CORRELATION STUDY BETWEEN STUDENTS' MOTIVATION AND THEIR READING COMPREHENSION AT MTS N 2 BANDAR LAMPUNG

(A Script)

By
Rori Meidasari Saraswati

FACULTY OF TAECHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

**CORRELATION STUDY BETWEEN STUDENTS'
MOTIVATION AND THEIR READING COMPREHENSION
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The aim of this study is to find out the correlation between students' motivation and their reading comprehension. This research is quantitative research. The subjects of this research were 40 second grade students of Secondary Islamic School in Bandar Lampung. The questionnaire and reading tests were administrated as the instruments of motivation and reading. The data were analyzed by using Pearson Product Moment Correlation in SPSS 16.0. The result shows that the coefficient correlation between students' motivation and their reading comprehension is 0.637 at the significant level of 0.01. The coefficient correlation is higher than the critical value of r table (0.637>0.393). Therefore, the null hypothesis is rejected which means that the working hypothesis is accepted. Based on the result, it can be concluded that there is correlation between students' motivation and their reading comprehension.

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Rori Meidasari Saraswati

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Research Title   : **CORRELATION STUDY BETWEEN STUDENTS'**
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Student's Name   : **Rori Meidasari Saraswati**

Student's Number   : **1513042018**

Department   : **Language and Arts Education**
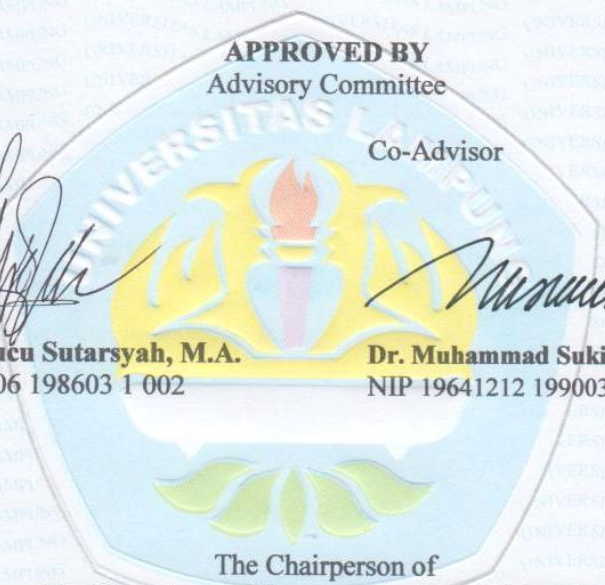
Study Program   : **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor   Co-Advisor

Prof. Dr. Cucu Sutarsyah, M.A.   **Dr. Muhammad Sukirlan, M.A.**
NIP 19570406 198603 1 002   NIP 19641212 199003 1 003

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko R., M.Pd.
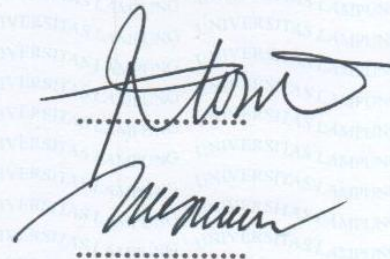NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

Chairperson   : **Prof. Dr. Cucu Sutarsyah, M.A.**   ....

Examiner   : **Dr. Flora, M.Pd.**   ....

Secretary   : **Dr. Muhammad Sukirlan, M.A.**   ....

2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001
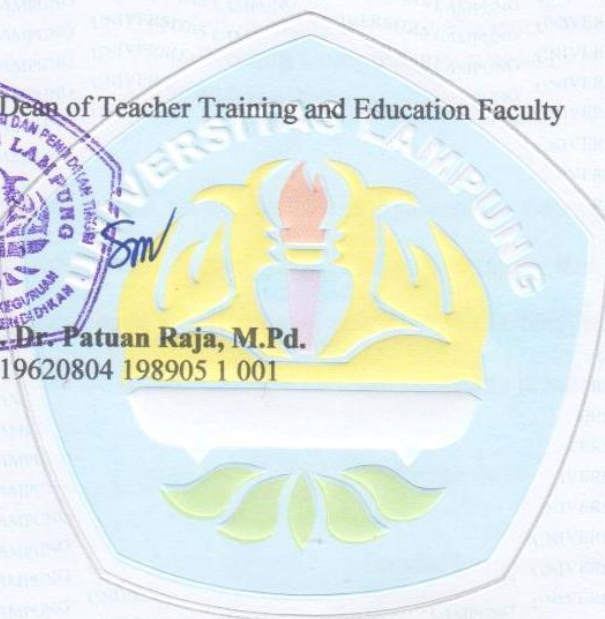
Graduated on : **June 24th, 2019**

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama	:	Rori Meidasari Saraswati
NPM	:	1513042018
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Pendidikan Bahasa dan Seni
Fakultas	:	Keguruan dan ilmu pendidikan
Judul Skripsi	:	Correlation Study between Students' Motivation and Their Reading Comprehension at MTs N 2 Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 28 Juni 2019
Penulis,

Rori Meidasari Saraswati

CURRICULUM VITAE

The writer's name is Rori Meidasari Saraswati. She was born in Bandar Lampung, on May 1st, 1997 as the last child of a happy family, Fahrur Rozi and Sri Sumarsilah.

She joined Permata Kindergarten in 2002. Then she entered Elementary School in SDN 2 Karang Anyar in 2003 and graduated in 2009. She continued her study at MTs N 2 Bandar Lampung and graduated in 2012. Three years later (2015), she graduated from Senior High School of MAN 1 Bandar Lampung.

She entered the S1 program at English Education of the Teacher Training and Education Faculty (FKIP) of Lampung University in 2015. In July - August 2018 she did her Field Teaching Practice (PPL) as one of the requirements for FKIP students at SMPN 1 Bulok. In her early study, she joined student's organizations, i.e, UKM UISA (Unila International Students Association) and AIESEC (The world's largest youth-run organization that provides young people with leadership development), for two years to find new experiences and learn to live in organizations.

MOTTO

"But perhaps you hate a thing and it is good for you. And perhaps you love a thing and it is bad for you. Allah knows, while you know not" (Qs. Al Baqarah: 216)"

DEDICATION

With gratitude of all blessings that have given by Allah SWT, this writing-work is
fully dedicated to the most important people in my life, which is my dearest
family. My father, My mother, and My Brothers.

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled "Correlation Study between Students' Motivation and Their Reading Comprehension at MTs N 2 Bandar Lampung", is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express her sincere gratitude and respect to:

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, 16 June 2019
The writer,

Rori Meidasari Saraswati

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I. INTRODUCTION

This chapter presents about the introduction of the research which deals with several points i.e., background of the problem, research question, objective of study, uses of the study, scope of the study, and definition of terms.

1.1. Background of The Research

English is one of the most important languages to learn since it is an international language used in every part of people's life in the world. Nowadays, people read many kinds of written materials from book, newspaper, magazine, novel, internet, and other platforms. In other words, news, science, theory, and many others can be learned from other countries which are written in English. Therefore, as Haycraft (1978, p.8) states, there are various skills in mastering of language: listening, reading, speaking and writing. From the four skills, reading is one of the four skills which functions as a connection between the writer and the reader. Meanwhile, the connection means that the idea or the information which the writer explains in text and could be understood by the readers. In order to understand them, being able to read in English becomes an essential thing for everyone to enrich his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life.

Reading is important not only in our daily life but also in academic life. In Indonesia, English has been taught as one of the compulsory subjects for students from the Junior High School up to the Senior High School and it may be necessary to pass an examination in English to enter a university. Reading is one

of the subjects that are tested in national examination. The students are insisted to comprehend the text well so they are able to answer the questions from the text. Reading comprehension is not only found in National Examination, but also in Test of English as Foreign Language (TOEFL).

Unfortunately, Indonesian students' reading comprehension achievement needs to be developed. According to the data from OCED (Organization for Economic Co-operation and Development) which conducted the Program of International Student Assessment (PISA), shows that reading average score of Indonesia students is at the rank of 64th out of 65 countries OCED/PISA (2015, p. 7) on the reading ability of students also mentioned that the reading ability of students in Indonesia ranks 69th out of 76th countries surveyed. From the data above, it can be concluded that Indonesian students' reading achievements are poor. It is obvious that there are many students who are not able to comprehend a text. It is believed that this poor reading skill is due to low motivation. They may read the text well but they cannot understand the text. Otto (1979) says that many children can read the words in a passage perfectly, but they are unable to answer questions that call for making interferences or for identifying the main idea.

Reading becomes the main aim of language teaching. The purposes are to enable students to read and understand the text materials correctly. Then it is essential to read in the right way in order to understand the target language. Students who read the text in their own language, it is not really difficult for them to read it. However, when they read it in a foreign language they have difficulties in reading. According to Basrawi (1992: 18), there are several factors can affect students' ability to learn reading: Conceptual development based on external and internal stimuli can be defined as motivation. Then, an experimental background which

influences the prior knowledge of the reader and the language competency which will enable the reader to understand and comprehend what they read.

Therefore, Spangler (2000: 15) stated in order to become a mature and effective reader that can understand and grasp the reading content, students must have the skill and the will. The will to read will be mentioned as a motivation. The skill means reading skill.

Motivation of the students is one of the most important factors influencing their success or failure in language learning. Brown (2000: 143) points out that if one has proper motivation in second language learning, he/she could certainly be successful, which brought out the importance of motivation and the way it can overcome unfavorable circumstances in other aspects of language learning. Furthermore, Hasan (1999) also investigated the impact of motivation to students' English achievement and he found that motivational behavior that refers to the effort, attention, and persistence gives positive impact to the students' achievement in learning English.

Cramer and Castle (1994: 19) even suggested that attention to the affective aspects of reading, such as motivation, may help combat the increasing disaffection from reading. Indeed, according to Mitchell (1992: 65) motivation for learning is thought to be one of the most critical determinants of the success and quality of any learning outcome and Guthrie (2000: 408) also stated that it is therefore likely "that motivational processes are the foundation for coordinating cognitive goals and strategies in reading". According to Baumann and Duffy (1997: 201), motivation to read and reading ability are synergistic, mutually reinforcing phenomena. In some cases, Gambrell, Guthrie, and Alvermann (1992: 26) pointed many teachers also acknowledge that a lack of motivation causes

many of the problems they face in teaching. Motivation to read is also thought to mediate "Matthew effect", which refers to the circular relationship between practice and achievement that was described earlier as defined by Stanovich (1986: 407). Better readers tend to read more because they are motivated to read, which leads to improved better skills. As a result, the gap between good and poor readers grows over time.

From the previous research above, it can be concluded that motivation is an important factor for reading. Based on the statement, the researcher interested to know the fact by doing this research, and intends to study the correlation between students' motivation and their reading comprehension achievement.

Because of that statement, the researcher is interested to know the fact by doing this research and intends to study the correlation between students' motivation and their reading comprehension.

Referring to the discussion above, this study is entitled: "Correlation study between students' motivation and their reading comprehension at MTs N 2 Bandar Lampung."

1.2. Research Question

Dealing with the issues presented in the background, the research question in this research is:

Is there any correlation between students' motivation and their reading comprehension?

1.3. Objectives of the Research

Referring to research problem stated above:

To find out whether or not there is a correlation between students' motivation and their reading comprehension.

1.4. The uses of the Research

It is expected that the result of this study can have the following uses:

1. Theoretically

   This research is intended to find out whether the result of the research is relevant or not with the previous theory about motivations and reading comprehension.

2. Practically

   a. As information for other researchers who are interested in investigating the correlation between students' motivation and their reading comprehension.

   b. As information and reference for English teacher in developing students' motivation.

1.5. Scope

This research was focused on students' motivation and reading comprehension. When the students have high motivation, they are assumed to easily understand what they read. However, when they have low motivation, they are assumed to get some problems when they read.

1.6. Definition of Terms

There are some terms used in this study, to make them clear and to avoid misunderstanding. They are clarified as follows:

- Motivation refers to the level of students' enthusiasm in the learning process or encouragement in a person who appears consciously or unconsciously to do some activity with some purposes. Motivation is usually defined as an internal state that arouses, directs, and maintains behavior (Graham & Weiner, 1996). In this research, the researcher focus on students' reading motivation. Reading motivation is usually explained from an educational psychology perspective rather than a language learning perspective, and primarily involves concepts and processes drawn from motivation theories (Guthrie & Wigfield, 2000). The concept of reading motivation has eleven underlying components or constructions: efficacy, challenge, curiosity, reading involvement, importance, recognition, grades, social, competition, compliance, and reading work avoidance. A later framework proposes eight factors, under two major motivational components, intrinsic and extrinsic motivation (Wang & Guthrie, 2004).

- Reading Comprehension refers to a process in which the reader makes sense of the written text in order to get information and knowledge from a text, especially in delivering meaning from writer to reader.

  a) Main Idea is the most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about or the overall idea of a paragraph or section of a text

  b) Specific Information is special or particular words or sentences which recognize to the writer experience and insight to their writing.

  c) Inference is using content in a text to come to a personal conclusion about something that is not stated explicitly in the text. It also defines as the process of reaching a conclusion about something from known facts or evidence.

  d) Reference is the act of looking at or in something for information and also a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object.

e) Vocabulary is a list or collection of the words or phrases of a language, technical field, usually arranged in alphabetical order and defined. Vocabulary items are learning to understand words.

- Correlation

  Correlation means a statistical description for determining a relationship between two variables.

This chapter has discussed the introduction of the research including the explanation about the background of the research, the research question, objective of the research, use of the research, scope of the research, and definition of terms. Those were discussed in order to provide insight into this research. The next chapter will deal with the literature review of this research.

II. LITERATURE REVIEW

This chapter reviews the theories that support this research. It consists of a general concept of motivation, classification of motivation, the general concept of reading comprehension, theoretical assumption, and hypothesis.

2.1. Previous Research

There are several studies dealing with this research. The researcher took some relevant studies which had been investigated by previous researchers concerning the area of motivation and reading. There are Yolanda (2016), Cahyati (2015), Ningrum and Matondang (2017) and they can be used as references for the researcher to finish this research. More specifically, previous researchers will be further described below:

Yolanda (2016) in her unpublished script applied ex post facto designs. The result showed that r of students' motivation and reading comprehension, and students' vocabulary mastery and students' reading comprehension were .862 and .844 respectively. The result of this research is there was a positive correlation between students' motivation and vocabulary mastery toward their reading comprehension.

Cahyati (2015) has done her research about motivation and reading comprehension. She used ex post facto as her research design. This research aimed to know is there any significant difference between students who have intrinsic and extrinsic motivation in reading comprehension. The result of this research is there was a significant difference in reading comprehension test

between students who have intrinsic motivation and those who have extrinsic motivation.

Ningrum and Matondang (2017) in International Journal of Social Sciences and Humanities Invention, this research aimed to know the correlation between students' motivation and their achievement in reading. It was found that there is a significant correlation between students' motivation and their achievement in reading because the correlation coefficient is 0,78 or high correlation.

Regarding the previous studies above, this research was intended to find out further if there is a correlation of students' motivation and their reading comprehension. The difference between those researches and this research was that this research did not focus on general motivation but this research focus on students' reading motivation.

2.2. Concept of Motivation

Motivation becomes an important aspect of learning which can make the students have awareness about the importance of studying or learning. Therefore, it can be assumed that it can make the teaching-learning process in the class run more effectively and efficiently. In line with that explanation, Gardner and Lambert (1984: 54) in Kato (2007) stated that motivation is one of the important aspects in learning a language.

Therefore, motivation as psychological aspects plays an important role in order to improve the students' achievement. Motivation closely refers to the students' want to learn and their efforts including their learning strategies to solve their problem during the teaching learning process.

Motivation appears when someone has a huge desire to achieve and usually come from inside. For the example, someone studies hard because he or she wanted to be number one; it means that he or she has a motive to be a better student than others "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something".

1. It means that motivation is a person's desire to make the necessary effort to achieve a goal. Motivation as the attribute that moves us to do or not to do something, motivation is the reason of underlying behavior.

2. Motivation is an internal desire that refers to derive behavior to which pushes someone to do things in order to achieve goals and directs the individual activities.

In a learning activity, motivation in any kind of dimensions plays an important role that influences the success of learning activity. Even though it is important, but motivation is not the only factor in the success of learning activity. Motivation has a significant role in the learning process. Students who have higher motivation will get a better opportunity to succeed in their learning activity than the lower one. Motivation is necessary but not a sufficient condition for learning. If a person is not motivated, he or she will not expand the psychological energy necessary to acquire responses; he or she will avoid the learning situations that will produce the desired changes.

2.3. Classification of Motivation

Motivation is an important concept in psycholinguistics. There are many theories about the classification of motivation. According to Deci and Ryan (1985), motivation can be divided into two basic types:

a. Intrinsic Motivation

Intrinsic motivation reflects the desire to do something because it is enjoyable. It can be said that intrinsic motivation refers to internals factor of people; they do it because of themselves. It may not be influenced by praise or awards. For example, the students enjoy writing a narrative text because they like to write it as their hobby, some of them are interested in reading a fiction text because they are curious with the topic and want to know the content of the text.

b. Extrinsic Motivation

Extrinsic motivation reflects the desire to do something because of external rewards such as awards, money, and praises. There are many possible extrinsic motivation, examples; the students will do the best for writing a narrative text if they get a good score from the teacher and the senior high students will choose a certain major because of the salary or certainly available qualification.

Gardner and Lambert (1972) classify motivation into two categories based on two different kinds of attitudes:

1. Instrumental Motivation

   Instrumental motivation refers to motivation to acquire language as a means for getting instrumental goals such as furthering carrier, reading technical material, and translation. It means that instrumental motivation reflects the learner's desire to learn a language for utilitarian purposes.

2. Integrative motivation

   Integrative motivation is used when a learner wishes to integrate himself within the culture of L2 group, to identify himself with and become a part of that society. It means that integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. Therefore, a learner is integratively motivated when he or she learns a language because he or she wants to know more about the culture and values of the

foreign language group to make contact with the speakers of the languages to live in the country concerned.

Based on the explanation above, in general, there are two classifications of motivation, according to the point of views; from inside and outside. Ryan and Deci (2000) tend to focus on the origin of stimuli factors; external and internal. External factors refer to stimuli given by others to lead them to learn such as rewards, praises, etc. On other hands, internal factors refer to their own willing and expectancy to learn such as they will enjoy reading a certain book which contains their interest topic.

Whereas, the type of motivation presented by Gardner and Lambert (1972) tends to focus on the learner's attitude toward language i.e. instrumental and integrative. Instrumental motivation aims to external desire which influences their attitude and effort to learn a language. It means that implicitly the learners have an expectancy which guides them to learn a language in order to achieve certain external desire in the future such as fulfilling the job requirement, getting a good score in English achievement and so on. On the contrary, integrative motivation is more concern with the internal desire which reflects their attitudes toward language such as they only fulfill their hobbies with pleasure in reading the certain topic or they want to know the culture and values of language in order to integrate with the society. Therefore, those types of motivation have a similar assumption implicitly; there are two factors that influence the learner motivation i.e. inside and outside.

In this research, the researcher focuses on students' reading motivation. Reading motivation is usually explained from an educational psychology perspective rather than a language learning perspective, and primarily involves concepts and processes drawn from motivation theories (Guthrie & Wigfield, 2000). These

include goal orientations, competence beliefs (Guthrie & Wigfield, 2000) and task value (Gambrell, Palmer, Codling, & Mazzoni, 1996). Readers seem to have an inclination towards either a task mastery (intrinsic) orientation or a performance goal (extrinsic) orientation. An intrinsically motivated reader would be driven by reading for its own sake, while an extrinsically motivated reader would be driven by external demands and values (Baker & Wigfield, 1999; Wang & Guthrie, 2004). With regards to reading outcomes, a desire for task mastery combined with a belief in one's personal capability to read is expected to result in persistence and effort to read (Guthrie & Wigfield, 2000). In addition, motivation may also be influenced by expectations of success or failure that a reader has when approaching a reading task, as well as the value he or she places on the task (Gambrell et al., 1996).

A large number of reading motivation studies have applied the multidimensional taxonomy of reading motivation proposed by Wigfield and Guthrie (1997). In this research, the concept of reading motivation has eleven underlying components or constructions: efficacy, challenge, curiosity, reading involvement, importance, recognition, grades, social, competition, compliance, and reading work avoidance. A later framework proposes eight factors, under two major motivational components, intrinsic and extrinsic motivation (Wang & Guthrie, 2004). Wang and Guthrie (2004) suggest that intrinsic motivation comprises three underlying factors: curiosity (wanting to read on a specific topic due to interest); involvement (experiencing pleasure from reading); and challenge (gaining satisfaction from deciphering complex ideas). Extrinsic motivation, on the other hand, has five underlying factors: competition (wanting to outdo others in the activity of reading); compliance (wanting to adhere to rules and instructions given), recognition for reading (wanting to receive recognition and gratification for success in reading), grades (expecting good academic evaluations for reading) and

social (wanting to share readings with one's social network). The well-established Motivation for Reading Questionnaire (MRQ) (Wigfield & Guthrie, 1997), which incorporates the above factors, has been adopted extensively in reading motivation research to date.

2.4. 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 beside understanding the surface meaning of the text.

Therefore, reading comprehension is defined as the process by which a person derives meaning from print. It is a complex, dynamic process that requires active engagement with the text and a conscious afford on the part of the reader to gain meaning from what is read. Caldwell (2008) stated that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Furthermore, Kamil (2011) stated 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) said that comprehension process involves an understanding of words and how these words are used to created meaning. Comprehension entails three elements, there are: (1) the reader who is doing the

comprehension; (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 comprehension

   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 too many of these factors are not matched to a readers' 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). 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 what 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 their existing framework of knowledge or schema on their brain. Reading comprehension is a function of the nature of the text itself and of the extent to which the reader possesses, uses, and integrates pertinent background knowledge or schemata. Schemata can be loosely defined as patterns which represent the way experience and knowledge are organized in the mind. Rumelhart (1980) puts forward the concept of schema theory basically as a theory of how knowledge is mentally represented in the mind and used.

Psychologists have generally distinguished three kinds of processing: bottom-up model, top-down model, and interactive model.

a. Bottom-up model of the reading process holds the view that reading is a process of building symbols into words, words into sentences and sentences into the overall meaning, which reflects traditional attitudes toward reading. The point of view of the bottom-up model is the accuracy in understanding linguistic units is very significant and the lower-level processing skills in reading are important.

b.Top-down model emphasizes the use of readers' real world knowledge in memory. Goodman (1967) stated in Sutarsyah (2013) "The goal of reading is constructing meaning in response to text; it requires interactive use of graphitic, syntactic, and semantic cues to construct meaning." Readers do not read every word but see through the text in order to be able to guess the meaning of the words or phrases. Top-down processing occurs as the system makes general predictions based on a higher level and general schemata

c. Interactive reading processing, both bottom-up and top-down processing should occurr at all levels simultaneously stated by Rumelhart (1980) in Sutarsyah (2013). Readers may employ bottom-up process as a base for comprehending a text and then turn to top-down process to execute high level interpretation of the content of the text. Prediction of the content will be confirmed, revised or rejected through further data analysis. Interactive model of the reading process is the combination of bottom-up and top-down models, and thus absorbs their merits and avoids the limitations to a great extent.

From the statements above, it can be concluded that in reading it is not enough for readers to understand a set of words in a sentence only. The reader also must be able to comprehend the reading text in order to get the message and information from what they have read.

2.5. Theoretical Assumption

One important factor which influences students in learning English is motivation since it is assumed that the students with strong motivation will learn more effectively and easily in comprehending their English ability, especially in reading comprehension. If the learners have motivation in learning English by reading texts, for example, they may comprehend a reading text more easily and may become effective readers. It can be assumed when the students have high motivation, they also have high reading comprehension achievement.

2.6. Hypothesis

By concerning the theories and the assumption above, the researcher formulated the hypothesis as follow:

H0 there is no correlation between students' motivation and their reading comprehension. We can accept this hypothesis if r value is lower than r table.

H1 there is a correlation between students' motivation and their reading comprehension. We can accept this hypothesis if r value is higher than r table.

This chapter has explained about previous researches, general concept of motivation, classification of motivation, general concept of reading comprehension, theoretical assumption, and hypothesis.

III. METHODS

This chapter contains research design, population and sample, variables, data collecting technique, research procedures, instrument, validity and reliability of the instrument, data analysis, and hypothesis testing.

3.1. Research Design

The design in this research was *ex post facto design*. Moreover, Hatch and Farhady (1982:26) state that ex post facto design was used when the researcher does not have control over the selection and manipulation of the independent variable (the researcher do not give treatment in the research).

The aim of this study was to find out the correlation between two variables (motivation and reading comprehension achievement) in English. The data of the research were students' motivation and their reading comprehension achievement. The data about students' motivation were included in motivation's questionnaire. motivation symbolized as 'X' and the result is students' motivation. 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:

$$\mathbf{X \rightarrow Y}$$

X : Students' motivation

Y : Students' Reading Comprehension

3.2. Population and Sample

The population of this research was the second grade of MTs N 2 Bandar Lampung. There were 425 students. VIII G was used as an experimental class consisting of 40 students. One class was used as the sample test using the two data collecting instruments. One more class was needed to try outing the instruments. The researcher decided to choose the sample using random sampling because the researcher can not choose all of the class for the sample. Therefore, the samples of the research were chosen randomly in order to avoid subjectivity in this research.

3.3. Variables

In this research, there were two variables: dependent variables and independent variables. Dependent variable is a product from all interaction that involves in the research. In other hands, independent variable is a variable in the research that determining the effect of the dependent variable. There were the variables follow:

a. Students' motivation as an independent variable, so that it can be assumed that students' motivation influences the students' reading comprehension achievement.

b. Students' reading comprehension achievement as a dependent variable, so that it can be assumed that achievement is a result of students' motivation.

3.4. Data Collecting Technique

In collecting the data, the researcher used;

1. Questionnaire of Motivation

After deciding the sample of the population, the researcher distributed the questionnaire of motivation to the students. The questionnaire was used to find out the level of students' motivation that would be correlated to reading comprehension. There were several questions about students' motivation in

learning English especially about reading and the students have to choose the optional based on their answer. The students would give their answers as factual and real information about themselves or the information that was close to the fact as provided in the four alternative answers. There were 53 questions of students' motivation in learning English. It was MRQ (Motivation for Reading Questionnaire) intended to reflect 11 constructs of reading motivation (Wigfield & Guthrie, 1997). MRQ uses Likert scale with range of 1-4. The score of each item described as follows :

Table 1

MRQ score for each option

Category	Score
Very different from me	1
A little different from me	2
A little like me	3
A lot like me	4

Source: Wigfield et, al. 1997

The researcher divided the level of students motivation into three interval levels, the level were high, medium, and low. Reading motivation result would be described into values as follows :

Table 2

Categories of Reading Motivation

Score Interval	Categories
53-132	Low level of motivation
133-212	High level of motivation

If the students get the score of 53-132 it means they are in a low level of reading motivation, those who belong the score 133-212 it means they are in a high level of reading motivation.

2.Reading Comprehension Test

Reading comprehension test was the last step to collect the data in this research. This step was done after the first step before. The test consists of 40 items related to reading comprehension. The questions were appropriate according to their grade and what they have learned in their school. Thus, the students can understand easily.

3.5. Research Procedures

The procedures of the research were as follows :

1. Determining research problem

    The problem of this research was determined in chapter one related to finding the correlation between students' motivation and their reading comprehension achievement.

2. Selecting instruments material of questionnaire and test

    The instrument material was elaborated by the researcher between the focus of the research and the Guidelines of students' competence, especially in the reading aspect. The questionnaire also translated from Guthrie & Wigfield, 1997. It is MRQ (Motivation for Reading Questionnaire).

3. Determining research instruments of raeding

    A test was administered in multiple choice form about reading comprehension and the questionnaire about their motivation in reading based on MRQ.

4. Determining the sample of the research

    The sample of the research comprised VIII F and G classes of the second grade of MTs N 2 Bandar Lampung, consisting of 40 students in one class chosen by using random sampling. The researcher took two classes; one class as a sample

class, and the other class as the try out class by the two data collecting instruments.

5. Trying out the Instruments

   Before the test was administered to the experimental class, there was a tryout class in this research. A set of reading achievement test was given to the students to be answered. The purpose of using try-out class is to strengthen the validity and reliability of the tests.

6. Analyzing the Try out Research

   The result of try-out tests was used to analyze the validity and reliability of the instruments, the difficulty level, and the discriminating power in order to create good instruments for real research.

7. Distributing Questionnaire

   The next step was distributing the questionnaire to the students of the sample class. The researcher distributed the questionnaire to the students in order to get the information about students' motivation in reading and the students had to answer the questions based on the statement which were provided.

8. Conducting the reading test

   The next step was administering the reading test. Reading achievement test consist of a set of question and all in the form was multiple choices. The test was administered without any treatment before.

9. Analyzing, interpreting, concluding the data gained

After the data were collected, those data about students' motivation and reading comprehension scores were thoroughly analyzed to see the correlation between students' motivation and their reading comprehension.

3.6. Instrument

The data of this research were collected by means of two research instruments:

1) Questionnaire of Students' Motivation

It was one of the variables assessment that contains some questions to be answered by certain students related to the students' motivation. This questionnaire was used to investigate the students' motivation and to know the level of students' motivation by calculating the score from the criteria. The response format for the above items is 1 = very different from me to 4 = a lot like me. Scores were computed for each aspect and constructed by averaging across their respective items (Wigfield & Guthrie, 1997).

It consists of 53 questions MRQ (Motivation for Reading Questionnaire) intended to reflect 11 constructs of reading motivation. The questioner was translated from Wigfield & Guthrie, 1997.

Table 3

The Construction of Reading Motivation

No	Elements	Number of Items	Statements
1.	Reading Efficacy	2 Items	1,2
2.	Reading Challenge	3 Items	3,4,5
3.	Reading Curiosity	4 Items	6,7,8,9
4.	Reading Involvement	3 Items	10,11,12
5.	Importance of Reading	2 Items	13,14
6.	Reading Work Avoidance	2 Items	15,16
7.	Competition in Reading	3 Items	17,18,19

8.	Recognition for Reading	3 Items	20,21,22
9.	Reading for Grades	3 Items	23,24,25
10	Social Reasons for Reading	3 Items	26,27,28
11.	Compliance	2 Items	29,30

Wigfield & Guthrie, 1997.

The instructions are:

If the statement is **very different from me**, circle a 1.

If the statement is **a little different from me**, circle a 2.

If the statement is **a little like me,** circle a 3.

If the statement is **a lot like me**, circle a 4

2) Students' Reading Comprehension Test

The test was an objective test, in the form of multiple-choice type, to measure the students' reading comprehension. Multiple-choice type can be scored objectively and can measure learning outcome directly.

This test was used to measure the students' reading comprehension achievement. It consists of 40 questions. The test consists of five aspects of reading, which was related to the main idea, specific information, references, inferences, and vocabulary.

The purpose of the research instrument was to measure whether the test is good and applicable to be used during the research. A measurement of a good test considered several factors, such as validity (content validity and construct validity) and reliability.

3.7. Validity and Reliability of the Instruments

Validity refers to the test measures what is intended to be measured. There are four types of validity: face validity, content validity, construct validity and empirical validity. The writer tends to use content and construct validity in this research.

Reliability can be defined as the extent to which a test produces consistent results when administering under similar conditions (Hatch and Farhady, 1982: 244). The instrument which has low reliability means invalid instrument.

1. Validity of Reading Comprehension Test

a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject meter 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 English curriculum and the standard competence in a syllabus for the second grade of junior high school students. 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 rater by the English teacher, to make the test looked right and the instructions were easily understood and not misleading. In content validity, the tests were needed to reflect what has 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 makes sure that her reading tests match to the materials that have been given to the students and has nothing to do with something that has not been taught until that semester.

b. Construct Validity

Construct validity plays an important role to measure what should be measured related to the theories. The construction of test refers to the theory in line with Nuttal (1985) about five aspects of reading skills, i. e. determining main idea, identifying inference, identifying reference, finding detail information understanding vocabulary. Therefore, reading specification that related to aspects of reading skills are construct validity, and the item number that refers to materials students' handbook they are a part of content validity. The construction of test was presented in the table of specification below:

Table 4

Five Aspects of Reading by Nuttal (1985)

No	Reading Aspects	Checklist
1	Main Idea	Yes
2	Specific Information	Yes
3	Reference	Yes
4	Inference	Yes
5	Vocabulary	Yes

Table 5

Specification of Reading Test

No	Reading Aspects	Percent	Number	Item Number
1	Main Idea	20%	10	1, 5, 10, 12, 16, 21, 25, 33, 37
2	Specific Information	20%	10	2, 11, 13, 17, 22, 26, 31, 39
3	Reference	20%	10	3, 6, 15, 19, 28, 32, 34, 40
4	Inference	20%	10	4, 7, 8, 14, 20, 24, 30, 36

5	Vocabulary	20 %	10	9, 18, 23, 27, 29, 35, 38
	Total	100%	40	

(Modified Reading specification from Gassner, Mewald & Siggott, 2007)

2. 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:

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

(Hatch & Farhady, 1982: 198)

r : the coefficient correlation

x : motivational 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:

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

rk   : The reliability of the test

rxy   : 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

3. 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)

4. 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, 1997:223)

5. 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)

3.8. Data Analysis

The researcher made steps after conducting research by using test, the researcher analyzed the data by using Correlation in SPSS (Statistical Program for Social Science). After getting the result, the researcher analyzed the correlation between students' motivation and their reading comprehension.

3.9. Hypothesis Testing

After collecting the data, the researcher analyzed them in order to find the correlation between students' motivation and their reading comprehension. To determine whether the first hypothesis is accepted or rejected, the following criteria are for acceptance:

a. H0. There is no correlation between students' motivation and their reading comprehension achievement. We can accept this hypothesis if r value is lower than r table.

b. H1. There is a correlation between students' motivation and their reading comprehension achievement. We can accept this hypothesis if r value is higher than r table.

Those all that the researcher covered in this chapter: Research design, population, and sample, variables, data collecting technique, research procedures, instrument, validity and reliability of the instruments, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions of the research and suggestion based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts: conclusions and suggestions. The suggestions are proposed for teachers and for other researchers who are going to conduct any similar researches.

5.1. Conclusions

Based on the result of the data analysis and discussion in chapter IV, the researcher concludes that:

1. Students with a higher level of motivation have a better reading achievement in comprehending a text.
2. Motivation is an important factor for explaining the success in learning reading comprehension.

5.2. Suggestions

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

1. For teachers, teachers are the main stimulator and motivator in the teaching learning process, and as a stimulator, they should be much more creative in deciding strategies in learning activities; especially in teaching reading skill, so the students will not bored in reading activity.
2. For future researchers, any writers interested in the same field are suggested to do

3. deep analysis and focus on other kinds of motivation in order to give a different analysis.

4. The research may be more valuable and effective if the instruments of the research are not only a questionnaire. The other research can use field activities such as interviews or another way to find out the result.

5. The procedure of motivating the students in reading comprehension specifically in term of reading aspects may become an interesting topic for further research.

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