~~37~~ 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

~~38~~ 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.

~~39~~ The best title of the passage is.....

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

~~40~~ 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



Nama : Flexi Ruzan Hermawan
Kelas : XI IPA 7

N = 77

QUISTIONNARIE MOTIVATION (X)

NO	QUESTIONNAIRE (X)	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		✓		
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4	Saya membaca teks deskriptif itu dengan senang hati	✓			
5	Pada saat guru membacakan teks deskriptif, saya selalu mencatat hal-hal penting	✓			
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11	Saya mempunyai beberapa jenis buku bacaan teks deskriptif dirumah	✓			
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Read the following novel excerpts carefully!

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- A. Because her husband is a health nurse.
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 - B. no body owns it.
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- C. a person's behavior
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38. The first paragraph discusses which of the following?

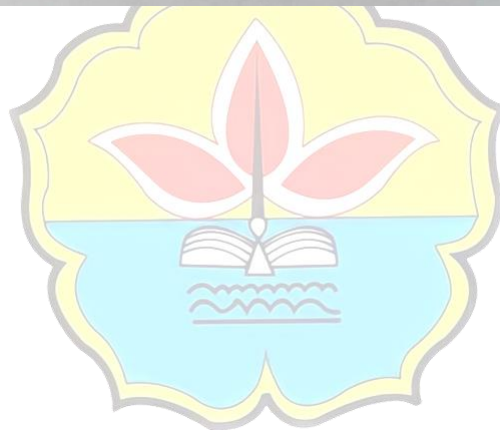
- A. The meaning of motivation
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- A. Achieving a goal
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- C. An impulse
- D. Intelligence
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10. The word "it" (It does not mean you will complete the tasks) in line 8 refers to

- A. the students
- B. the tasks
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Nama : AGIA KARRA
 Kelas : XI IPA 7

N = 75

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NO	QUESTIONNAIRE (X)	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	✓			

NO	QUESTIONNAIRE (X)	VERY AGREE	AGREE	DISAGREE	VERY DISAGREE
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	✓			

NO	QUESTIONNAIRE (X)	VERY AGREE	AGREE	DISAGREE	VERY DISAGREE
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	✓			

Adopted from (Watkins & Coffey, 2004)

TEST READING COMPREHENSIVEN (VARIABEL Y)

N = 75

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 21-30

The following text is for the three questions below.

Read the following short story carefully!

Teks 1:

When I entered the Mulo school, I was so fluent in Dutch that people who only heard me speak and didn't see me, thought I was a Dutch child. I also believe more and more that I am a Dutch child. In fact, these days it has been strengthened by the behavior of my parents, who are trying their best to adapt to the Dutch style.

("Keepsake" by Abdul Gani A.K.)

21. The author's point of view used in this passage is...
- A. first person main actor
 - B. third person side actor
 - C. third person main actor
 - D. first and third person
 - E. third person omniscient
22. The character of the character "I" in the story is ...
- A. confident
 - B. easy to adapt
 - C. arrogant
 - D. is diligent
 - E. impressionable

23. The message in the short story is ...
- A. Don't give up quickly under any circumstances.
 - B. Do not waste time while there is still time.
 - C. We'd better adapt to the situation.
 - D. Don't forget yourself when you master other people's languages.
 - E. Do not be easily influenced by others.

Teks 2 : The following quotes are for the two items below.

"Oo, are you angry, old man? Ah, you're old enough to get angry!"

"Huss! Do you think I'm your old man?"

"I'm not kangmasmul" snapped the grandparents again.

"Oo, yes! Of course I have to call you grandma, yes! I forgot, really. But actually I warned you earlier if I was guilty. Who is guilty must be reminded. If not then? Try to describe how many mistakes I will make next."

The grandfather bowed his head. His face brightened. then spoke in a helpless voice.

"Did you say that right? I look very old already?"

"Why?"

"Should you call Grandma?"

"Hi-hi-hi! That question of yours! You are obviously feeling sad right now! Why? Is it because you are old, is it because you don't know that you are old?"

"Don't joke around, Kenes, I actually asked!"

The Bend Near the Dam by St. Ismariasita

("Keepsake" by Abdul Gani A.K.)

24. The conflict depicted in the short story is about ...
- A. the call that was conveyed to grandfather with the words mbah and mas
 - B. The grandfather character's anxiety about aging
 - C. the mismatch of the use of greeting words with reality

D. patient

E. taste

Teks 3 :

I hope not. Hasudin obedient. Unlike his brothers, he is really an obedient child. I still remember the late Kamarudin, he doesn't want him to heed my words. Don't jump around and run around a lot the day before your circumcision. But he paid no heed to it. Just keep running around with your friends. He seemed to have forgotten he would be circumcised. As a result, the blood drops. And the shaman was unable to cope.

Call of the Apostle, Hamzad Rangkuti (*"Keepsake" by Abdul Gani A.K.*)

9. The mandate of the short story is ...

A. Parents should be able to advise children.

B. As a child, you must obey your parents' orders.

C. Circumcision shamans must be more careful in their work.

D. There is no need to regret what has happened.

E. Each child has different characteristics.

Teks 4:. Read the following short story excerpts!

Sometime it was one afternoon, when I was busy typing assignments. Someone knocked on my room even though as I remember, that afternoon I didn't promise anyone.

"Wow, you are really busy."

Of course it's busy. If I'm not busy, of course there won't be scattered papers on my desk. If you already know you're busy, why do you still come to visit? However, think about it: how else would you have to chase away someone who was already standing in front of you? By powdering my face as thick as possible with an oriental taste, what came out of my mouth was:
"Yes, that is so."

Wolfgang Kipkop, Pamusuk Eneste . (*"Keepsake"* by *Abdul Gani A.K.*)

97. The moral value contained in the short story excerpt above is

- A. mutual respect and appreciation
- B. make small talk and pretend to be nice
- C. visited at the right time
- D. take care of other people's feelings
- E. should not interfere with other people's work

Teks 5 : Read the following story carefully!

I think I've slept a few hours under the influence of the champagne and the mute pops in the film. Then when I woke up, my head was shaking. I go to the bathroom. Two of the seats behind me were occupied by old women with eleven suitcases lying in the not-so-abysmal position of a corpse forgotten on the battlefield. Her beaded reading glasses thump on the floor and for a moment I indulge in the malevolence of not picking them up. (*"Keepsake"* by *Abdul Gani A.K.*)

98. The cultural values contained in the short story are ...

- A. get drunk
- B. watch a movie
- C. drinking champagne
- D. envy of others
- E. do not care about other people

Teks 6 : The following is for questions number 29 to 30.
Read the following novel excerpts carefully!

"So, shall we bury him in Simagara?" he said slowly, half to himself. Soleha could not answer. He wanted to think long and hard. He wanted to say it, but he immediately remembered something else. "But, we have already married her. And now she is Sumarto's wife. What will Sumarto say?" His mind is getting worse when he remembers about it. He had indeed objected when Soleha's husband was summoned by people from the village of Paddy fields to treat Mr. Murad. As a health nurse, there were no doctors around. Soleha's husband is often asked for help. However, he knows very well that Mr. Murad is Murni's father. Murni is now a widow because her husband passed away. Soleha's husband loved each other with Murni when he was single and a girl. They could not carry out her heart's intention because Murni was forced to marry.

Taken From <https://www.wartabahasa.com/2012/01/soal-sma-menentukan-unsur.html>

29. The conflict contained in the quote is ...

- A. Soleha had an inner war when he wanted to talk to Sumarto.
- B. Mr. Sumarto was confused when he wanted to talk to Soleha.
- C. Soleha was not willing to bury his son's body in Simagara.
- D. Pak Sumarto had an inner struggle when he was about to bury his wife's body.
- E. Soleha's husband and Soleha argued about the burial of their son's body.

30. The cause of the conflict in the quote is ...

- A. Because her husband is a health nurse.
- B. Because her husband asked for help.
- C. Out of jealousy towards Murni.
- D. Because Soleha's husband once loved Murni.
- E. Because her husband treated Mr. Murad's father Murni.

Teks 7 : Questions 31-36

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/>

31. Who was the owner of the pot?

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

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

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

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

- A. none
- B. one

- ~~C. two~~
- D. three
- E. four

~~34.~~ 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.

~~35.~~ How many pots did Nasruddin Hoja return the second time?

- ~~A. none~~
- B. three
- C. two
- D. four
- ~~E. one~~

~~36.~~ 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

Teks 8 : Questions 37-40

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-utbahasa-inggris-un-sunan-kalijaga-yogyakarta-2010/>

37. 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

38. The first paragraph discusses which of the following?

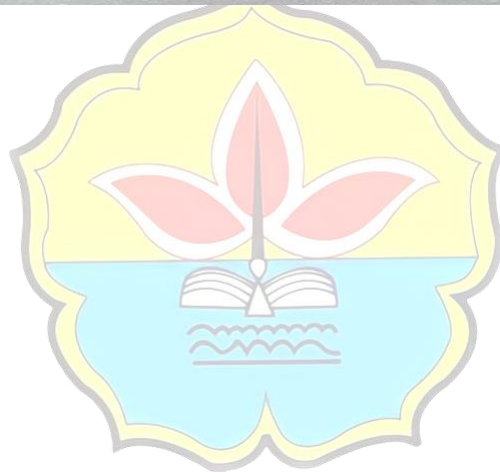
- A. The meaning of motivation
- B. The factors of motivation.
- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

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

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

Da 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



Nama : Nandito Dwi P S
 Kelas : XI IPA 7

N = 63

QUISTIONNARIE MOTIVATION (X)

NO	QUESTIONNAIRE (X)	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	✓			

NO	QUESTIONNAIRE (X)	VERY AGREE	AGREE	DISAGREE	VERY DISAGREE
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		✓		

NO	QUESTIONNAIRE (X)	VERY AGREE	AGREE	DISAGREE	VERY DISAGREE
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			✓	

Adopted from (Watkins & Coffey, 2004)

(N = 60)

TEST READING COMPREHENSIVEN (VARIABLE Y)

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 21-30

The following text is for the three questions below.

Read the following short story carefully!

Teks 1:

When I entered the Mulo school, I was so fluent in Dutch that people who only heard me speak and didn't see me, thought I was a Dutch child. I also believe more and more that I am a Dutch child. In fact, these days it has been strengthened by the behavior of my parents, who are trying their best to adapt to the Dutch style.

("Keepsake" by Abdul Gani A.K.)

1. The author's point of view used in this passage is...

- A. first person main actor
- B. third person side actor
- C. third person main actor
- D. first and third person
- E. third person omniscient

2. The character of the character "I" in the story is ...

- A. confident
- B. easy to adapt
- C. arrogant
- D. is diligent
- E. impressionable

23. The message in the short story is ...

- A. Don't give up quickly under any circumstances.
- B. Do not waste time while there is still time.
- C. We'd better adapt to the situation.
- D. Don't forget yourself when you master other people's languages.
- ~~E. Do not be easily influenced by others.~~

Teks 2 : The following quotes are for the two items below.

"Oo, are you angry, old man? Ah, you're old enough to get angry!"

"Huss! Do you think I'm your old man?"

"I'm not kangmasmul" snapped the grandparents again.

"Oo, yes! Of course I have to call you grandma, yes! I forgot, really. But actually I warned you earlier if I was guilty. Who is guilty must be reminded. If not then? Try to describe how many mistakes I will make next."

The grandfather bowed his head. His face brightened. then spoke in a helpless voice.

"Did you say that right? I look very old already?"

"Why?"

"Should you call Grandma?"

"Hi-hi-hi! That question of yours! You are obviously feeling sad right now! Why? Is it because you are old, is it because you don't know that you are old?"

"Don't joke around, Kenes, I actually asked!"

The Bend Near the Dam by St. Ismariasita

("Keepsake" by Abdul Gani A.K.)

24. The conflict depicted in the short story is about ...

- ~~A. the call that was conveyed to grandfather with the words mbah and mas~~
- B. The grandfather character's anxiety about aging
- C. the mismatch of the use of greeting words with reality

- D. Kenes' character determines a person's age, whether they are old or young
- E. Grandfather and Kenes fought over the greetings of mbah and mas

25. The character of Grandpa's character in the short story quote is....

- A. grumpy
- B. vengeful
- C. shy
- D. patient
- E. taste

Teks 3 :

I hope not. Hasudin obedient. Unlike his brothers, he is really an obedient child. I still remember the late Kamarudin, he doesn't want him to heed my words. Don't jump around and run around a lot the day before your circumcision. But he paid no heed to it. Just keep running around with your friends. He seemed to have forgotten he would be circumcised. As a result, the blood drops. And the shaman was unable to cope.

Call of the Apostle, Hamzad Ranguti ("*Keepsake*" by *Abdul Gani A.K.*)

26. The mandate of the short story is ...

- A. Parents should be able to advise children.
- B. As a child, you must obey your parents' orders.
- C. Circumcision shamans must be more careful in their work.
- D. There is no need to regret what has happened.
- E. Each child has different characteristics.

Teks 4: Read the following short story excerpts!

Sometime it was one afternoon, when I was busy typing assignments. Someone knocked on my room even though as I remember, that afternoon I didn't promise anyone.

"Wow, you are really busy."

Of course it's busy. If I'm not busy, of course there won't be scattered papers on my desk. If you already know you're busy, why do you still come to visit? However, think about it: how else would you have to chase away someone who was already standing in front of you? By powdering my face as thick as possible with an oriental taste, what came out of my mouth was:

"Yes, that is so."

Wolfgang Kipkop, Pamusuk Eneste . (*"Keepsake" by Abdul Gani A.K.*)

27. The moral value contained in the short story excerpt above is

- A. mutual respect and appreciation
- B. make small talk and pretend to be nice
- C. visited at the right time
- D. take care of other people's feelings
- E. should not interfere with other people's work

Teks 5 : Read the following story carefully!

I think I've slept a few hours under the influence of the champagne and the mute pops in the film. Then when I woke up, my head was shaking. I go to the bathroom. Two of the seats behind me were occupied by old women with eleven suitcases lying in the not-so-abysmal position of a corpse forgotten on the battlefield. Her beaded reading glasses thump on the floor and for a moment I indulge in the malevolence of not picking them up. (*"Keepsake" by Abdul Gani A.K.*)

28. The cultural values contained in the short story are ...

- A. get drunk
- B. watch a movie
- C. drinking champagne
- D. envy of others
- E. do not care about other people

Teks 6 : The following is for questions number 29 to 30.
Read the following novel excerpts carefully!

"So, shall we bury him in Sirnagara?" he said slowly, half to himself. Soleha could not answer. He wanted to think long and hard. He wanted to say it, but he immediately remembered something else. "But, we have already married her. And now she is Sumarto's wife. What will Sumarto say?" His mind is getting worse when he remembers about it. He had indeed objected when Soleha's husband was summoned by people from the village of Paddy fields to treat Mr. Murad. As a health nurse, there were no doctors around. Soleha's husband is often asked for help. However, he knows very well that Mr. Murad is Murni's father. Murni is now a widow because her husband passed away. Soleha's husband loved each other with Murni when he was single and a girl. They could not carry out her heart's intention because Murni was forced to marry.

Taken From <https://www.wartabahasa.com/2012/01/soal-sma-menentukan-unsur.html>

29. The conflict contained in the quote is ...

- A. Soleha had an inner war when he wanted to talk to Sumarto.
- B. Mr. Sumarto was confused when he wanted to talk to Soleha.
- C. Soleha was not willing to bury his son's body in Sirnagara.
- D. Pak Sumarto had an inner struggle when he was about to bury his wife's body.
- E. Soleha's husband and Soleha argued about the burial of their son's body.

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- A. Because her husband is a health nurse.
- B. Because her husband asked for help.
- C. Out of jealousy towards Murni.
- D. Because Soleha's husband once loved Murni.
- E. Because her husband treated Mr. Murad's father Murni.

Teks 7 : Questions 31-36

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 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/>

31. Who was the owner of the pot?

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

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

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

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

- A. none
- B. one

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://familkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

37. 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

38. 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.

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

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

40. 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



Nama : Alimbi Putri
Kelas : XII IPA 7.

A = 55
B = 50

N = 55

QUESTIONNAIRE MOTIVATION (X)

NO	QUESTIONNAIRE (X)	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		✓		

NO	QUESTIONNAIRE (X)	VERY AGREE	AGREE	DISAGREE	VERY DISAGREE
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		✓		

NO	QUESTIONNAIRE (X)	VERY AGREE	AGREE	DISAGREE	VERY DISAGREE
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		✓		
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"Did you say that right? I look very old already?"

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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.

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Nama : M. Novval 7H
Kelas : XI IPA 7

N = 55

QUESTIONNAIRE MOTIVATION (X)

NO	QUESTIONNAIRE (X)	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		✓		

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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		✓		
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