

**THE EFFECT OF STUDENTS' MOTIVATIONAL BEHAVIOR
TOWARD THEIR READING COMPREHENSION
AT SECOND GRADE OF SMAN 1 PRINGSEWU**

(A Script)

By

Diyah Anggraini



**ENGLISH STUDY PROGRAM
ART AND LANGUAGE EDUCATION DEPARTMENT
TEACHING TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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ABSTRACT

THE EFFECT OF STUDENTS' MOTIVATIONAL BEHAVIOR TOWARD THEIR READING COMPREHENSION AT SECOND GRADE OF SMAN 1 PRINGSEWU

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Diyah Anggraini

The aims of this study were to find out a) the correlation between students' motivational behavior and their reading comprehension b) what kind of motivational behavior mostly influences students' reading comprehension. This research was quantitative research. The subjects of this research were 26 second grade students of SMAN 1 Pringsewu. The questionnaire and reading tests were administrated as the instrument. The collected data were analyzed by using Pearson Product Moment Correlation and ANOVA in SPSS 16.0.

Based on the data of motivational behavior gained from questionnaire, it was obtained that the highest score was 127, and the lowest score was 66 and average was 101.077. For the detail, 38.46% (10) students had high motivational behavior, 34.61% (9) students had average motivational behavior and 26.92% (7) students had low motivational behavior. It means that most of the students had high motivational behavior. Based on the data of reading comprehension score, it showed that the average of students' reading comprehension was 73.69. The highest score was 82 and the lowest score was 60. It can be claimed that the students have average comprehension in reading.

The results above showed that the coefficient correlation was 0.846 and it was significant where $r\text{-value} (0.846) > r\text{-table} (0.374)$ and it was found that motivational behavior influenced reading comprehension of the students with 71.6 %. Furthermore, it was found that the mean of intensity was 75.30, attention was 99.60 and intensity was 91.90. Based on the result, it can be concluded that there was correlation between students' motivational behavior and their reading comprehension and attention gave the most influence.

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By
Diyah Anggraini

A Script

**Submitted in a Partial Fulfilment of
The Requirement for S-1 Degree**

in

**The Language and Arts Department of
Teacher Training and Education Faculty**



**ENGLISH STUDY PROGRAM
ART AND LANGUAGE EDUCATION DEPARTMENT
TEACHING TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

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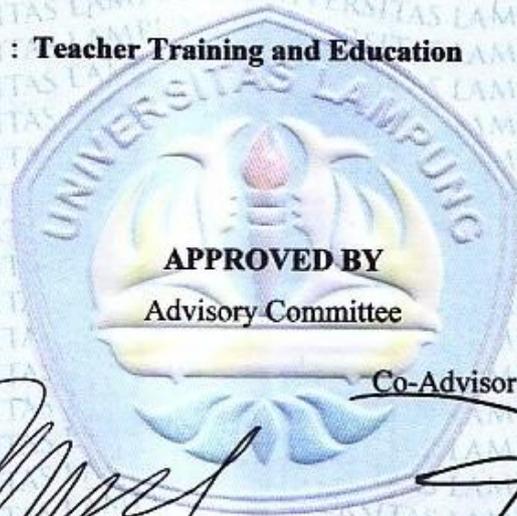
Student's Name : Diyah Anggraini

Student's Number : 1313042030

Department : Language and Arts Education

Study Program : English Education

Faculty : Teacher Training and Education



APPROVED BY
Advisory Committee

Advisor

Co-Advisor

Prof. Ag. Bambang Setiyadi, M.A. Ph.D.
NIP 19590528 198610 1 001

Dr. Tuntun Sinaga, M.Hum.
NIP 19600622 198603 1 002

The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

Chairperson : Prof. Ag. Bambang Setiyadi, M.A., Ph.D.

Examiner : Dr. Muhammad Sukirlan, M.A.

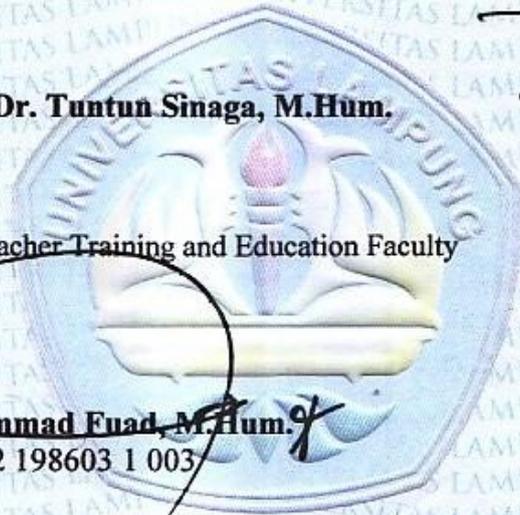
Secretary : Dr. Tuntun Sinaga, M.Hum.

Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Fuad, M.Hum.

NIP. 19590722 198603 1 003

Graduated on : August 11th, 2017



Three handwritten signatures in black ink, corresponding to the names listed in the text above. The first signature is for Prof. Ag. Bambang Setiyadi, the second for Dr. Muhammad Sukirlan, and the third for Dr. Tuntun Sinaga.

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NPM : 1313042030
Nama : Diah Anggraini
Judul Skripsi : The Effect of Students' Motivational Behavior toward
Their Reading Comprehension at Second Grade of
SMAN 1 Pringsewu
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan Dan Ilmu Pendidikan

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Yang membuat pernyataan,



Diah Anggraini
NPM 1313042030

CURRICULUM VITAE

The writer's name is Diyah Anggraini. She was born in Pringsewu, on August 25th, 1995 as the first and the last daughter of a happy Muslim family Mr. Mustaqim and Mrs. Siti Istiqomah.

She joined Muslimat Kindergarten in 2000. Then she entered Elementary School in SDN 3 Bulukarto in 2001 and graduated in 2006. She continued her study at SMPN 3 Pringsewu and graduated in 2009. Three years later (2013), she graduated from Senior High School of SMAN 1 Pringsewu.

She entered the S1 program at English Education of the Teacher Training and Education Faculty (FKIP) of Lampung University through SNMPTN Undangan in 2013. In July - August 2016 she did her Field Teaching Practice (PPL) as one of the requirements for FKIP students at SMAN 1 Kalirejo.

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this script of work to:

1. My beloved mother and father, Siti Istiqomah and Mustaqim. Thank you so much for your love, supports, attention, and prays for me. Without your love I wouldn't be the way I am now.
2. My halal-mate, Nur Faizal, M.Pd., your support and your advice make me stronger. Thank you so much and I love you.
3. My Teachers, from kindergarten to undergrads.
4. My big family I cannot mention one by one.
5. My beloved Fraternity English Department '13. Thanks for the best moments I've experienced.
6. My Almamater, Lampung University.

MOTTO

Man Jadda Wa Jadda

Man Shobaro Zhafiro

There is a will there is a way

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Alhamdulillahirrobbil'alamiin, praise to Allah SWT, The Almighty and Merciful God, for His blessing and mercy the writer with faith, health and opportunity so that the writer is able to finish this script. This script entitled, “*The effect of students’ motivational behavior toward their reading comprehension at the second grade of SMAN 1 Pringsewu*” is presented to English Education Study Program of Teacher Training and Education Faculty of Lampung University as a compulsory fulfillment of the requirements for S1 degree.

Gratitude and honor are addressed to all people who have helped and supported the writer for the completion of this script. Since it is necessary to be known that this script will never come into its existence without any supports, encouragements and assistances from several outstanding people, here the writer would like to address her gratitude and honor to:

1. My beloved mother and father, Siti Istiqomah and Mustaqim. Thank you so much for your love, supports, attention, and prays for me. Without your love I wouldn't be the way I am now.
2. My halal-mate, Nur Faizal, M.Pd., your support and your advice make me stronger. Thank you so much and I love you.
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5. My beloved Fraternity English Department '13. Thanks for the best moments I've experienced.
6. My Almamater, Lampung University.
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Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research. The writer is completely aware that this script is far from the perfection. Therefore, constructive input and suggestion are expected to compose better script in the future.

Bandar Lampung, August 2017

The Writer,

Diyah Anggraini

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I. INTRODUCTION

In order to introduce this research, this chapter discussed background, problems, objectives, uses, scope, and definition of terms that used in this study.

1.1. Background

In 2006 Senior High School Curriculum (KTSP), there are four language skills in language learning, i.e., listening, speaking, reading, and writing. Reading is one of language skills that play important roles in many aspects of life. Since much of information or literature is written in English so that reading skill is very important and it is needed in comprehending the texts. It is important to those who are studying in school or college. It is more than just assigning foreign language sounds to written words. It requires the comprehension of what is written in the text as a process to gain information. So, mastering reading skill becomes a must for all of the students who are studying English as a foreign language.

In the classroom context of reading comprehension, the students play a role as readers of the text. It means that they must able to comprehend the reading materials which are shown as the written texts. But, most of the students have difficulties to comprehend English texts. According to Guthrie, et al. (2004),

there are many reasons of the students have the difficulties to comprehend an English text: (1) the students' lack of vocabulary, (2) the students are not interested in topic of reading, (3) the students are not familiar with the grammar used in the text, and (4) the students do not have background knowledge of reading topic. Because, of those reasons, sometimes the students become lazy to read English text. Even they do not have intention to read the English text. Moreover, when they found the difficult word in a text and they do not know the meaning, they would be lazy to read the text.

When the students got difficulties and failed to do their task, it makes them hopeless, less challenging and they will quit. Therefore, that's why the students must possess motivation, so that they can successfully perform a task. Motivation is one of the factors that can cause the learning process and give impact to the students' reading comprehension. This factor cannot be ignored in teaching reading. As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. That is, motivation is defined by three components: desire to achieve a goal, effort extended in this direction and satisfaction with the task. From the statements, it can be said that motivation is one of the factors that influence people in successfully learning language, especially in reading.

Therefore, students who have high motivation are expected to have good achievement. Tremblay and Gardner (1995) state motivation refers to the

combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Gardner wants to show that describing motivation as effort is not enough, but that has to include desire to get something by doing favorable attitudes. After that, Tremblay and Gardner (1995) put attitudes as factor that can cause motivational antecedent. Motivational antecedent has function as mediator for building motivational behavior that will become factor that gives impact directly towards success in learning.

Motivation has an important role in reading skill by considering that the process of learning depends on effort or energy and time that is used to study. Tremblay and Gardner (1995) state that motivational behavior refers to individual characteristic that someone who wants to observe can feel it. If we refer to the concept of motivation that is described as effort, persistence and attention, we can conclude motivational behavior is individual characteristic that belong to the form of intensity, persistence and attention that are implemented by the learners.

According to the result of research carried out by Purbo (2014), it is found that motivation influenced English reading comprehension of the students with 60,8 %; that is, motivation as a psychological factor that had a positive correlation with students' English reading comprehension achievement. Furthermore, Hasan (1999) also investigated the impact of motivation to students' English achievement and she found that motivational behavior that refers to the effort, attention, and persistence gives positive impact to the students' achievement in learning English.

Referring to the discussion above, this study would like to take a research study under the title: “The effect of students’ motivational behavior toward their reading comprehension achievement.”

1.2. Problems

Based on the background mentioned earlier, the research problems were formulated as follows:

1. Is there any correlation between students’ motivational behavior toward their reading comprehension achievement at SMAN 1 Pringsewu?
2. What kind of motivational behavior gives the most influence to the students’ reading comprehension achievement at SMAN 1 Pringsewu?

1.3. Objectives

In relation to the research problems already formulated, the objectives of this research were:

1. To find out the correlation between the students’ motivational behavior and their reading comprehension achievement.
2. To find out the kind of motivational behavior that gives most influence to the students’ reading comprehension achievement.

1.4. Uses

The uses of this research were:

1. Theoretically, this research was to investigate whether there was a correlation between students' motivational behavior toward their reading comprehension or not and what kinds of students' motivational behavior mostly influences reading comprehension.
2. Practically, the result can be used for English teachers to analyze the kind of motivational behavior most influence the students' comprehension in reading. Furthermore, the teachers can arrange new strategies to build students' motivational behavior and increase their achievement in reading. Besides, this research will become a reference for the next researcher if they want to do the same research.

1.5. Scope

This research is quantitative research which was conducted to students of second grade of SMAN 1 Pringsewu. The students' motivational behavior was classified as; motivational intensity, attention and persistence. This research has focused on the students' reading comprehension test by using some kinds of reading text, those are; announcement, narrative, news item, recount, description, report, explanation, discussion, and exposition. The data were taken through questionnaire and reading comprehension test.

1.6. Definition of Terms

To make this study more clearly in understanding the terms, it is important to define operationally the following term. They are as the following:

Motivational behavior

Motivation is concerned with the level that describes students' thoughts, beliefs and emotion which influence the students' behaviour in learning process. Motivational behavior is individual characteristic that belong to the form of effort, persistence and attention that are implemented by the learners in learning process. (Tremblay and Gardner 1995).

Reading Comprehension

Reading comprehension is a skill in which deals with the ability to understand the content of the text with aspects of reading skills, they are determining main idea, finding specific information, inference, references, and vocabulary, based on the theory of Nuttal 1982.

Reading Achievement

Reading Achievement is the capacity of the reader to show that they understand the meaning of what they are read.

II. LITERATURE REVIEW

This chapter discusses the theories used in the research, such as: concept of reading, types of reading, concept of motivation, concept of motivational behavior, and the kinds of motivational behavior.

2.1 Concept of Motivation

Many theorists investigate the term of motivation. One of them is Beck (1990: 17) who states that the most difficult task for motivation theorist is to define motivation, particularly because there are two fundamentally different approaches to motivation. The regulatory approach emphasizes to the body's responses to such disruptive forces as hunger and pain, while the purposive approach emphasizes the goal of directed nature behavior. Becks concludes that the definition of motivation emphasizes choices of goals or behaviors, but it does not hinge on the issue of conscious versus unconscious determinants, for surely there are mixture of both in many choices.

The other theorist is Robbins (1993: 205) who mentions that motivation is the willingness to exert high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need. That means when someone is motivated, he or she tries hard. But high levels of effort are unlikely to lead

favorable job performance outcomes unless the effort is channeled in a direction that benefits the organizations. Owens (1991) says that motivation is made up of all those inner striving conditions described as wishes, desires, drives and etc. It is an inner state that activates or moves individuals, without motivations, there would be no purposive, organized behavior by the individual – either at work or elsewhere.

Motivation is normally considered to be rooted in human needs: the individuals respond to needs by doing something about them. Motivation is an inner power reinforcing someone to do something, all inner power that determines successful learning activity. Motivation is considered by many to be the one of determining factors in developing a second language or foreign language. Motivation determines the extent of active and personal involvement. On the contrary, Gardner (1985) explained that motivation differs from orientation but not be highly motivated to achieve that goal. Motivation, in this case is a positive power, which stems from desire to attain the goal reflected in the orientation, for instance, learning English seriously in order to get a better job in the future.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentives, which originates within the behaviour itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If the reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation. Extrinsic motivation stems from positive or negative reinforcement which are

external to the behaviour itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

In learning language, Tremblay and Gardner (1995) say motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Gardner wants to show that describe motivation as effort is not enough, but that has to include desire to get something by doing favorable attitudes.

In short, it can be assumed that in this case, motivation is a strong power or positive power which every people has which is showed from the desire or awareness to achieve the main goal of reading skills; a student who learn English seriously in order to get a better result of his or her examination. In relation to the previous statement, students need motivation in order to achieve the main goal in reading comprehension and it can come from desire or from their environment.

2.2 Motivational Behavior

Concept of motivational behavior and kinds of motivational behavior was delivered below:

2.2.1 Concept of Motivational Behavior

The research about motivation in learning language can be divided into three groups. The first group is the research that uses instrumental and integrative and focuses on the impact of those aspects to the learning language. The second group is the research that uses meditational model. The meditational model is proposed

by Gardner and Lambert (1972) who state attitude gives influence to the motivation and motivation influences the second language acquisition. The last group is the research that uses socio-educational model (Gardner, 1985). Gardner focuses on attitude and motivation that give impact to the second language acquisitions.

Tremblay and Gardner (1995) divide motivation into motivational antecedent and motivational behavior. Tremblay and Gardner (1995) put attitudes as factor that cause motivational antecedent. Motivational antecedent has function as mediator for building motivational behavior that will become factor that gives impact directly towards success in learning. As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal.

Motivation has important role in learning language by considering that the process of learning depends on effort or energy and time that is used to study. Tremblay and Gardner (1995) state that motivational behavior refers to individual characteristics and someone who wants to observe can feel it. If we refer to the concept of motivation that is described as effort, persistence and attention, motivational behavior is individual characteristics that belong to the form of effort, persistence and attention that are implemented by the learners. Besides, according to Hasan (1999), motivational behavior that refers to the intensity,

attention, and persistence gives positive impact to the students' achievement in learning English.

2.2.2 Kinds of Motivational Behavior

The researcher focuses on the concept of motivation that is described as effort, persistence and attention (Tremblay and Garder, 1995). The researcher concludes that motivational behavior is individual characteristic that belong to the form of effort, persistence, and attention that are implemented by the learners.

Motivational behavior differ term motivation. Motivation is the form of desire or want of people about something. When people show their wants or desire in form of action, it is called as motivational behavior. Motivational Behavior will be measured by looking at the learners' motivational intensity, attention, and persistence. The concept of intensity based on Dunkel (1948) is behavior that approaching-the-goal. With the same goal, two learners may have different effort to achieve the goal.

Someone who learned with high spirits and spend many times in learning, it will show good results, according to Sardiman (1996), stating that the intensity of student learning will certainly determine the level of achievement namely the purpose of learning raise outstanding achievements. Relates to the learning, intensity can be said as excitement and sincerity, energetic in learning in physics and psychological aspect.

Crookes and Schmidt (1991) say there is any the correlation between motivation and attention. Kanfer and Ackerman (1989) state motivation refers to the effort of attention, proportion of effort with full of attention and refers to the intensity, also effort in giving attention to the task. Attention can be described as learners' sacrifice and interest to gain the purpose. Suparyoto (2011) states attention is a genera reaction from organism and awareness that can cause the increasing of activities, concentration, and the limitation of awareness to an object.

Walgito (1989: 43), states that attention is the convergence or concentration of all the activity of individuals who demonstrated to something or set of objects. Besides, Kartono (1996) explained attention is common reaction from an organism and awareness that causes increasing activity, the concentration of resources and restrictions awareness against one object.

Furthermore, Maehr and Braskamp (1986) differ between effort and persistence in doing the task with the time that is spent to do that task. Persistence refers to the learners' ability to solve the problems. (Poerwadarminta, 1982) Persistence is violence and earnestness. It means work, learning, and trying to do their best, so with earnestness heart and a strong willingness can be used as an example for other people and give the results.

Persistence is one of the factors that can support the students' achievement in learning. The level of students' persistence gives different result in learning between each student. The students who have high persistence will get higher score who other who have low persistence (Puspitasari, 2014).

2.3 Reading

These were some explanations regarding studying reading like concept, aspects, and achievements in reading:

2.3.1 Concept of Reading

Reading is the process of extracting meaning from a written or printed text. By reading, the students are able to get a lot of information based on what they are required in reading. Clark (1993) defines that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Afflerbach (2007) states that reading is a dynamic and complex process that involves skill, strategies and prior knowledge. Moreover, Smith (1983) defines reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text. It means that the reader will understand the text by making some questions dealing with the context.

Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his mind. Actually, reading is an active process. It needs thought and the ability in making sense of the text that is being read.

Grabe (1986) also states that *reading* is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation. In the other words, someone always have purpose when they read something, to get information from passage, or to find main idea from the passage, and to enhance knowledge of the language being read.

Based on the statement above, it can be inferred that comprehension is important in reading process. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading text to get the message and information from what they have read.

2.3.2. Concept of Reading Comprehension

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1988). Therefore, in comprehending a text, the reader relates new information from the text to his previous knowledge that he has stored in his mind. Reading comprehension is a complex intellectual process

involving a number of abilities. Two major abilities involve word meaning and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading (Brown, 1994).

Then, reading with comprehension will recognize and the important point of the text besides understanding the surface meaning of the text. According to Patricia in Simanjuntak (1988: 6), understanding a text is an interactive process between the readers' background knowledge and the text. Therefore, Reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process that requires active engagement with the text and a conscious effort on the part of the reader to gain meaning from what is read.

Caldwell (2008: 4) states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is the crucial link to effective reading-a strong factor in our education and professional lives. Furthermore, Kamil et al. (2011) state that in reading comprehension, students tend to understand more when it is in the language they know better and when the text they are reading deals with culturally recognition context.

Schumm (2006: 223) says that comprehension process involves an understanding of words and how these words are used to create meaning. Comprehension entails three elements, there are: (1) the reader who is doing the comprehending; (2) the

text that is to be comprehended; and (3) the activity in which comprehension is a part.

1. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities.

These include cognitive capacities, motivation and various types of knowledge.

2. The text that is to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Texts can be difficult or easy, depending on the factors inherent in the text. When many of these factors are not matched to a reader knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has. Another consequence of reading activities is finding out how to do something.

Reading comprehension is important because it is a matter of identifying letters in order to recognize words to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge about the text they read will have difficulties in comprehending the text (Smith, 1983). Reading the words of a composition is one thing, but comprehension is the vital point for the reader. Reading the words has

no benefit if the reader does not comprehend what is being read. If the reader can read the words but they do not understand what they read, they are not really reading. Thus, comprehension is fundamentally relating the new to the already known. Reading involves more than recognition, which is without comprehension, no reading take place. Readers use a variety of reading strategies to assist with decoding to translate symbol into sounds or visual representations of speech and comprehension. Readers integrate the words they have read into they exist framework of knowledge or schema on their brain.

2.3.3 Aspects of Reading

According to Nuttall (1982) there are five aspects of reading, which the students should understand to comprehend a text well. They are determining main idea, finding specific information, reference, inference, and vocabulary. Therefore, in order to make the students able to understand about the text, they should master the five aspect of reading comprehension.

1. Determining the main idea

Naturally, this comprehension strategy involves identifying the idea or idea that is most important throughout the text, not idea of lesser importance and not those that feature only in one section of the text. For example:

It was backward day at school. The students had to do things backward. Some of them wore their T-shirts backward. They took a test before they studied the lesson! Dessert was served first instead of last. They tried to walk home backward, but they bumped into each other and fell down.

The main idea in this passage is *the students had a backward day*, because the paragraph tells about a backward day at school. It can be seen from the paragraph that each sentence describes backward activities.

2. Identifying Specific Information

Basically, in supporting their students in identifying specific information, teachers can help them to recognize that writers bring their own experiences and insights to their writing. They also help students to build the habit of responding thoughtfully to what they read. The example below shows the case:

Nestle SA is a Swiss Company engaged in the nutrition, health and wellness sectors. It is the holding company of the Nestle Group, which comprises subsidiaries, associated companies and joint ventures throughout the world. In February 2011, the Company acquired CM&D Pharma Ltd.

To the questions, what did the company acquire in 2011 as to identify specific information the answer is *CM&D Pharma Ltd.* because we can see that the paragraph tells that the Nestle SA Company acquired CM&D Pharma Ltd. In February 2011. So, we can notice that the specific information is actually *CM&D Pharma Ltd.*

3. Inference

Inference is using content in a text to come to a personal conclusion about something that is not stated explicitly in the text. When the writer provides clues but not all the information, we read “between the lines” to form hypotheses, revise these, understand underlying themes, make critical judgments, and draw conclusions. For example:

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. He thought upon a plan by which he could get a little company and some excitement. He rushed down towards the village calling out “Wolf, wolf,” and the villagers came out to meet him. This pleased the boy so much that a few days afterwards he tried the same trick, and again the villagers came to help him. But shortly after this, a wolf actually did come out from the forest. This time the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody stirred to come to help him.

As can be noted that the text above tells us the shepherd boy is a liar. This is true because the story tells about a shepherd boy that deceived the villagers twice. So, it can be inferred that the shepherd boy is a *Liar*.

4. Reference

Trying to understand the common words refer to, or reference. When students read English text, occasionally they will find many examples of subject common words, such as He, She, It, etc. instead of using many other words, they are usually nouns. To understand the text, it is important to understand what those common words refer to. Here is an example:

*Influenza kills up to half a million people every year. As a big reason: the world relies on the 18 manufacturers for the 250 million doses of vaccines made annually. Why is the world so unprepared for such a routine threat? The 18 vaccine producers, which include GlaxoSmithKline and Aventis Pasteur, can only afford to produce the number of doses they think they’ll be able to sell. So, if demand increases in a particularly harsh flu season, there simply aren’t enough shots to go around. “... the number of doses **they** think they’ll be able to sell.”*

Obviously, the word **they** in the sentence refer to 18 vaccine producers because the text tells about the production of influenza vaccine. From the piece of sentence we can see that the word “they” is refers to the 18 vaccine producers.

It is clear that the word **they** refer to *18 vaccine producers*.

5. Vocabulary Items

Ordinarily, vocabulary items are learning to understand words. Vocabulary is the core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write. The following example demonstrates:

The sugar glider is a marsupial, just like the other Australia animals – the Kangaroo, the koala and the wombat for instant. The sugar glider is a possum – very similar to the tupai in Indonesia. In fact, the sugar glider is glides or terbang laying in Bahasa Indonesia. When it jumps from one tree to another it spreads its four legs out wide; and its extra skin also spreads out and function like a parachute. “ ... it spreads its four legs out wide ...

The underlined word is actually the synonym of expands because the underlined word “spreads” in Indonesian means to expand. Based on the question the word that “spreads” has the same meaning with “expands”. So, the right word in this context is *expands*.

Considering the theorist above, those five reading aspects are important to be used in comprehending a text. Thus, the writer used all the reading aspects in case of reading test in this research.

2.4. Previous Finding Research

There are some relevant researches to this research. The researcher took some relevant researches which had been investigated by previous researchers concerning about the area of motivational behavior and reading.

First, the previous finding research was the research conducted by Hasan in 1999. Hasan (1999) analyzed the impact of motivational behavior toward students’

achievement in learning English. Hasan in her unpublished script with the title “*Pengaruh Motivasi Pada Keberhasilan Belajar Bahasa Inggris*” shows that there is a relationship between students’ motivational behavior and students’ achievement in learning English. Hasan carried out that motivational behavior that refers to the learners’ intensity, attention, and persistence give positive impact to the students’ achievement in learning English.

Second, Andaningrum (2015) investigated the correlational study of students motivational behavior and their English speaking proficiency of 40 students in senior high school and she found that there is a relationship between students’ motivational behavior and their English speaking proficiency. Thus, it can be put forth that when the students have high motivation to speak in English, their speaking proficiency in English tends to be better.

Third, Purbo (2014) also investigated the correlational study with the title “the correlation between students’ motivation and their reading comprehension achievement at second grade of SMAN 1 Terbanggi Besar” the main goal of his research was to find out whether there is a significant correlation between students’ motivation and their reading comprehension achievement. He found that, there was significant correlation between students’ motivation and their reading comprehension achievement. The coefficient correlation was 0,681. It was classified into high correlation. The’ result can be interpreted that students’ motivation had high effect to reading comprehension achievement. The students

who had motivation toward English affect their reading willingness to read as well as their participation and commitment to study well.

From the previous related researches above, the researcher chose to correlate between students' motivational behavior and their reading comprehension achievement. This research had differences with previous finding above because the writer used correlation study to measure is there any significant correlation or not between students' motivational behavior and their reading comprehension achievement and to know which one kind of motivational behavior that gives most influence in students reading comprehension achievement.

2.5 Theoretical Assumption

On the basis of the previous paragraphs, the researcher assumes that motivational behavior influences students' achievement as Tremblay and Gardner found that motivational behavior is a factor that gives direct influence to the successful of English learning.

Motivation is a complex phenomenon and includes many components and success, curiosity, desire for simulation and new experience (Littlewood, 1984: 530). As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal.

According to the result of research carried out by Andimari (2014), it is found that motivation as a psychological factor that had a positive correlation with students' reading comprehension achievement.

Furthermore, According to Hasan (1999), motivational behavior that refers to the intensity, attention, and persistence gives positive impact to the students' achievement in learning English.

In this study, the researcher assumes that if learners have high motivational behavior, they will concentrate when they read a text and might be more optimally because they will have strong willingness and effort to learn and to develop their competence in reading comprehension achievement. Students who have high interest and concentration in learning English will understand more because they give full attention to the learning process.

Thus, the researcher is interested to investigate the relationship between students' motivational behavior and their reading comprehension achievement of second year students of SMA Negeri 1 Pringsewu and find out that attention is the kind of motivational behavior that gives most influence to students' reading comprehension achievement.

2.6 Hypothesis

Concerning with the concept and theoretical assumption above, the researcher formulates a hypothesis below:

H0. There is no correlation between students' motivational behavior and their reading comprehension achievement.

H1. There is a correlation between students' motivational behavior and their reading comprehension achievement.

H0. Attention is not the kind of motivational behavior that gives the most influence to the students' reading comprehension achievement.

H1. Attention is the kind of motivational behavior that gives the most influence to the students' reading comprehension achievement.

As can be clearly seen, this chapter had presented the theories used in the research. It covers a number of aspects: (1) concept of motivation, (2) concept of motivational behavior, (3) kinds of motivational behavior, (4) concept of reading, (6) aspects of reading, (7) previous finding research, (8) theoretical assumption, and (9) hypothesis. The next chapter would deal with methodology of this research.

III. RESEARCH METHOD

This chapter discusses the methods of research that used in this study, such as: design, variables, population and sample, instruments, research procedure, data analysis and hypothesis testing.

3.1 Design

Descriptive quantitative was implemented in this research. The design in this research was *ex post facto design*. Hatch and Farhady (1982:26) state that ex post facto design is often used when the researcher does not have control over the selections and manipulation of the independent variable. This is why the researcher looks at the type and/or degree of correlation between two variables rather than at a cause-and-effect-correlation.

The aim of this study is to find out the correlation between two variables (motivational behavior and reading comprehension achievement) in English. The data of the research were students' motivational behavior and their reading comprehension achievement. The data about motivational behavior was included in motivation's questionnaire that has motivational intensity, attention and persistence aspects. Students' motivation was in the form of perception based on Likert scale with the range 1 – 5.

Motivational behavior is one of the language attitudes symbolized as 'X' and the result was motivational behavior data. Reading comprehension is one of the language skills which are tested by reading test and the result is students' reading comprehension achievement, symbolized as 'Y'. The correlation design was illustrated as follows:

X Y

X: Students' motivational behavior

Y: Students' reading comprehension achievement

3.2 Variables

There were two types of variables in this research; dependent variable and independent variable. Dependent variable is the main variable in a research. It is a "product" as a result of interaction between variable involved in that particular research. While independent variable is the variable whose function is to influence the dependent variable. Then, the researcher determined the variables as follow:

1. Students' motivational behavior as the independent variable (x)
2. Students' reading comprehension achievement as the dependent variable (y)

The students' motivational behavior was investigated by using questionnaires The questionnaire covers the learners' effort in learning English, the average time of doing English work, learners' sacrifice and interest to gain the purpose, also learners' ability to solve the problem, those are; intensity, attention, and persistence. As for measuring students' reading comprehension achievement, a reading comprehension test with 8 kinds of reading text; narrative, news item, recount, description, report, explanation, discussion, and exposition, and 50 items,

developed based on the standard competence in syllabus for second grade of senior high school students.

3.3 Population and Sample

The population of this research was students of the second grade of SMAN 1 Pringsewu in 2016/2017 academic year. There were nine classes of the second grade and each class consists of 25-30 students. The researcher determined the sample by using random sampling and chose XI IPS 1 as the experimental class. Because this research was a correlation study, the researcher used only one class as the sample test using the two data collecting instruments. But, the researcher needed one more class for try outing the instruments. There was no priority class in this research. It is based consideration that every class in the population has the same chance to be chosen.

3.4 Instruments

In collecting the data, the researcher used questionnaire and reading test as the instrument.

1. Questionnaire

Questionnaire used to get the data about students' motivational behavior in learning English. This method was effective to measure the aspects or variables concerning with behavioral or psychological or sociological aspects (Setiyadi, 1999).

Close-ended questionnaire means the options are provided and there are no other alternatives. Close-ended questionnaire will be used to help the researcher in selecting the data, so that the researcher does not waste the time for the data which are not relevant to the research problem. The respondents were directed to give the data relevant to the research problems.

The score of students' motivational behavior in learning English is taken after students answer the questionnaire. The questionnaire covers the learners' effort in learning English, the average time of doing English work, learners' sacrifice and interest to gain the purpose, also learners' ability to solve the problem, those are; intensity, attention, and persistence.

The researcher adopted the motivational behavior's questionnaire from Hasan (1999) in which the scores are based on the Likert Scale and the range of 1 to 5 for each item with 1 indicating always, 2 indicating usually, 3 indicating rarely, 4 indicating seldom, and 5 indicating never for motivational intensity, attention and persistence. The last scores were taken from the total answers given so that the high and the low score show the motivational behavior range. The questionnaire is made in Bahasa Indonesia in order to make students answer the questionnaire easily.

Table 1. Table of Specification of Questionnaire

Indicator	Sub Indicator	Statements	Total Number
1. Intensity	Learners' effort in learning English, the average time of doing English's work	1,2,3,4,5,6,7,8,9,10	10
2. Attention	Learners' concentration and interest to gain the purpose	11,12,13,14,15,16,17,18,19,20	10
3. Persistence	Learners' ability to solve the problem	21,22,23,24,25,26,27,28,29,30	10
Total Number			30

2. English Reading Test

Alderson (2000) states that there is no best method for testing reading. There were many kinds of reading assessment such as multiple choice items, written and oral recall, cloze, sentences completion items, open-ended question, true or false, matching activity, checklist and fill in the blank. It was important to note, that different assessment task may not test the same ability. Individual assessment task provides limited presentation of reading achievement; however, many reading researchers continue to use only task to measure comprehension.

Reading test were administered in order to find out students' reading achievement in comprehending the text. In this research, the researcher used multiple-choice items in increasing students' reading achievement. Multiple choices reading tests are able to evaluate a reader's reading comprehension efficiently (Wolf, 1993, as discussed in Hsu, 2004). It is multiple-choices with five options (a, b, c, d, and e) with one correct answer and four distracters.

The test consists of five aspects of reading skill; they are determining main idea, finding specific information, inference, reference, and vocabulary. The questions cannot be answered correctly by the students without having read and understood relevant parts of the passages. The total score of the test is used as the students' reading comprehension achievement in this study. There were 50 items of reading achievement test with nine kinds of reading text, those are; narrative, announcement, news item, recount, description, report, explanation, discussion, and exposition, and it was developed based on the standard competence in syllabus for second grade of senior high school students. From several types of reading texts mentioned above, the second grade of senior high school students learn the nine types of texts. Thus, some types of reading texts can facilitate them in understanding the function of the text they read.

3.5. Validity and Reliability of the Instruments

1. The Validity of the questionnaire

Validity is a matter of relevance; it means that the test measures what is claimed to measure. To measure whether the test has a good validity, it has to be analyzed from content and construct validity. Content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test to be a valid measure it is supposed to measure. While construct validity focuses on the kind of test that is used to measure the ability. Since the purpose of the test is to measure as well as to know students' motivational behavior, the researcher applies a questionnaire that dealt with students' intensity, attention, and persistence.

2. The Validity of the Reading Test

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). Content and construct validity were used in this research.

a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982). To get the validity of reading, the researcher arranged the materials based on the standard competence in syllabus for second grade of senior high school students and measure the validity by using Inter-rater. The researcher needs to arrange the test instructions and directions as clear as possible. She consulted with her advisors to get the reading test examined, and rated by the English teacher, to make the test looked right and the instructions are easily understood and not misleading.

In content validity, the test needs to reflect what have been taught to the students. Here, the researcher tried to correlate the test with the syllabus used by the teacher. By taking a look at the syllabus, the researcher made sure that her reading performance tests match to the materials that has been given to the students and has nothing to do with something that has not been taught until that semester.

a. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shomamy, 1985:74) It means that

the test items should really test the students or test items should really measure the students' ability in reading comprehension. Therefore, the researcher used the table of specification in this research. So every test item can be match with the goal and the materials which have been taught. The table of specification was an instrument that helps the test constructor plans the test. The content of the test items was presented in the table of specification below based on the theory of Reading (Nuttal, 1985) and the curriculum.

Table 2. Table of specification of reading test

No	Reading specification	Items	Percentage
1	Determining main idea	1, 3, 6, 8, 10, 13, 19, 26, 40, 47, 49	22%
2	Inference	12, 16, 23, 30, 31, 33, 34, 39, 41, 42, 46	22%
3	Reference	11, 18, 27, 32, 36, 43, 45, 50	16 %
4	Finding detail information	2, 4, 5, 7, 9, 15, 17, 20, 22, 24, 34, 44	24%
5	Vocabulary	14, 21, 25, 28, 29, 35, 38, 48	16%
	Total	50 items	100 %

In fact, the researcher adapted this table of specification from a website. In addition, there were two assumptions that support the change in this table of specification. First of all, the first assumption related to finding specific information comes from National Reading Panel (2000). It is assumed that finding specific information is a strategy that helps readers differentiate between ideas essential to understanding the meaning of the text and supporting details. Often there can be more than one important idea, and readers use clues from the text to determine which idea or ideas they think the author presents as most important.

Students use this strategy to better understand what the author wants them to know. To conclude, finding specific information in type of question will help the students to better understand what the author wants them to know and it enables the students to distinguish between the most and least important information. Based on this assumption, the researcher prepares 14 items for finding specific information.

Then, the last assumption comes from Linda (1987) as cited in Kispal (2008). She assumes that Inferring in text understanding is a constructive thinking process, because the reader expands knowledge by proposing and evaluating competing hypotheses about the meaning of the text in an attempt to progressively refine comprehension. The importance of inference in understanding even the most simple text was pointed out. Inference makes it possible for a reader to comprehend the information which the author presented and is an integral part of the comprehension. In brief, this assumption supports the researcher to increase the number of question for inference to 8 items since this type of question perhaps is able to evaluate the students' comprehension ability.

3. Reliability of Questionnaire

Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. Every item in motivation questionnaire will be analyzed to make sure that the items consist of good unity. Motivation score is made up of 30 items that refer to intensity, attention and persistence rated on a 5-point Likert-type scale. To find whether the

question is reliable or not, the writer used Cronbach Alpha. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire will be (Setiyadi, 2006:167).

And for knowing the classification of reliability are as follow:

- a. Between 0,800 to 1,00 = very high reliability
- b. Between 0,600 to 0,800 = high reliability
- c. Between 0,400 to 0,600 = moderate reliability
- d. Between 0,200 to 0,400 = low reliability
- e. Between 0,00 to 0,200 = very low reliability

From the calculation of reliability analysis (Using SPSS 16), it was found that the alpha was 0.930 (see Appendix 9). It means that the questionnaire has very high reliability. With alpha 0.930, it can be interpreted that the questionnaire is proper to be used for a research.

4. The Reliability of Reading Test

Reliability of the test was estimated by using split-half technique. To measure the coefficient of reliability between odd and even group, this research used the person product moment formula as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{[\sum x^2 - (\sum x)^2][\sum y^2 - (\sum y)^2]}$$

(Hatch & Farhady, 1982: 198)

r	: the coefficient correlation
x	: motivational behavior score
y	: reading comprehension achievement score
$\sum x$: the sum of scores in X-distribution
$\sum y$: the sum of scores in Y-distribution
$\sum xy$: the sum of products of paired X and Y distribution
$\sum x^2$: the sum of the squared scores in X distribution
$\sum y^2$: the sum of the squared scores in X distribution
N	: the number of paired X and Y scores

After the reliability of the half test was calculated, the researcher used Spearman Brow's Formula to measure the reliability of the test. The formula was as follows:

$$rk = \frac{2.rxy}{1+rx^2+y^2}$$

rk : The reliability of the test

rx² : The reliability of half the test

The criteria of the reliability were:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

The result showed that r ratio was 0.725 and rk was 0.84 (see Appendix 8). According to Arikunto (2001) this kind category has moderate reliability level. It means that the instrument was reliable and can be used to obtain data.

5. Level of difficulty

Level of difficulty related to “how easy or difficult the item is for the point of view of the students who take the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population” (Shohamy, 1985:79) level of difficulty was calculated by using the following formula:

$$LD = \frac{R}{N}$$

LD = level of difficulty

R = number of students who answer it right

N = total number of students

The criteria are:

LD < 0.30 = difficult

LD = 0.31 – 0.70 = average

LD > 0.71 – 1.00 = easy

(Arikunto, 1997:214)

By using this formula, the researcher found that the questions had various level of difficulty (see Appendix 5). There were 8 items out of 60 items categorized as difficult (<0.30), and then 26 item out of 60 items were categorized as average level of difficulty (difficulty level between 0.31 – 0.70). the other items 26 items were categorized as easy in level of difficulty (>0.70).

6. Discrimination power of the Test

Discrimination power refers to “the extent to which the item differentiates between high and low level students on that test. A good item according to this criterion, is one in which good students do well, and bad students fail” (Shohamy, 1985:81). To know the discrimination power of the test, the researcher used the following formula:

$$DP = \frac{Upper - Lower}{\frac{1}{2}(N)}$$

DP = discrimination power

Upper = proportion of “high group” students getting the item correct

Lower = proportion of “low group” students getting the item correct

N = total number of students

The criteria were as follows:

DP = 0.00 – 0.20 = poor

DP = 0.21 – 0.40 = satisfactory

DP = 0.41 – 0.70 = good

DP = 0.71 – 1.00 = excellent

(Arikunto, 1977:223)

By using this formula, the researcher found that the items also had various discrimination powers. There were 14 items belong to excellent, 11 items belong to satisfied, 1 item belong to good, 24 items belong to poor, and 10 items belong to bad. Those 10 bad items were then omitted for the real test. Therefore, only 50 items were used to the real test (see Appendix 6).

7. Scoring System

In scoring the students result of the test, the writer used Arikunto's formula (1989:271). The ideal scores of the test were calculated by using the following formula:

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

S = the score of the test

R = the right answer

N = the total of the items

(Arikunto, 1997:212)

3.6 Research Procedures

The procedures of the research were as follows:

1. Determining research problem

The problem of this research was determined in the chapter one related to finding the correlation between the students' motivational behavior and their reading comprehension achievement. And to find out the kind of motivational behavior that gives most influence to the students' reading comprehension achievement.

2. Determining the research instruments

There were two tests used in this research. Each test represents the variables; motivational behavior questionnaire and reading comprehension achievement test. In questionnaire test there were 30 test items and 50 test items of reading comprehension achievement test. Time allocation for the questionnaire test and reading achievement test were 90 minutes.

3. Choosing the subject

The population of this research was students of the second grade at SMA N 1 Pringsewu 2016/2017 academic year. There were 9 classes of the second grade of SMAN 1 Pringsewu contain of 25-30 students in each class. The researcher took two classes; one class as sample class, and the other class as the try out class by the two data collecting instruments. The classes were selected randomly by using lottery.

4. Selecting and determining the materials

The questionnaires of this research were questionnaire of motivational behavior. The items were administered to measure students' motivational behavior that dealt with students' intensity, attention, and persistence in the form of limited statements which ranged from 1 to 5. Another test was reading achievement test in order to know students' reading achievement in comprehending the text. The reading text was taken from the internet consists of 60 test items to measure students' reading achievement and all in the form of multiple choices. The reading items were developed based on the standard competence in syllabus for second grade of senior high school students.

5. Trying out the Instruments

Before the tests were administered to the experimental class, there was tryout class in this research. The try out class was class XI IPS 1. A set of questionnaire and reading achievement test were given to the students to be

answered, both administered on 31 January 2017. The purpose of using try-out class was to strengthen the validity and reliability of the tests.

6. Analyzing the Try out Research

The result of try-out tests were used to analyzed the validity and the reliability of the instruments, the difficulty level, and the discriminating power in order to create the good instruments for the real research. The result was that the researcher decided to drop 10 bad items for reading achievement test, so only 50 items used for collecting the data.

7. Distributing Questionnaire

The next step was distributing questionnaire to the students of the sample class; XI IPS 4. The researcher distributed the questionnaire to the students in order to get the information about students' motivational behavior and the students had to answer the questions based on the statement which were provided.

8. Conducting reading test

The next step was administering the reading test. Reading achievement test consist of a set of question and all in the form is multiple choices. The allocated time for answering the reading test was 60 minutes. The test administered without any treatment before.

9. Gathering the data

The data gained from both questionnaires and reading test that had been done by the sample class were gathered and the tabulated to analyze.

10. Analyzing the data

The data from questionnaire and reading test analyzed by using Pearson Product Moment because it was one of the techniques to look for the correlation between two variables. So, it can be concluded whether there is a significant correlation or not between student's motivational behavior and their reading comprehension achievement at SMAN 1 Pringsewu. And for analyzing what kind of students' motivational behavior that gives the most influence of students reading comprehension achievement, the researcher used ANOVA in SPSS 16.

11. Making conclusion

As the last step, conclusion was drawn up carefully by considering the result of the data analysis.

3.7 Data Analysis

The data of this study were in form of correlation. The researcher used computer system called Statistical Package for Social Sciences (SPSS) program version 16.0. The researcher used Pearson Product Moment to know the correlation. After that, Anova implemented to find out the kind of motivational behavior that gives most influence to the students' reading comprehension achievement.

3.8 Hypothesis Testing

After finding the coefficient correlation between students' motivational behavior and their reading comprehension achievement and the coefficient influence value of students' motivational behavior and their reading comprehension achievement, the researcher should find out the criterion of the hypothesis acceptance. To determine whether the first hypothesis was accepted or rejected, the following criterion acceptance used:

$$H_0 = r_{\text{value}} < r_{\text{table}}$$

$$H_1 = r_{\text{value}} > r_{\text{table}}$$

- a. H_0 . There is no significant correlation between students' motivational behavior and their reading comprehension achievement. We can accept this hypothesis if r value is lower than r table.
- b. H_1 . There is a significant correlation between students' motivational behavior and their reading comprehension achievement. We can accept this hypothesis if r value is higher than r table.

The second aim of this research was finding attention as the kind of motivational behavior gives the biggest influence to the students reading comprehension achievement. The researcher used the result of reading comprehension test and the result of motivational behavior questionnaire. It means that the second hypothesis could be accepted if the percentage of the impact of attention was bigger than persistence and intensity.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusions and suggestions. The suggestions are proposed for teacher and for other researcher who are going to conduct any similar researches.

5.1 Conclusions

Based on the data analysis and discussions, the researcher gets some conclusions:

1. There is a correlation between motivational behavior and reading comprehension. That was shown by the result of r-value (0.846) > r-table (0.374). Based on the result it can be concluded that the null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted. It means that there is a significant correlation between students' motivational behavior and their reading comprehension. For the contribution value, it was found that the coefficient influences value was 0.716 at the significant level 0.01. It means that the students' motivational behavior contributes 71,6 % to their reading comprehension of the second grade students of SMA Negeri 1 Pringsewu.
2. The kinds of motivational behavior are intensity, attention, and persistence. Each kinds give different portion of impact to the students' reading comprehension. It can be concluded that the mean of intensity was

75.30 gives to the score of students' reading comprehension. The other kind was attention which gives the score was 99.60. The last was persistence which gives 91.90 mean to the students' reading comprehension score. So, the kind of motivational behavior that gives the biggest influence to the students' reading comprehension was attention.

3. Based on the research findings of this research, it can be concluded that students with higher level of motivational behavior have a better reading achievement in comprehending a text than the students with lower level of motivational behavior. They can give full of their concentration during the teaching learning process. In other words, motivational behavior plays an important role in reading comprehension.

5.2 Suggestions

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

1. For teachers, they should to choose interesting material, the choosing of reading materials is very important for effective teaching of a reading, because reading materials directly affect students' reading interest and their motivation. Sometimes, teacher in senior high school may use as more as possible interesting materials especially written for extensive reading, because most of the textbook are a bridged and therefore are not authentic in the sense of originality. We should provide them with suitable texts, such as text in science, and etc.

2. For teachers, they should not only give attention to the students' reading material, they also should be aware with students' positive behavior in learning. The good teachers are they who can give positive motivation to the students so they will have positive motivational behavior.

3. For future researchers, they can use another instrument and include the predictive power when they want to do the similar research in order to make the research much better. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any writers interested in the same field are suggested to do deep analysis and focus on academic motivation in order to give a big contribution in academic life.

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