THE CORRELATION BETWEEN STUDENT'S READING MOTIVATION AND READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS AT SMAN 1 TERBANGGI BESAR

Undergraduate Thesis

By

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ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
2025

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ABSTRACT

THE CORRELATION BETWEEN STUDENT'S READING MOTIVATION AND READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS AT SMAN 1 TERBANGGI BESAR

By

Krisna Mahendra

The objective of this study is to know the correlation between students' motivation and their achievement in reading comprehension. The research used quantitative method and correlational research design. The population of the study was the eleventh grade students of Senior High School 1 Terbanggi Besar in academic year of 2023/2024 and the sample was XI IPS 3 students. Instruments for data collection were the questionnaire to find out students' motivation and the reading comprehension test. Pearson Product Moment was used to analyze the data and the hypothesis testing was computed by applying SPSS version 29.

The result show that there is a significant correlation between students' motivation and their achievement in reading because the correlation coefficient was 0.692. It was classified into high correlation. Thus, there is a significant correlation between reading motivation and reading comprehension. The result can be interpreted that students' motivation had strong correlation with their reading comprehension skill. Measurement of students reading motivation was done by using MRQ by Wigfeld, et al. (1996) and reading comprehension test used non-fiction autobiograph text. Based on the findings, it is suggested for English teachers to be able to create fun and interesting activity related to the students' prior knowledge to increase students' motivation towards their reading comprehension.

Keywords: Correlation, Reading Motivation, Reading Motivation.

Researh Title : **The Correlation Between Student's Reading Motivation And Reading Comprehension Of The Eleventh Grade Students At SMAN 1 Terbanggi Besar**

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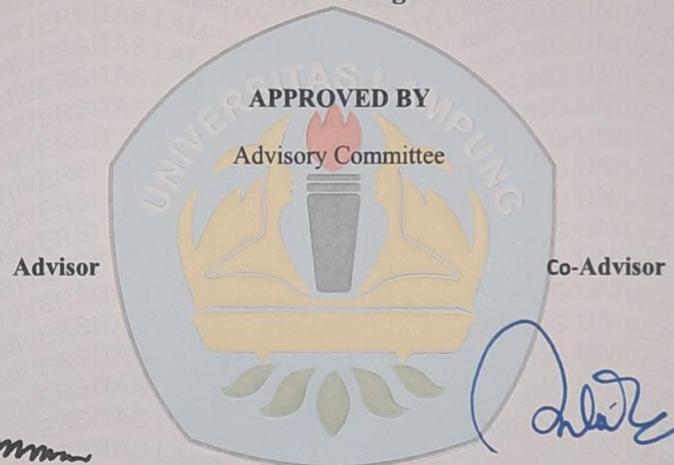
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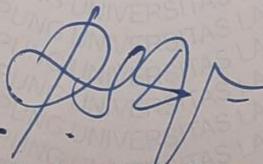
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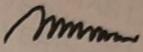
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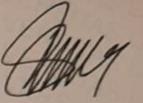
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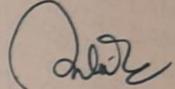
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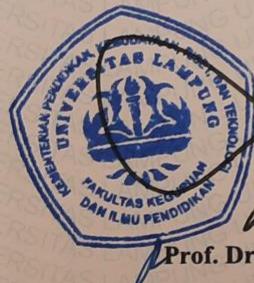
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Judul Skripsi	: The Correlation Between Student's Reading Motivation And Reading Comprehension Of The Eleventh Grade Students At SMAN 1 Terbanggi Besar	

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

Bandar Lampung, April 14th 2025
Yang membuat pernyataan,

Krisna Mahendra
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CURRICULUM VITAE

Krisna Mahendra was born in Yukum Jaya, Terbanggi Besar on Match 15th 2001. He's the fourth child of a sweet and loving of Sutrisno A.Md and Hadena Wati.

Krisna spent most of his lifetime in his little town, Yukum Jaya. His educational background began at SD Negeri 2 Yukum Jaya in 2007. In the said school, he was introduced to the basic education which was the root foundation of his knowledges. He then successfully graduated from the elementary school in 2013. In the exact same year, Krisna continued his education at SMPN 1 Terbanggi Besar and began to learn the knowledge of continuity from what he taught in elementary school. After graduated in 2013, he continued his education at SMAN Terbanggi Besar. There, he was introduced to what is organizational skills and gaining more relationships, bonding with more new friends. Graduated in 2016, Krisna proudly labelled himself as a student at the University of Lampung, Faculty of Education and Teacher Training, English Department..

With determination, faith, and motivation to grow and keep on learning, Krisna has succeeded in completing the final assignment of this thesis. Hopefully, by writing this final assignment, He hopes this thesis could contribute and give a positive impact to the world of education.

Finally, Krisna, as the writer expresses his deepest gratitude for the completion of the thesis entitled "The Correlation Between Students' Reading Motivation and Reading Comprehension of Eleventh Grade Student at SMAN 1 Terbanggi Besar.

MOTTO

Allah does not accept any act without knowledge, there is no knowledge without act, so whoever knows, knowledge leads him to act, and whoever does not act gets no knowledge, but belief is a little of a little.

(Imam Al-Sadiq)

Intelligence plus character, That is the goal of true education.

(Marthin Luther King Jr)

I believe, if there's faith, there's a way.

(Anonym)

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7. His beloved Mom, Hadena Wati, and beloved Dad, Sutrisno, for love and countless sacrifice, who have given him endless support and taught him how to be a good human being for others;

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10. His best friend: Dhimas Malik Nugroho for providing him a place to stay during his times in writing the undergraduate theses;

11. The principal of SMAN 1 Terbanggi Besar for the permission to conduct the research.

DEDICATION

This script is dedicated to: My beloved mother, My beloved Father

My beloved Brother and Sisters

My beloved Grandfather and My beloved Grandmother

My honorable lecturers in English Education Study Program

My spectaculer friends in English Department 2019

My Almamater, University of Lampung

CONTENTS

I. INTRODUCTION

1.1. Background

In the age of globalization, English has become one of the most prominent languages for a country's development in various aspects. It is necessary for a country's citizen to master English Language and its skill in order to compete in the higher level. Therefore, English education is very essential in this conversation since formal learning is still considered as the most promising education. The four skills that should be mastered in this matter are Reading, Writing, Speaking, Listening.

Reading is one of the prominent skills that should be acquired by the English Language learner to improve their fluency in speaking English. Debat (2006, p. 8) states that reading is very crucial for both ESL and EFL students in enhancing their speaking ability. Reading is a crucial skill for students of English as a foreign language (EFL) or second language (ESL). Dorkchandra (2010, p. 1) explains that reading is one of the language aspects for acquiring English as a second or foreign language (ESL/EFL), for educational success, and for developing professional skills.

Reading is the foundation of all academic learning as students receive information that can be applied to the next steps in the learning process. Reading helps children develop important language skill, explore new world, as well as enriching their knowledge and insight on many aspects. Patel and Jain (2008, p. 113) consider reading as an important life activity for updating knowledge. According to Pang, Muaka, Bambardt, and Kamil (2003, p. 6), Reading is about understanding the written text activity, its complexity, including both perception and thinking. To strengthen these statements, it can be argued that reading plays an important role in developing student knowledge. Therefore, the writer concludes that reading is an important foreign language ability (ESL/EFL) in the academic field.

There are five essential components of Reading; Phoenix Awareness, Phonics, Vocabulary, Reading Comprehension, and Fluency. Bahjat, Yamini, and Bagheri (2012, p. 99) elaborate the main concept in reading skill as 'Comprehension'. It is valued by both teacher and student because it is improves the language acquisition process and helps student read for a variety of purpose. Alqarni (2015, p. 161) considers reading as the process of not only deciphering a foreign to native language, but also transferring letters printed page verbally. The most successful readers are those who use cognitive strategies to better understand the text. (Bahjat, Yamini, & Bagheri, 2012, p. 99).

According to Christopher (2000, p. 1) students tend to have a low reading comprehension affected by their low motivation. He stated that the increasing of students' reading performance is heavily influenced by the high level of motivation students have in their learning process. In his research focus on the tenth grade students of West Ottawa High School, he found the indication of a high correlation between his two research variables; achievement motivation and reading comprehension. In conducting his research, Christopher used short story 'The Bet' by Anton Chekhov and reading test designed by Ivan Rusell for the tenth grader students. The findings could be useful for researchers and teachers in improving students' reading performance based on the correct learning method.

In regional level, two researchers in Thailand, Choosri and Intharaksa (2001), also conducted a study focus on the relationship between motivation and student's English learning achievement. The study resulted a positive relationship between the two variables. The findings of this study could be useful for teachers in conducting the effective teaching learning in order to improve the students' reading performance.

In Indonesia, English is the first foreign language introduced to the lower level graders until the university students' level. As Reading is the top priority in 2013 Curriculum, the highlight of the 11th grade curriculum is to demand the students to obtain the ability in comprehending multiple texts such as Report text, Narrative text, and Analytical Exposition text. According to the Ministry of Education and Technology (2005, p.2), Reading Comprehension is an important part of reading process. Furthermore,

enhancing reading comprehension could affect ESL and EFL learners to make greater progress and achieve better grades in all disciplines.

Unfortunately, the Indonesian students' reading comprehension performance needs to be developed. A study in 2016 by Central Connecticut State University of United State revealed Indonesia to be ranked at 60th of 61 countries when it comes to reading interests. This ironically shows the lack of individuals reading quality in Indonesia, or even indirectly show the probability of country's utilization on the available infrastructure is still considered to be poor. Furthermore, a data acquired from the Program for International Student Assessment (PISA) indicated that Indonesian Student Reading performance ranks 69th out of 74 countries, proves that Indonesian students' reading comprehension is inadequate. (PISA 2018: Insights and Interpretations, p.6). In consider to the study and data above, it can be concluded that Indonesian students' reading achievement is still on the lower level.

Apart from the role that intellectual ability and linguistic aptitude play in learning a second or foreign language acquisition, motivation is considered as an important factor in the success of language acquisition. It is considered as a goal-oriented, defined as a combination of effort and aspiration to achieve language learning goals (Gardner, 1985, p. 10). Motivation is also an important element of language performance related language outcomes that include the structure of linguistic knowledge such as vocabulary, grammar, pronunciation, four basic skills of language including listening, speaking, reading, and writing. (Gardner, 1985, p. 10).

The term of motivation itself can be divided into two forms; Intrinsic and Extrinsic (Ryan & Deci, 2000, p. 55). Both definitions can be taken from terminology. Intrinsic motivation is usually interpreted as being motivated by an interest in learning the task while Extrinsic motivation, on the other hand, is considered as a motivation that come from rewards or external factors of the task. (Kember, 2016, p. 22). The most commonly cited external rewards in higher education are degree earned, the work it may bring, or the resulting salary.

In the previous research field, a preliminary study was conducted in correlating motivation and students' reading achievement at SMAN 1 Terbanggi Besar in which

the research took eleventh grade students as a sample. The data collected on the previous research was using questionnaire to measure the students' motivation and then a reading comprehension test was distributed to find out the students' reading comprehension ability. From the research, it was found that there was significant correlation between students' motivation and their reading comprehension achievement. The study show that students' motivation had a moderate effect on their reading comprehension. The motivated students in learning English affected their willingness and participation commitment to read and learn. This research, however, was conducted during offline learning and the participants of the research was students who were learning in regular class which enticing me to conduct a research based on the current situation in which the students are re-adapting to offline learning after experiencing E-learning.

Looking back on the past situation start from March 2020, the Government of the Republic of Indonesia through the Ministry of Education and Culture has prescribed online teaching and e-learning processes as a panacea with the implementation of a physical distancing program to reduce the outbreak of the pandemic. This sudden change has raised many questions because of the quality of education that has resulted. (Gustiani, 2020, p.23). E-learning has been the subject of multiple researches in recent years. Rovai, Ponton, Wighting & Baker (2007) investigated student motivation in traditional classrooms and e-learning courses. Survey results show that students taught through e-learning are inherently more motivated than students going to traditional classrooms. They found that there was no difference between the three external measures of motivation or one motivation. Kim & W. Frick (2011) focused on changing student motivation while learning online. The results of their study showed that motivation during voluntary e-learning (SDEL) was the best predictor of positive changes in motivation. Safiyeh Rajae Harandi (2015) also investigated the impact of e-learning on student motivation and found an important link between e-learning and student motivation. As a result, shows that teachers use e-learning to motivate their students.

Cahyani (2020), Rachmat (2020) and Simamora (2020) in their study reported that students lacking motivation are greatly influenced by external factors such as learning environment, time learning time and supporting tools thereby affecting success. Since

online learning is done at home, many parents think they can always ask for help in cleaning up on their kids during online learning. Poor internet connection and facilities for accessing distance learning are also causes of frustration. In contrast, Fitriyani, Fauzi and Sari (2020) and Simamora (2020) suggest that intrinsic factors strongly motivate university students to study online. Their enthusiasm and ambition to learn and add new knowledge has led them to study hard, even online. In addition, resilience and favorable psychological state also help them succeed in online learning.

On the other hand, a collaborative study was conducted by students from Universitas Islam Negeri Walisongo, Universitas Negeri Semarang, and MA NU 06 Cepiring, Kendal to find out the percentage of reading interest during pandemic in Elementary school. From the research, it was found that during the COVID pandemic -19, the reading interest of primary school students has decreased. It is clear from the research results that primary school students tend to view reading as monotonous activity. Furthermore, reading activity tends to be done solely for teachers' benefit rather students interest. As a result, students begin to think of reading activities as an unhealthy routine, with no motivation or being enjoy.

In contrast to the previous study results mentioned, a data collected from The Digital Reader (2020, p.2) indicates that reading preferences have increased in India, Thailand and China. In addition, the publishing industry's revenue is still in the form of print books compared to e-books and audiobooks, although sales of these printed books are declining. Furthermore, Muhammad Syarif Bando, 2020, quoted by Antaranews.com, stated that that35%ofinterestinreadinghasincreasedduetotheCOVID-19pandemic. Interestingly, the National Library of Indonesia notes that there has been a significant increase in Indonesian reading preferences compared to 2017, from the previous average of only about 36.48% (2017) to 52.92% (2018) and 53.84% (2019).

Given the previous research findings and interesting facts regarding the inconsistent impact of motivation and reading during the Covid-19 pandemic especially in the context of higher education, this study is conducted to find out whether there is a correlation between student's reading motivation and reading comprehension of eleventh grade student at SMAN 1 Terbanggi Besar.

1.2. Research Question

In line with the background explained, the researcher formulates a research question as the main problem;

Is there any correlation between reading motivation and reading comprehension of eleventh grade students of SMAN 1 Terbanggi Besar?

1.3. Objective of the Problem

In line with the formulation of the problem, the objective of the study is;

To find out whether there is any correlation between motivation and reading comprehension of eleventh grade students at SMAN 1 Terbanggi Besar.

1.4. The Uses of the Research

1. Theoritically, the result of this study is expected to give useful information regarding the importance of students' reading motivation toward their reading performance as well as enlighting the reader about the possible cause of what affecting their motivation.

2. Practically, the result of this study is expected to enlighten teachers in improving the classroom interaction and activity by providing information regarding the cause of students' motivation and its effect on their reading achievement.

1.5. Scope of the Research

1. Subject of the research involves the eleventh grade of SMAN 1 Terbanggi Besar.

2. Subject of the research is the students' reading motivation and comprehension of reading text.

3. The texts used are based on Eleventh grade syllabus adopted to the basic competencies being taught.

4. The research was conducted at SMAN 1 Terbanggi Besar.

1.6. Definition of Key Terms

In order to clarify the key terms in this study, some definitions are put forward.

1. *Correlation*

   A mutual relationship or connection between two or more things. Cresswell (2012) define correlation as a statistical testing to measure the tendency or pattern of more than one variable or two sets of data to vary consistently. The goal of correlational research is to find out two or more variables relation.

2. *Reading Motivation*

   A motivational drive to read, an interest in the field of education. According to Mihandoost (2011, p. 18), motivation for active reading is an important entity for successful participation in the reading process, as it is an element that maintains student involvement throughout the reading process. Lay (20011, p.

5) quotes motivation as a set of beliefs, perception, values, interest, and action which are relatively close. Motivation can also be described as cognitive behavior (monitoring) or non-cognitive (beliefs, attitude, and perceptions) while it can also be classified as both aspect.

3. *Reading Comprehension*

The ability to read text, process it and understand its meaning. Snow (2002, p.11) describe reading comprehension as a process of simultaneously extracting and interpreting meaning through interaction and engagement with written language. It consists of three elements: the reader, the text, and the operational purpose of the reading. Reading Comprehension itself circle around 5 aspects concerned it skills. The list consist of main idea, supporting idea, reference, inference, and vocabulary.

II. LITERATURE REVIEW

The contents of this chapter are as follows: Previous Research Overview, Theoretical Review, Theoretical Assumption, and Hypotheses.

2.1. Previous Research Overview

Previous studies is very crucial for the researcher in conducting this study as the guidance. At least there are three previous studies that are related to the present study. The first study was conducted by Andimari (2012) in correlating motivation and students' reading achievement at SMAN 1 Terbanggi Besar entitled 'The Correlation Between Student's Motivation And Their Reading Comprehension Achievement At Second Grade Of SMAN 1 Terbanggi Besar in which the researcher took eleventh grade students as a sample. The data collected on the previous research was by using questionnaire to measure the students' motivation English learning process and then reading comprehension test was distributed to find out the students' reading comprehension ability. From the research, it was found that there was significant correlation between students' motivation and their reading comprehension achievement. The study result show students' motivation impacted a moderate effect on their reading comprehension. The motivated students in learning English affected their willingness and participation commitment to read and learn.

The second study was conducted by Kaharu (2013) entitled 'The Correlation Between Student's Motivation And Reading Comprehension In Reading English Text' in which the researcher focus on the result between two variables relationship are positive or not. The researcher conducted the study by using questionnaire and reading test distributed to the seventh grader students of SMPN 1 Batuda. Based on this finding there is positive correlation between students' motivation and reading comprehension in reading English text. The researcher decided this study is essential to the present study to measure the differences between junior highschool and senior highschool learner.

The third study was conducted by Yunus (2011) entitled 'The Contribution Students' Motivation toward Students' Reading Comprehension of the Second Year Students of MAN 2 MODEL Pekan Baru' in which the researcher used random sampling technique on 30 students. The result of this study indicated there was strong contribution between reading motivation and reading comprehension achievement.

2.2. Reading

Reading is the process of acquiring information from written or written text. Moreover, reading comprehension also requires the reader to have the skill to understand the meaning of the text. Nunan (2003) quotes reading as the fluency of a reader in deciphering information from a text and the background insight to create meaning. Plani (2012, p. 92) continues that reading is a process of reflection, evaluation, judgment, imagination, inference and problem solving. In short, reading is an active process of creating meaning and extracting meaning from a printed or written word as a means of comprehending what was read. Reading contain plenty aspects that should be acquired by the readers which are phonemic awareness, phonics, vocabulary, fluency, and comprehension. As children learn to read they must develop skills in all five of these areas in order to become successful readers. This research is focused on one of the five aspects of reading which comprehension.

2.2.1. Phonemic Awareness

It is students' ability to focus and manipulate sounds in verbal syllabus and words. It is related to exposure and experience of children in hearing and identifying similar word patterns.

2.2.2. Phonics

It is about the correlation between letters in the written language and individual sounds in the spoken language. Phonics assists children in developing critical word recognition skills

2.2.3. Fluency

It is the ability to read as well as speaking to make sense of the text without having to stop and decode each word. This aspect is related to the ability of reading with appropriate speed, accuracy, and expression.

2.2.4. Vocabulary

Vocabulary is one reading aspect that closely related to Comprehension. It is reading aspect that demands children to pre-reading word learning, repetition, and incidental learning.

2.2.5. Comprehension

Comprehension is the most complex cognitive process readers use to understand what they have read. Early readers develop text comprehension through a multiple techniques such as answering questions and summarization.

2.3. Reading Comprehension

Snow (2002, p.11) describereading comprehension as a process of simultaneously extracting and interpreting meaning through interaction and engagement with written language. It consists of three elements: the reader, the text, and the operational purpose of the reading.

In addition, reading comprehension is considered as the most advantageous ability to study any subject as it is the ability to not pronounce a passage correctly only but also to understand the message of a passage or text. According to Schoenbach et al (2012, p. 1820), Reading Comprehension is a complex problem-solving process in which the reader tries to understand the text not only from the words and phrases on the page but also from ideas, memories and knowledge evoked by those words and phrases.

Reading Comprehension itself circle around 5 aspects concerned it skills. The list consist of main idea, supporting idea, reference, inference, and vocabulary.

2.3.1. Main Idea

McWhother (1986:36) elaborate main idea as the topic sentence that tells the content of a written text. The main idea is very essential for writer to develop throughout the paragraph either it is explicitly or implicitly.

2.3.2. Supporting Idea

In line with main idea, supporting idea provides more specific information of paragraph. It is giving such specific definitions, examples, facts, comparison, cause and effect that is contained in the topic sentence.

2.3.3. Reference

Lattulipe (2009) defines reference as words or phrases that is placed either before or after the reference in the text. Reference functioned for reduce the unnecessary repetition of words or phrases in a text thus it is related to the use of pronoun.

2.3.4. Inference

Beech (2005) describes inference as an additional information that is already stated by the reader through the process of reading. Inference is heavily related to the conclusion of the reading material.

2.3.5. *Vocabulary*

Barnhart (2008) proposes that vocabulary is like a stock of e used by person. It is basically a fundamental aspect of reading related to the speaking skill to produce utterance of a reading material.

2.4. Motivation

Tella, Ayeni and Popoola (2007, p.2) state that motivation is a very important element of behavior. However, motivation is not the only explanation for behavior in which it interacts and works in concert with other cognitive processes. Harmer (2007, p. 27) propose that motivation is a kind of internal drive to encourage someone do something or to get something.

Furthermore, motivation is important in the cognitive process. Students' grades can be high or low, depending on the range of their motivation in which both internal and external motivation drive them to learn. Therefore, it is important for learners to learn well. In summary, if students are willing to learn, they will achieve results.

2.4.1 Forms of Motivation

Motivation can be distinguished into two forms, intrinsic and extrinsic. The following section will elaborate motivation in more detailed way.

2.4.1.1 Intrinsic Motivation

Deci and Ryan (2000, p. 56) define intrinsic motivation as behavioral motivation. It is means when a person essentially motivated when an activity is carried out for themselves and to enjoy the activity. On the other hand, Lile (2002, p.1) argues that intrinsic motivation is kind of motivation from within students because they want to learn. In other words, intrinsic motivation refers to motivation that comes from within personal rather than extrinsic reward.

2.4.2.2 Extrinsic Motivation

According to Lile (2000, p. 1), extrinsic motivated students learn for other reasons. For example, students perform to receive a reward, such as

graduating or passing a test or getting an item from their parents as a reward, or to avoid a penalty such as a failing grade. If students do not receive rewards or credit for their effort, and no feedback is given to students, most students' extrinsic motivation will begin to decline.

2.5. Reading Motivation

From reading activity perspective, motivation is an important element of reading. According to Mihandoost (2011, p. 18), motivation for active reading is an important entity for successful participation in the reading process, as it is an element that maintains student involvement throughout the reading process. Lay (20011, p. 5) quotes motivation as a set of beliefs, perception, values, interest, and action which are relatively close. Motivation can also be described as cognitive behavior (monitoring) or non-cognitive (beliefs, attitude, and perceptions) while it can also be classified as both aspect. Motivation is a vital aspect affecting the learning progress as it is one of the factors that determine students learning performance and achievement.

According to Wigfiled, John, Guthrie, and Karen (1996, p. 1), Reading Questioner (MRQ) can be used by English teachers for the following purposes: Know the changes in student reading activities that may be permitted during the year; can be used to create individual profiles of reading motivation. In addition, it can be used to compare different groups of children's motives or middle school. The Reading Motivation Questionnaire is designed to assess various aspects of child and middle school motivation. The motivational aspects of reading are: Reading efficiency, reading challenge, reading curiosity, involvement in reading, importance of reading, avoidance of reading, competition in reading, recognition of reading, reading of grades, social reasons for reading, and compliance (Guthrieet. Al. 1996, p. 9). The use of this reading motivation classification is to measure the achievement level of students' reading motives in various aspects of reading motives.

2.5.1 The Relationship of Reading Motivation and Reading Comprehension

Motivation is a very crucial in the learning process including in reading aspect. Both Intrinsic and Extrinsic motivation are relatively related to reading comprehension. Ryan and Deci (2000, p. 55) quote that there is possibility of a learner to have either Intrinsic or Extrinsic Motivation. Even though an extrinsically motivated student

get their motivation only for the reward, in the end they are basically try to comprehend the text. The differences is, while both Intrinsically and Extrinsically motivated student successfully comprehend the text, at the end the intrinsically student have the advantage in memorizing the context since they are interested from the beginning while extrinsically student usually forget about as they have achieve the goal which is rewards.

2.4. Theoretical Assumption

The research assumption of this study is based on the given previous facts and results provided by several researchers. From the previous studies it was found that variable A (Reading Motivation) has moderate effect on variable B (Reading Achievement) Thus the author assume that :

1. Reading performance of students is influenced by their motivation in reading
2. Students have the same background of level education

2.7. Hypotheses

The hypotheses of this study conducted in the forms of null and research hypotheses below:

A. H_o : There is no significant correlation between reading motivation and reading comprehension of the eleventh grade student.

H_a : There is a significant correlation between reading motivation and reading comprehension of the eleventh grade student.

2.8. Hypotheses Test

To test the hypothesis above, the author will use these criterions from Cohen, Minion, and Marrison (2007, p. 15) those are in the following:

a. When the p-output is higher than 0.05. The null hypothesis (Ho) is accepted. It means that the alternative hypothesis (Ha) is rejected.

b. When the p-output is lower than 0.05. The null hypothesis (Ho) is rejected, It means that the alternative hypothesis (Ha) is accepted.

III. RESEARCH METHOD

3.1 Research Design

Since the purpose of this study is to measure the relationship between two variables of reading motivation and reading comprehension achievement, the author choose explanatory research design. Explanatory research design is a kind of correlational design that is used when the researcher's goal is to investigate the extent in which the changes in one variable are reflected in the changes of the other. (Cresswell, 2012, p. 340). Explanatory research designs elaborated as a sample between two variables or more.

The procedure of this study are; first, identifying students' reading motivation by using questionnaire. Second, distributing a reading test as both of instruments result used by the author to find the correlation between variables through SPSS. Finally, Elaboration and interpretation of the results is discussed. The research design is as follows:

Table 1

Research Model

Source : Cresswell (2012, p. 341)
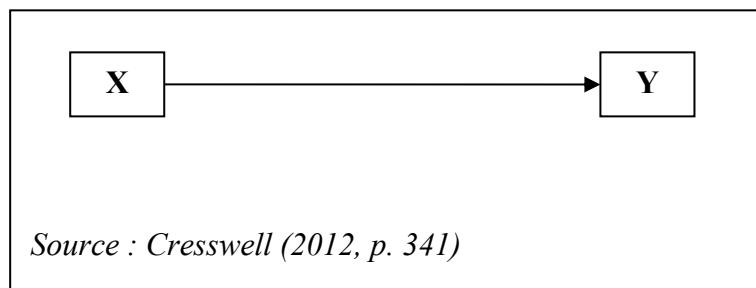
In which;   X: Reading Motivation

Y: Reading Comprehension Test

3.2 Research Variables

Variables generally described as *independent* and *dependent.* Fraenkel, Wellen, and Hyun (2012, p. 111) propose independent as a presume to effect or influence at least

one other variable, which in this case, is known as dependent variable. In simple words, the situation of dependent variable is affected by the independent variable itself. In this study, reading motivation stands as the independent variable while reading comprehension achievement stands as dependent variable.

Independent variable (X) Reading Motivation	⟷	Dependent Variable (Y) Reading Comprehension

3.3 Population and Sample

The participants in this research study are eleventh grade students, ranging in age from sixteen to seventeen years old in SMAN 1 Terbanggi Besar. The sample is chosen one class randomly from a total of 12 classes or called Random Sampling. Fraenkel and Wallen (2006, p. 26) quote that cluster random sampling is about sampling in selection of group, or clusters, of subjects instead of individuals. They also mention that cluster random sampling is useful when researcher face difficulties in selecting purposive of individuals, often easier to implement it at school, and is less-time consuming.

Cluster random sampling is applied by random selecting one cluster. The cluster was selected by randomizing lottery with the names of the clusters that was used as research object. After that, one is selected randomly and designated as the object of the research. The author use random cluster sampling in this research because it is suitable since its goal is to investigate the correlation between reading motivation and reading comprehension achievement.

3.4 Research Instrument

This research consists of two variables, first is reading motivation and second is reading comprehension. Thus, this research use two instruments which, one, to measure students motivation and, two, to assess their reading comprehension.

3.4.1 Reading Motivation Questionnaire

In determining the students' reading motivation, the author use MRQ propose by Allan Wigfield, John T, Guthriea, and Karen Mcgough. (1996, p. 11). The original questionnaire consists of 53 questions and its goal is to find out which student is motivated to read. The questionnaire is translated in Indonesian to make it easier for students in answering the questionnaire.

Table 2

Motivation Reading Questionnaire Items

Categories	Dimensions	Number of Items	Sample of Item
Competence and efficacy beliefs	Self-efficacy	3	I'm a good reader
	Challenge	5	I like, hard challenging books
	Work avoidance	4	I don't like reading something when the word are too difficult
Goals for reading	Curiosity	6	I like to read about new thing
	Involvement	6	I make picture in my hand when I read
	Importance	2	It is important to me to be a good reader
	Recognition	5	I like having the teacher say I read well

	Grade	4	I read to improve my grade
	Competition	5	I like to finish my reading before the other students
Social purpose of reading	Social	7	I talk to my friend about what I'm reading
	Compliance	6	I read because I have to
Total		53	

Source : Wigfield, John, Guthrie, and Karen 1996

MRQ is used with the range start from 1 to 4. It is consist of *very different from, a little different from me, a little like me,* and *a lot like me*. The score of the items elaborated as follows:

Table 3

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. 1996.

3.4.2 Reading Comprehension Test

This data collecting technique used to assess the students' reading comprehension achievement. The aim of this test is to expose the students' strength and weakness

in their reading comprehension performance. The reading test instrument is created by the author in the form of multiple choices.

Table 4

The Indicator of Reading Comprehension Test

Main idea	8, 27, 36
Specific information	1, 2, 3, 4, 5, 18, 20, 21, 29, 30, 31, 32, 33, 34, 35,
Inference	6, 7, 9, 26, 28, 40, 43, 44, 45
Vocabulary	10, 11, 12, 13, 19, 22, 37, 38, 39,
Reference	15, 16, 17, 23, 24, 25, 41, 42,

3.5 Validity and Reliability

Before officially conducting the instrument, the researcher focus on the validity of test used first. In this research study, there are two process in finding the validity and reliability of the instrument; Questionnaire and Reading test.

3.5.1 Validity

According to Cresswell (2012), Validity is the development of sound evident to demonstrate that the test interpretation matches it was proposed used. There are two kinds of validity, content validity and construct validity.

A. Content Validity

Content validity deals with learning materials based on the curriculum level. According to Cohen (2017), the purpose of content validity is to indicates the instrument that is in accordance to the curriculum, teaching material, and expected learning outcomes. The content of the test in this research is created by the author while consider the material in Eleventh grade.

B. Construct Validity

Construct validity correlates to the process of the test object which needs to be measured based on the concepts specified in the instrument. This research focus on the reading motivation and reading comprehension, so that means the instrument should be consist of reading motivation and reading comprehension

test. To measure the level of motivation of learning student, the author will use motivation MRQ questionnaire consist of 28 items propose by Allan Wigfield, John T, Guthriea, and Karen Mcgough. (1996, p. 11). The comprehension test will be conducted by answering 45 question items in the form of multiple test by considering the aspects of main idea, specific information, inference, vocabulary, and reference.

3.5.2 Reliability

Cohen (2007) explains that reliability in quantitative research is essentially a synonym for dependability, consistency, and replicability over time, over instruments, and over group respondent. In this case, the author tried out the reading comprehension test first before actually collect the data.

a. **Motivation Questionnaire Reliability**

In this research, the author use motivation MRQ questionnaire items designed by Guthriea (1983) to know students motivation. Originally, the MRQ designed by Guthriea containing 82 items. These items were used to determine the scale motivation of fourth and fifth graders in an elementary school in the fall and the spring of a school year. After being analyzed by Wigfield & Guthriea (1995), 29 of the original 82 items were eliminated. Thus, the latest version of MRQ consist of 53 items can be considered as a reliable instrument as it had been tested out by Wigfield and Guthriea. These reliabilities give extent indications on each scale items cohere; values are greater than .70 are preferable.

b. **Reading Comprehension Test Reliability**

In this research, the reading comprehension test instrument is created by the author which consists of 26 items in the form of multiple choices.

Table 5

According to Arikunto (2012), the level of reliability as follows:

0.0 - 0.20	Low reliability

0.21 – 0.40	Sufficient reliability
0.41 – 0.70	High reliability
0.70 – 1.0	Over reliability

Source : Arikunto, 2012

If the index facility value is between 0.30 and 0.70, the item can be accepted (reliable). If the index of facility value is lower than 0.30 or higher than 0.70 the test is rejected because the test items are too easy or difficult for students.

To determine the reliability of the instrument, the researcher will takes try out by using Cronbach Alpha method in which if the value is greater than 0.70, the items can be considered as reliable.

After all the formula has been objectively analyzed, then the criteria of discrimination power identified as they are seen below:

Table 6

Discriminating Power Criteria

0.0 – 0.20	Poor discrimination power
0.21 – 0.40	Sufficient discrimination power
0.41 – 0.70	High discrimination power
0.71 – 1,0	Excellent discrimination power
(—)	Bad item (should not be taken into account)

3.6 Collecting Data

This research is quantitative. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support refute alternative knowledge claims. (Leedy & Ormrof, 2001). Moreover, Williams (2011) explains that a quantitative research starts with a statement of a

problem, generating research question, reviewing related literature, and a quantitative analysis of data.

The researcher use two instruments in collecting the data, first is motivation questionnaire and second is reading comprehension test.

3.6.1. Analysis of Reading Motivation Questionnaire

In collecting the data through MRQ questionnaire, the research determine the level of students reading motivation with the Mean score. After that, the researcher divide the students reading motivation into three levels. The level are high, moderate, and low motivation.

Table 7

Categories of Reading Motivation

Score Interval	Categories
15 - 30	Low motivation
31 - 41	Moderate motivation
42 - 48	High motivation

If the indicator score marked from 53-106, it means the motivation is low. If the indicator score marked from 107-160, it means the motivation is on medium level. Those who belong the score 161-212, it means the students have a high reading motivation.

3.6.2. Analysis of Reading Comprehension Test

The correct answers is calculated in collecting the data through Reading comprehension test. The correct answer is scored by 1 and the incorrect answer isscored by 0. After that, the result of the test was ttaken from the numbers of the correct answer divide to the total of test item (26) times 100.

The researcher divide the level of students' test result based on the percentage range and qualifications of students' score to find out whether students has very poor, poor, average, or very good performance.

Table 8

Students Achievement Range

No	Percentage Range	Qualification
1	86-100	Very good
2	71-85	Good
3	56-70	Average
4	41-55	Poor
5	0-40	Very poor

3.7 Data Analysis

The data is analyzed to know whether the independent variable (reading motivation) has significant correlation with the dependent variable (reading comprehension). In this research, a Statistical Package for Social Science (SPSS) application program was used to calculate the data. Furthermore, the procedure in running the program as follows:

1. Open the SSPS application. In 'Variable View', set the data type first.
2. After that, enter the data in the 'Data View' according to the variable column that was created.
3. Click the Analyze > Correlate > Bivariate
4. Then, move the X and Y variables to the 'Variables' box.
   - In 'Correlation Coefficients' check 'Pearson'.
   - In the 'Test of Significance' check 'Two-Tailed'
   - Finally, check 'Flag Significant Correlation'. Then click 'OK'.
   - Lastly, the result will appear. Look at the city 'Correlation.'

After testing using the SPSS, the results collected then interpreted to see whether the data tested for correlation has a relationship or not. First, find the *r*-table value, Adjust to the conditions df (N). 'N' is the number of sample data tested. After input it to the

formula, then look for the *r*-table value in the *r*-table data. Lastly, compare the *r*-count with *r*-table and then interpret it according to the test criteria.

3.8 Try Out Results

In order to find out the validity and reliability of both instruments, SPSS 29th version for windows was used.

3.8.1. Students' Reading Motivation

The MRQ test was tried out to find either the instrument is valid and reliable. The try out was conducted in XI IPS 4 and there were 18 students were participated.

A. MRQ Validity

Pearson Correlation was used to measure the validity of the questionnaire items in which; if *r-count>r-table* and *p-value*< 0.05, then the instrument can be considered as valid. As for this study, there were 18 respondents participated thus the r-table is marked on 0.468 (significance of 5%)

The result shows that among 28 questionnaire items distributed, 16 items were eliminated while 12 questionnaire is considered as valid.

B. MRQ Reliability

Cronbach Alpha method was used to measure the reliability of the questionnaire items in which; if Cronbach Alpha value > 0.70 it means the instrument can be considered as reliable.

The results shows, 12 final items can be considered as reliable as the Cronbach Alpha value exceed 0,70 (0.869)

Table 9

Reliability Statistics

Cronbach's Alpha	N of Items
.869	12

3.8.2. Reading Comprehension Test

The try out was consist of 45 items in total and was conducted in XI IPS 4 in which 18 students were participated.

A. Reading Test Validity

Pearson Correlation was used to measure the validity of the questionnaire items in which; if *r-count>r-table* and *p-value*< 0.05, then the instrument can be considered as valid. The result shows that among 45 items, 19 questions were eliminated while 26 items can be considered as valid.

B. Reading Test Reliability

Cronbach Alpha method was used to measure the reliability of the questionnaire items in which; if Cronbach Alpha value > 0.70 it means the instrument can be considered as reliable. The results shows, 26 final items can be considered as reliable as the Cronbach Alpha value exceed 0.70 (0.963).

Table 10

Reliability Statistics

Cronbach's Alpha	N of Items
.963	26

3.9 Normality and Linearity Test

Normality and Linearity test was conducted prior to the data using analysis through SPSS 29th version for windows. In terms of correlation and regression, it was necessary to know whether the data was normal and linear for each variable.

3.9.1. The Result of Normality Test

The data were interpreted as normal if *p-value*> 0.05. if *p-value*< 0.05, it means the data are not normal. One-Sample Kolmogorov-Smirnov test was used to see the normality of the instrument. The result of normality test shown in table 14 indicate that the data from each variable were all normal since the *p-values* (0.525)

for reading motivation and 0.32 for reading comprehension achievement were higher than 0.05.

Table 11

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Reading Motivation	Reading Achievement
N		18	18
Normal Parameters[a,b]	Mean	39.28	74.89
	Std. Deviation	4.992	9.342
Most Extreme Differences	Absolute	.135	.214
	Positive	.087	.137
	Negative	-.135	-.214
Test Statistic		.135	.214
Asymp. Sig. (2-tailed)[c]		.200[d]	.029
Monte Carlo Sig. (2-tailed)[e]	Sig.	.512	.028
	99% Confidence Interval Lower Bound	.500	.023
	Upper Bound	.525	.032

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

In conclusion, both instruments used in this research are normal.

3.9.2. The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If its value is higher than 0.05, it means the two variables are linear. The result showed that, the deviation from linearity between reading motivation and reading comprehension was 0.309.Therefore, both of the data were linear for each correlation and regression so the author conclude that both instruments are linear.

Table 12

Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Achievement * Reading Motivation	Between Groups	(Combined)	1314.778	12	109.565	3.242	.102
		Linearity	710.352	1	710.352	21.016	.006
		Deviation from Linearity	604.425	11	54.948	1.626	.309
	Within Groups		169.000	5	33.800		
	Total		1483.778	17			

V. CONCLUSIONS AND SUGGESTION

The chapter of this research presents (1) Conclusion, and (2) Suggestions.

5.1. Conclusions

After the research was conducted at the eleventh grade students of SMAN 1 Terbanggi Besar, the major finding is summarized as follows.

First, according to the result of reading motivation scale (MRQ), the level of eleventh grade students' reading motivation was at the level of moderate. Then, the result of reading motivation achievement indicated that their reading comprehension belonged to average category.

Second, based on the result of Pearson product moment correlations between reading motivation and reading comprehension achievement is 0.692, in which classified as high correlation. The research's result can be interpreted that students' motivation had a great contribution toward their reading comprehension achievement. Finally, it can be conclude that there's a correlation between reading motivation and reading comprehension of eleventh grade students of SMAN 1 Terbanggi Besar.

5.2. Suggestions

Based on the previous conclusions about the findings of this study, the researcher would like to suggest the students to keep building their motivation in the context of reading so it will give positive contributions on their reading comprehension. Not only for students, but also the teachers in motivating their students more about the importance of reading to contribute their role as a motivator for students.

The researcher also would like to propose a recommendation to English teachers as teachers should take more efforts in developing students' motivation and encourage them to practice more related to the reading material. When applying this activity teachers should be able to create an effective and attractive learning related to their teaching method and class control. Teachers also need to apply some reading strategies which is in accordance towards students' prior knowledge in order to trigger their motivation.

Lastly, the researcher also would like to recommend other researcher to conduct such research upon other basic language skills (speaking, listening, and writing) in order to draw a holistic picture related to reading motivation and reading comprehension.

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