



**THE CORRELATION BETWEEN THE STUDENTS' MOTIVATION IN
LEARNING ENGLISH AND THEIR READING COMPREHENSION AT
THE EIGHTH GRADE STUDENTS OF SMPN 2 LEMBAH MELINTANG**

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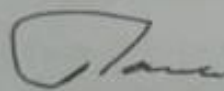
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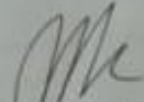
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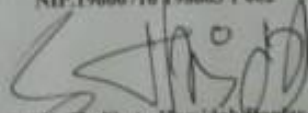
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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

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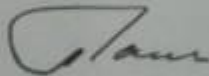
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Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqosah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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ABSTRACT

Puspita Karolina, Registration Number: 0304161065. The Correlation between the Students' Motivation in Learning English and Their Reading Comprehension at the Eighth Grade Students of SMPN 2 Lembah Melintang, Department of English Education, Faculty of Tarbiya and Teacher Training, State Islamic University of North Sumatera 2020-12-2.

This research aimed to find out there is correlation between students' motivation in learning English and their reading comprehension students of SMPN 2 Lembah Melintang. The research methodology was quantitative research by using correlational method. The population of this research was eighth grade students of SMPN 2 Lembah Melintang. The samples of this research were 30 students of SMPN 2 Lembah Melintang used simple random sampling. The instruments of this research students' motivation questionnaire and reading comprehension test. After analyze the data used statistic calculation, the results of this research showed that there was positive significant correlation between the students' motivation in learning English and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang. Which $r_{\text{observed}} = 0,963 > r_{\text{table } 5\%} = 0,361$.

Keywords: Students' motivation, Reading comprehension

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Finally, the writer realizes that this thesis is still far from perfect. Thus, comments, critics and suggestions for better future studies will be openly appreciated. The author hopes that this research will make a positive contribution to the development of education, readers and other researchers.

Medan, 2nd December 2020

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

According to curriculum 2013, the objective of teaching reading comprehension for junior high school students is that the students are expected to be able to respond the meaning and the rhetoric in a short essay accurately, fluently, and acceptable to communicate in daily life in the descriptive, recount, narrative, report, and procedure text. The students are expected to have skills in reading such as: finding the main idea of paragraph, understanding the supporting idea, and making concluding sentence, and etc.¹

However, the above objective has not yet been achieved because students have low reading comprehension. This can be proved by the fact that it is still difficult for students to locate the key concept of the paragraph. Finding the main idea of a paragraph is one of the most essential specific skills of comprehension. The main idea is the meaning of the paragraph, or rather what the author is trying to get across the reader. In other words, that's what the author wants the reader to know about. The main idea is the important idea that the author has developed throughout the paragraph. An example of finding a key idea can be illustrated in the following question: what words are the main ideas of the text.

¹ Kementrian Pendidikan dan Kebudayaan, (2017). *Silabus Mata Pelajaran Bahasa Inggris SMP/MTS*. Jakarta, p. 4

In addition, the supporting idea of the paragraph is still difficult for students to understand. Supporting or specific information shall develop the theme sentence by providing definition, examples, comparison of facts, analogy, cause and effect statistics and quotation. The question of finding supporting facts is as follows: who the text's character is. The students can't make concluding sentence. The last sentence in the paragraph is the concluding sentence. It refers the readers' attention to the topic sentence, and if there are more paragraphs that follow, the concluding sentence may offer some kind of a transition to the next paragraph. The purpose of concluding sentence is to summarize the argument you just made in your preceding paragraph.

There are several factors that can affect students' poor reading comprehension abilities. Externally, there are several factors: teaching method, teaching material, teacher performance, media, and etc. While internal factors include: talent, interest, IQ, including motivation.

Motivation is closely correlated with reading comprehension because the students need motivation in learning process especially in reading comprehension. When students are motivated to read, they are more likely to be engaged in reading and therefore comprehend better. If students can understand the text, they will increase their reading comprehension. Students who are highly motivated to read will have better reading comprehension, while those with low motivation will have less reading comprehension. Therefore, the researcher is interested in conducting a study on: *“The Correlation between the Students’*

Motivation in Learning English and Their Reading Comprehension at the Eighth Grade Students of SMPN 2 Lembah Melintang”.

A. The Identification of The Problem

In the line with the background of the study above there are problems that can be identified as follows: (1) The factors which can affect students' motivation of the eighth grade students of SMPN 2 Lembah Melintang, (2) The effect of reading comprehension of the eighth grade students of SMPN 2 Lembah Melintang, (3) The effect of students' motivation and reading comprehension of the eighth grade students of SMPN 2 Lembah Melintang, (4) The correlation between the students' motivation and their reading comprehension of the eighth grade students of SMPN 2 Lembah Melintang, (5) And etc. A lot of problems that can be investigated, the researcher would like to limit them.

B. The Limitation of the Problem

Based on the identification above, there are many factors that can influence the reading comprehension. The students' reading comprehension can be affected by internal and external factors. The external factor such as: Teaching method, the material, teacher's performance, the media and etc. From internal factor such as IQ, talent, interest, and including motivation. Motivation is one of the internal factors influencing learning to reading comprehension. Motivation also correlated with students reading comprehension because students may find difficulties in understanding a text so they need a high motivation to keep

trying and fix the problem. Therefore, the researcher limit only on the correlation between students' motivation and reading comprehension.

C. The Research Questions

Based on the background above, the writer find the problem is: Is there any significant correlation between the students' motivation in learning English and their reading comprehension?

D. The Objective of the Study

Based on the research question above, the objective of the research is to find out whether there is a significant correlation between students' motivation and their reading comprehension.

E. The Significance of the Study

Theoretically, the outcome of this study is useful in enriching the theory of reading comprehension.

Practically, the results of this research are useful for: (1) The students, the result of this study, are useful in increasing the reading comprehension by students. (2) The outcome of this research is useful for English teachers to help students improve their understanding of reading. (3) The outcome of this research can be useful for stakeholders to make policies to improve understanding of teaching reading. (4) Other researchers, the outcome of this study will be useful for further research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

There are two kinds of theories to be described in this chapter: reading comprehension theory and motivation in learning English theory.

1. Reading Comprehension

Reading comprehension is the ability of the reader to understand the text they are reading. The reader needs a great deal of effort to understand the text, because each person has different background knowledge. According to Debbie Miller, reading comprehension is the creation of the context of a written text through a mutual exchange of ideas between the reader and the message in a specific text.² This process takes place in the mind of the reader, in which the ideas of the reader and the ideas of the text interact in order to construct meaning.

A very complex task is reading comprehension.³ Understanding means understanding what has been read. It is an active process of thinking that depends not only on the ability to understand, but also on the experienced and prior language of the students. Understanding includes understanding the language, seeing the link between words and concepts, the main idea, knowing the intent of the author, making judgment, and assessing.

² Debbie Miller, (2013). *Reading with Meaning: Teaching Comprehension in the Primary Grades*. USA: Stenhouse Publishers, p. 23

³ Larry Lewin, (2003). *Paving the Way in Reading and Writing*. USA: JOSSEY-BASS, p. 2

Reading comprehension is the ability to convey ideas from a written text. Reading comprehension is not a static competence, it varies according to the purpose of reading and the text in question.⁴ Kennedy says that, there are three primary skills of reading comprehension namely: (1) Literal comprehension is refers to the ideas and facts that are directly stated on the printed page. Literal reading places a lot of emphasis on what the writer says. It requests the ability to locate specific facts, to identify events directly described, to answer questions on the basis of the facts, to classify or categorize the information provided and to summarize the details expressed in the selection. (2) Inferential comprehension is referred to as "cross-line reading". This means that students want to get inferences, imply meaning, and have to read between lines from the reading material. (3) Critical comprehension requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and an active creative search for false statements through judgment. This means questioning, comparing and evaluating.⁵

⁴ Kristin Lems, Leah D.Miller, and Tenena M.Soro, (2010). *Teaching Reading to English Language Learners*. New York: The Guildford Press, p. 170

⁵Ibid. p. 24

In surah Al-Alaq verse 1-5, Allah SWT proposed the holy Al-Qur'an:



Meaning: *Read! In the name of thy Lord and Cherisher, Who created. Created man, out of a (mere) clot of congealed blood. Read! And the Lord is Most Bountiful. He Who taught (the use of) the pen. Taught man that which he know not.*⁶

The above verse implies that, students should expect to be more involved and imaginative in expanding their knowledge in order to get more speech or to get more information they have to read, since reading requires different types of information with different backgrounds of knowledge to give students a change in learning.

Based on the explanation above, the writer concluded that reading comprehension is the ability to understanding a text and get meaning from the text, and construe it with the intent of the reader.

2. Motivation in Learning English

⁶ Ratika Rizki, (2013). *The Implementation of story Map Strategy in Increasing Students' Skill in Reading Comprehension*, Medan: State Islamic University Of North Sumatera, p.13-14

Motivation just a simple word but it is complicated to define. Motivation is the important aspect to doing certain activities can be success. On the holy Al-Qur'an in surah Al-Insyirah verse 5-6, Allah SWT suggested:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Meaning: *“For indeed, with hardship there will be ease (5) Indeed, with hardship there will be ease (6)”*.⁷

Allah says in these two verses that any problem or obstacle will always have a way out. And this underlines that motivation is both an essential and vital aspect of human life.

Santrock, says that motivation related about the process with power, direct and support behavior.⁸ Motivation is inferred from the foregoing conditions and the consequent response. S. Nasution says Motivation is an attempt to provide conditions such that something is accomplished by another.⁹ This condition will bring him to his goal. He tends to do anything until he gets what he wants.

⁷ Al Quran Al Karim, Semarang: Maktabah Siful Waj, p. 537.

⁸ Andimaro Purbo dkk, (2012). *The Correlation Between Students' Motivation and Their Reading Comprehension Achievement at Second Grade of SMA Negeri 1 Terbanggi Besar*. Lampung: Universitas Lampung, p. 3

⁹ S. Nasution, (2010). *Didaktik Asas-Asas Mengajar*. Jakarta: Bumi Aksara, p. 73

Motivation as an inner feeling, it's the drive that someone has to do something.¹⁰ Woolfolk stated that motivation as an internal state that stimulates, directs and sustains behavior.¹¹ The purpose of motivation is to awaken and keep desirability in doing activities toward goal till it is achieved. It can also be said that motivation is a push when someone is in a bad situation.

Abdur Rachman Abror says that motivation considered of its formation can be divided into two, innate motivation and learned motivation. Innate motivation is considered to be a motivation that has been consistent with someone since he or she was born without necessarily learning. The examples of this motivation such as: motivation to eat, to drink, to work, to rest, etc. This motivation is also named as Psychological Drives. Learned motivation comes from a need to learn, for instance, to learn a certain branch of science. This motivation is often referred to as the needs of an affiliate.¹²

Motivation as the degree to which a person, because of a desire to do so and the pleasure experienced in this practice, works or strives to learn the language. More specifically, motivation is designed to subsume three

¹⁰ Lisa Hsu, (2006). *The Impact of Perceived Teachers' Nonverbal Immediacy on Students' Motivation for Learning English*. Taiwan: National Taichung Institute of Technology.

¹¹ Abdur Rehman, dkk. (2014). *The Role of Motivation in Learning English Language for Pakistani Learners*. Pakistan: University of Lahore, Sargodha Campus.

¹² Mohamad Khoirul Manan, (2017). *The Correlation between the Students' Motivation In Reading English Textbooks And Their Achievement In Reading Comprehension*. Semarang: Walisongo State University, p. 22

components, motivational intensity, a desire to learn the language, and an attitude towards learning the language.¹³

Gardner and Lambert stated that, generally there are two types of motivation: integrative motivation and instrumental motivation. Instrumental motivation is a desire to learning language for reach out the instrumental goals, such as: position, good job, status, a career. Integrative motivation is related to a desire to integrating into target language. While integrative motivation, students want to be interested by the culture of target language community, then strong of integrative motivation, the students hope to integrating them into the culture.

According to Denci, generally there are two aspects of the motivation that are naturally motivated and extrinsically motivated. Intrinsically motivation is an activity that except activity itself, there is no real reward. People involved in activity itself and not need for external reward. The purposes of intrinsically motivation are that giving certain consequences internally rewarding such as: self-determination and feeling of competence.¹⁴ So, individuals who have intrinsic motivation can do things happily and sincerely without any intention of reward or worry about punishment.

¹³ Sayid Dabbagh Ghazvini and Milad Khajehpour. (2011). *Attitudes and Motivation in learning English as Second Language in high school student*. Iran: Islamic Azad University.

¹⁴ Evi Ratna Sari, (2017). *The Correlation Study Between Students' Motivation and Reading Comprehension of the Fourth Semester Students of the State Islamic Institute of Surakarta*. Surakarta: IAIN Surakarta, p. 30-31

The opposite of intrinsic motivation is extrinsic motivation. Extrinsic motivation is the result of factors outside the individual. Extrinsic motivation applies to the execution of an action to obtain results or to expect punishment.¹⁵ On the other side, extrinsically motivation is made to anticipate rewards from outside, also from itself. The kinds of extrinsic reward such as: gifts, values, and others positive feedback. For the example Students who study hard to get a good mark or inspire the performer to win the match and to beat others.

Motivation is necessary for learning. By giving more precise motivation to students, the lesson will be more successful. Motivation is an integral learning condition that will make the learning outcomes optimal. The lesson would be more effective by providing more specific encouragement to students. There are three motivational functions: (1) to inspire people to do so. It acts as a driver or an energy-releasing motor. In this situation, inspiration is the driving force for any activity to be performed. (2) For the assessment of the course of action. It's the direction of the goal. Motivation can therefore provide direction and activities that need to be carried out in accordance with the objectives. (3) Choose the actions. Actions that determine what needs to be done in harmony in order to achieve the objective by eliminating actions that are not useful for that purpose. Furthermore, there are also other motivational features. Motivation can serve as an incentive to effort and achievement. Students who have a good motivation to learn will have a good result.

¹⁵Muhammad Ridwan Al Aziz, (2015). *Correlation Between Students' Religiousness and Their Motivation in Learning*. Semarang: Walisongo State Islamic University, p. 31

Ur, states that there are some others characteristics of motivated learners those are: (a) Positive Task Orientation: the students are ready to complete task and challenge, and have confident in their goals. (b) Ego-Involvement: Students feel involved in achieving the target or learning to boost their positive image. (c) Need for Achievement: students need to be able to perform, overcome challenges and excel in what they set out to do. (d) High Aspiration: students are very competitive in terms of career challenges, high skills, and high grades. (e) Target Orientation: students are very aware of learning objectives or unique learning experiences and direct their own efforts to achieve them.¹⁶

The researcher inferred from the above description that motivation is part of the closely linked feelings that accomplishment is to do something.

According to Hamalik, Learning is characterized as the type of individual growth or change that is represented by new action as the result of experience and practice. He adds that the samples of behavior are: changing from unknowing to knowing, appearing some new understanding, changing in attitude, skill, emotional, and etc.

According to Slameto learning is an effort which is done by someone to get as a result of their experience of communicating with their surroundings, a new change of actions on the whole.¹⁷ Brown stated that there

¹⁶ Murniasih, (2013). *The Correlation Between Students' Motivation in Reading and Their Reading Speed*. Jakarta: Syarif Hidayatullah State Islamic University, p. 17

¹⁷ Dani Mela Ratnasari, (2011). *Students Learning Style*. (Purwokerto: Universitas Muhammadiyah Purwokerto, p. 5

are seventh components in definition of learning, those are: (1) Learning is a change in behavior, Learning shall be learned or acquired;(3) Learning shall be the retention of knowledge or skills;(4) Retention shall include storage system, memory, cognitive organization;(5) Learning shall be reasonably permanent, but subject to forgetfulness; Learning involves certain forms of practice, possibly reinforcing practice(7) Learning requires active, mindful concentration and action on activities outside and within the body.¹⁸ In addition, Learning will carry out a change to students. The change is not only related to the knowledge improvement, but also form as skill, attitude, interest, aptitude, and the character adapting.

From the explanation above, the researcher concluded that learning is an active process through learning activities such as reading, writing, listening, speaking, and the others. It happens with awareness from previous exercise and experience as the result of individual interaction with the study object with their sense.

The mother tongue of many people in the world is English. The number of people who use English as a second or third language is increasing. English is a foreign language used throughout the world by all individuals.

Yule stated that English is a crucial role to develop status in country.¹⁹

English became as international language. Moreover, English also becomes

¹⁸ H.D. Brown, (2008). *Principles of Language Learning and Teaching*. New York: Prentice Hall Regents, p. 8

¹⁹ Edi Suprayitno, (2013). *The Survey of Students' Difficulties in Learning English Skills at the Eighth Grader Junior High School on Sumbergempol District in Tulungagung in Academic Year 2013-2014*, p. 5

the substantial window on the world. It means that English gives us the view of the kind progresses taking place in the world. English is used by people around the world to communicate with other people. English is a system of arbitrary conventionalized signs, vocals, sounds or marks through gestural oral or written symbol that enable people communicate intelligibly with one other.

Learning English is a study of one of the four foreign languages. Listening, reading, writing, and speaking are the skills. All the skills that have to learn for students.

From the explanation above, the researcher concluded that the motivation for learning English is any kind of dimension that plays an important role in the success of learning English, such as reading, writing, speaking and listening.

B. Related Study

The studies that are related to reading comprehension are:

1. Sari,²⁰ conducted a research about “*The Correlation Study between Students’ Motivation and Reading Comprehension of the Fourth Semester Students of the State Islamic Institute of Surakarta*”. A correlational technique is the approach used in this analysis. The population in this research is all of the fourth semester students of the State Islamic Institute of Surakarta. The researcher uses cluster random sampling to take samples. The samples are made up of 35 students.

²⁰ Evi Ratna Sari, *The Correlation Study Between Students’ Motivation and Reading Comprehension of the Fourth Semester Students of the State Islamic Institute of Surakarta*.

The tools used to collect data are student motivation questionnaires and a reading comprehension test. The researchers used Pearson Product Moment and Multiple Linear Formula to analyze the results. The outcome of the study shows that there is a strong correlation between the students' motivation and the reading comprehension.

2. Ikhsan,²¹ conducted a research about "*The Correlation Between Students' Motivation and Their Reading Comprehension of Eight Grade Students at State Junior High School N 4 Muaro Jambi*". His correlational analysis by product moment correlation methodology was used. In this study, there are two principal variables. Students' motivation as independent variable (variable X) and reading comprehension as dependent variable (variable Y). Data was gathered through a test (reading comprehension test) and a motivation questionnaire for students. The findings suggest that student motivation and reading comprehension are closely associated.
3. Manan,²² conducted a research about *The Correlation Between the Students' Motivation in Reading English Textbooks and Their Achievement in Reading Comprehension*. The study used the method of correlation and the quantitative approach. In the academic year 2016/2017, the population of this study was all second semester students from the English Language Teaching Department of Teacher Training Faculty of Walisongo Islamic State Walisongo Semarang. 42

²¹ Nur ikhsan, *The Correlation Between Students' Motivation and Their Reading Comprehension of Eight Grade Students at State Junior High School N 4 Muaro Jambi*.

²² Mohamad Khoirul Manan, *The Correlation Between The Students' Motivation In Reading English Textbooks And Their Achievement In Reading Comprehension*.

students were the participants. Questionnaires and tests were the tools of this research. The questionnaire was designed to measure student motivation in reading English textbooks, and the test was to measure their reading comprehension. The result also showed that there is a positive correlation between students' motivation to read English textbooks and their achievement in reading comprehension.

The researcher will use the previous study as a guide in the conduct of this research. The researcher can compare the research methodology and research outcomes of previous studies with the researcher's research.

C. Conceptual framework

Base on the theoretical framework, motivation significantly correlated with reading comprehension, because motivation It is an essential element, together with the ability to achieve the goal and the success of learning English. If the students are motivated in learning English, they will make the best effort to achieve it. If students are motivated to learn English, the best effort will be made to achieve it. They is going to learn to master English in some way. On the other side, students maybe find problems in comprehend of the text. So, the students need a high motivation and trying to fix the problem in reading comprehension. So, a teacher must know whether students have low motivation or high motivation to learn English so that the learning and teaching process can be more effective and efficient.

D. Hypothesis of Research

Base on the above conceptual framework, the researcher formulates the following hypothesis: There is significant correlation between the students' motivation in learning English and their reading comprehension at SMPN 2 Lembah Melintang.

CHAPTER III

RESEARCH METHODOLOGY

This part elaborates about the research methodology. In this research, the researcher used quantitative research. So, the research methodology consists of place and time of study, population and sample, research method, instrumentation, technique of analyzing data.

A. Time and Place of the Study

This study will be carried out at eight grade of SMPN 2 Lembah Melintang on September 2020. This school located on Bulu Laga Street, Ujung Gading, Pasaman Barat. The design of this study was to expose facto research with quantitative approach. The reason for the researcher to choose this research is that in this school, the researcher has identified problems with this research.

B. Population and Sample

1. Population

Population is totality of all subjects, value, or characteristic in a research. The population in this research is the eighth grade students of SMP N 2 Lembah Melintang in academic year of 2020/2021. The eighth grade students of SMP N 2 Lembah Melintang have four classes. The total of the students in the eighth grade of SMP N 2 Lembah Melintang are 120 students.

2. Sample

The sample is a representative or part of the population in the research that has the same population characteristics. The researcher takes one class out of four classes of eighth-grade SMP N 2 Lembah Melintang students in this research. In this research, the consideration for taking the sample is to use a simple random sampling technique. These samples are made up of 30 students.

C. Research Method

The researcher used a correlational method. The correlation method is a method used to find out the relation between two or more variables, characteristics or events. The reason for using this approach is that the researcher wants to know the strength of the relationship between two or more variables based on the coefficient of correlation. There are three forms of positive correlation, negative correlation, and no correlation findings from a correlational study. The coefficient correlation spectrum for strength is from -1.00 to +1.00. If the outcome is +1, this indicates a perfect positive correlation. While the outcome of a score of -1 indicates a perfect negative correlation. Positive correlations: whether, at the same time, the two variables increase or decrease. A number of correlation coefficients to +1.00 indicate a good positive correlation. Negative correlations: if one variable increases in quantity, the other variable decreases. A coefficient of correlation ranging from -1.00 implies a strong

negative correlation. No correlation: if the two variables do not have a relationship.²³

There are two variables in this research, namely: Independent variable is the motivation of the students (X) and Dependent variable is the students' reading comprehension of SMPN 2 Lembah Melintang.

D. Instrumentation

1. Reading Comprehension Test

To assess reading comprehension the researcher made an instrument as the reading comprehension test developed by the researcher.

a. Conceptual Definition

Reading comprehension is the ability to understanding a text and get meaning from the text, and construe it with the intent of the reader.

b. Operational Definition

Reading comprehension is the score of the students in understanding the text with construct meaning to have knowledge by interacting with the text.

a. Specification

²³ Evi Ratna Sari, (2017). *The Correlation Study Between Students' Motivation and Reading Comprehension of the Fourth Semester Students of the State Islamic Institute of Surakarta*. Surakarta: IAIN Surakarta, p. 55

The researcher used a test to measure the students reading comprehension. The researcher used an objective evaluation or different options to understand the students' ability to reading comprehension. The test is made up of 25 objects. The reading comprehension test consists of 2 indicators: literal reading and inferential reading. The researcher tested it out prior to students doing the exam. The instrument is valid and reliable. The reading comprehension test is used to gather reading comprehension data from students.

Theory	Indicators	The number item	Total
<p>According to Kennedy, there are comprehension skills: literal understanding, inferential understanding, and essential understanding.</p>	<ol style="list-style-type: none"> 1. Literal understanding Literal reading applies to understanding of information and ideas directly stated on the text. 2. Inferential understanding Inferential reading is the students' ability to understanding information or meaning from the text. 3. Critical understanding Critical reading is the students' ability to analyze, make question and make judgments from the text. 	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 14,15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> <p style="text-align: center;">-</p>	
Total items		25	

b. Calibration

a. Validity

To test the validity, the formula that used in this study is Product Moment Correlation, with the formula:

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

Note :

r_{xy} = coefficient correlation between x and y

n = number of the students

x = sum of the scores of each item

y = sum of the scores of all students

b. Reliability

Reliability test that used is Alpha Cronbach technique to measure the reliability of the questionnaire of students' motivation. The formula of Alpha as follows:

$$r = \frac{n}{(n-1)} \left(1 - \frac{\sum s_t^2}{s_t^2} \right)$$

Note:

r = instrument reliability coefficient

n = number of items in the instrument

$\sum s_t^2$ = the variance of each item

s_t^2 = total variance²⁴

The reliability test of reading comprehension the researcher used Kuder Richhardson – 21 Formula or KR- 21. The formula is as follows:

$$r = \frac{k}{(k-1)} \left(1 - \frac{M(k-M)}{k.Vt} \right)$$

Note:

r = instrument reliability coefficient

k = number of items in the instrument

m = average score

Vt = total variance²⁵

c. Normality

The normality test uses program SPSS 22.o of Kolmogorov Smirnov Test in the study carried out using the program SPSS 20.0. With the provisions if the significance is greater than 0.05 that it can be inferred.

2. Motivation Questionnaire

a. Conceptual Definition

Motivation is part of the closely associated emotions of performance. This can make one feel happy or even better than

²⁴ Azhari dkk, (2013). *Uji Validitas Dan Reabilitas Skala Tugas Perkembangan Siswa Kelas X SMA Negeri 2 Siak Hulu*. Riau: Universitas Riau, p. 6-7

²⁵ Evi Ratna Sari, (2017). *The Correlation Study Between Students' Motivation and Reading Comprehension of the Fourth Semester Students of the State Islamic Institute of Surakarta*. Surakarta: IAIN Surakarta, p. 65

the accomplishment itself. Motivation in one's life has immense strength. Motivation is to complete all the driving impulses in humans that trigger something to be done by a person.

b. Operational Definition

Motivation is the score of the students' needs to make strong effort to doing activity so they can achieve the goals especially in learning English.

c. Specification

The questionnaires that used in this research consist of 30 items. Each object consists of five 1-5 scale choices. The questionnaire uses four scales based on the Likert Scale Type. Likert Scale is a scale used to measure someone's perception or opinion of the statement or question. Usually, the scale is at least three but no more than seven.²⁶ The numbers of scale is from 1-4. By asking respondents to show whether they strongly accept, agree, are unsure, disagree, or strongly disagree with each of the statements about the subject, a Likert scale measures attitudes relevant to the subject. There are SS (Sangat Setuju) with the score is 5, S (Setuju) with the score is 4, R (Ragu) with the score is 3, TS (Tidak Setuju) with the score is 2, and STS (Sangat Tidak Setuju) with the score is 1.

²⁶ Syofian, Siregar. 2013. *Metode penelitian kuantitatif*. (Jakarta: Penerbit Kencana). p. 25

Theory	The indicator	The item number	Total
According to Denci he says that, in general there are two dimension of the Whole motivation namely: intrinsically and extrinsically motivation.	1. Intrinsic goal orientation :	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,	15
	a. Task value: Task value is the assessment of how interesting, significant, and valuable the assignment is for the students.	12, 13, 14, 15	
	b. Self-efficiency: is a self-valuation of skill to mastering the task.	16, 17, 18, 19,	
	2. Extrinsic goal orientation	20, 21, 22, 23, 24, 25,26, 27,	15
a. Regulation values in learning	28, 29, 30		
b. Anxiety test			
Total items			30

c. Technique of Analyzing Data

The researcher used the formula of Product Moment. Before applying this formula the researcher check the normality and the homogeneity of the data. The normality of the data the researcher use Kolmogorov Smirnov formula - 21 the data analysis using SPSS. $L_0 = F(z_i) - S(z_i)$. While the homogeneity of the data is analyze by using Levene test statistic SPSS 20 *Windows Program*.

d. Statistical Hypothesis

The statistical hypothesis of this research as follow:

- a. H_a : There is significant correlation between the students' motivation in learning English end their reading comprehension at SMPN 2 Lembah Melintang.
- b. H_0 : There is no significant correlation between the students' motivation in learning English end their reading comprehension at SMPN 2 Lembah Melintang.

The formula to calculate statistical hypothesis is as follow:

$$\mu_a = \mu_b$$

$$\mu_a \neq \mu_b$$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher discusses the result of the research. It describes some findings and discussion about the correlation between the students' motivation and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang. The aim of the research is to find out the correlation between the students' motivation and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang at the eighth grade students of SMPN 2 Lembah Melintang.

1. Data Description

a. Score of Variable Y

4.1 Student Reading Comprehension Score

No.	Students Name	Score Reading Comprehension
1	DAZ	84
2	DSH	36
3	FA	48
4	FND	72
5	HN	44
6	KH	76
7	MAF	84
8	MF	80
9	MR	88
10	MT	92
11	NA	52
12	NR	72
13	PSB	36

14	RD	40
15	RE	92
16	RF	80
17	RHD	84
18	RJ	84
19	RM	36
20	RP	92
21	RSI	64
22	RZ	88
23	SA	96
24	SH	88
25	SY	80
26	TM	40
27	VLR	92
28	WA	44
29	WI	72
30	ZI	88

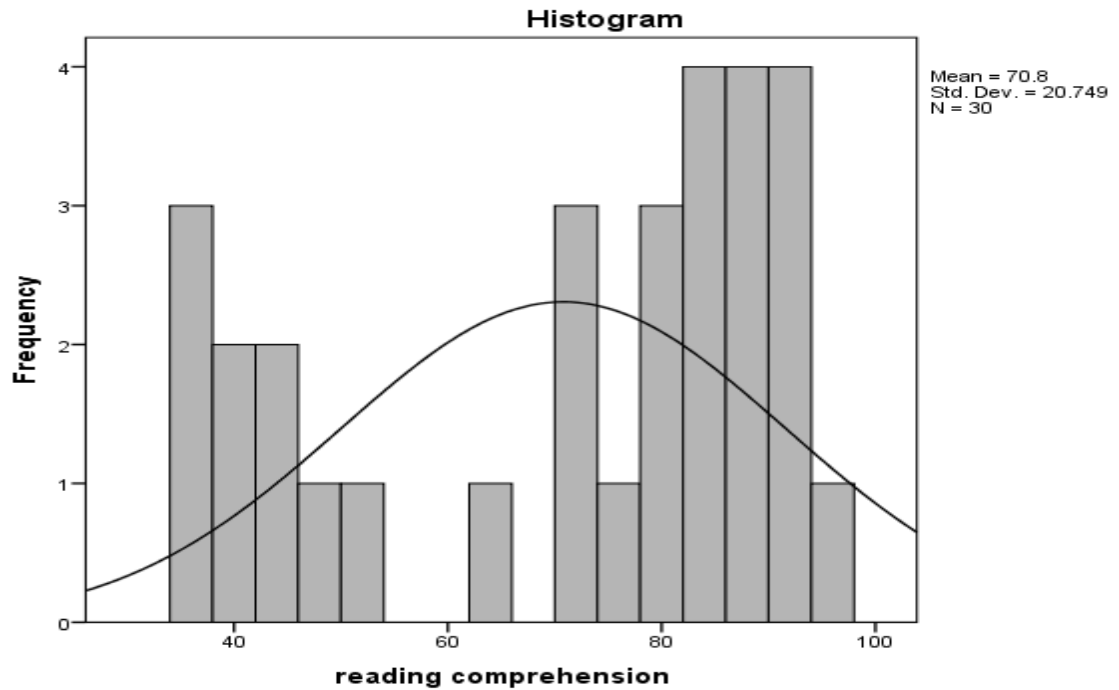
Based on the table above the highest score of the test is 96 and the lower score is 36. The mean of reading score is 70.80 and the standard deviation was 20.749. Then, the table frequency distribution as follows:

Table 4.2 Distribution Frequency Table of Reading Comprehension

Category	Interval Score	Frequency	Percent	Valid percent	Cumulative Percent
Very good	86-100	9	30.0	30.0	30.0
Good	73-85	8	26.7	26.7	56.7
Average	56-72	4	13.3	13.3	70.0
Poor	41-55	4	13.3	13.3	83.3
Very poor	0-40	5	16.7	16.7	100.0
Total			100.0	100.0	

It can be seen, based on the table above, that the students are divided into five categories. 9 of 30 students got very good score in reading comprehension (30%). 8 of 30 students got good score in reading comprehension (26,7%). 4 of 30 students got average score in reading comprehension (13,3%). 4 of 30 students got

poor score in reading comprehension (13,3%). Then, 5 of 30 students got very poor in reading comprehension (16,7%). The histogram of reading comprehension score of the students as follows:



b. Score of Variable X

4.3 students' score of Students' Motivation

No.	Students Name	Score Student's Motivation
1	DAZ	77
2	DSH	66
3	FA	69
4	FND	91
5	HN	68
6	KH	100
7	MAF	93
8	MF	79
9	MR	82
10	MT	84
11	NA	62

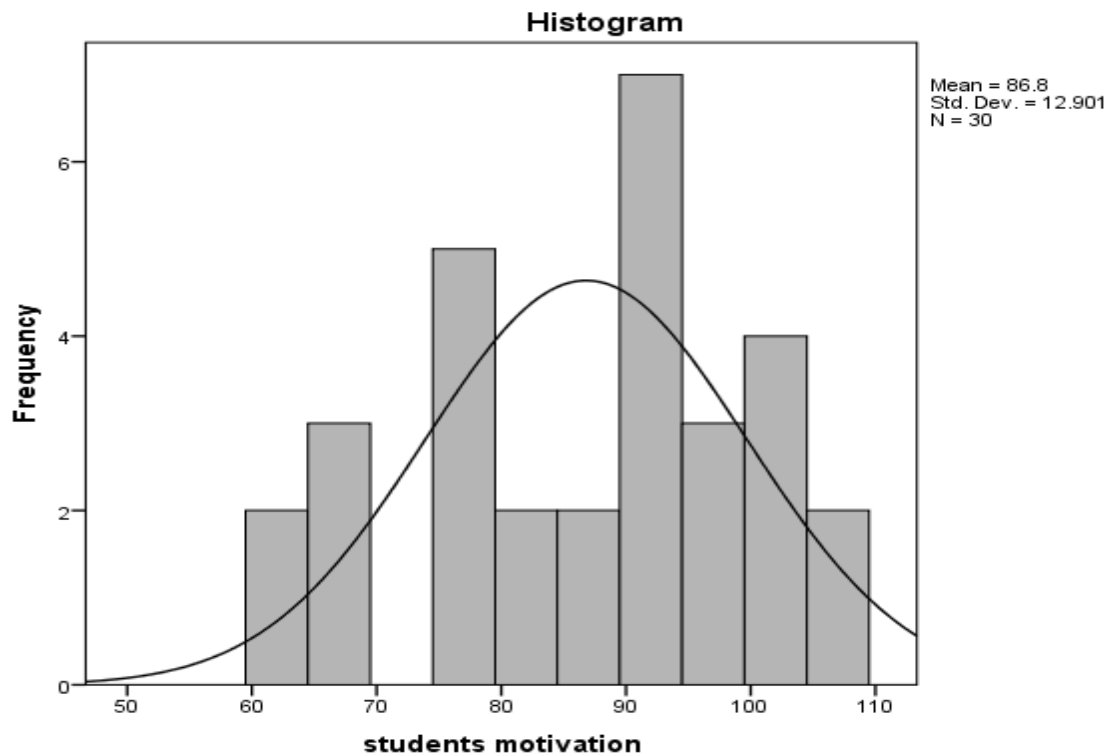
12	NR	98
13	PSB	76
14	RD	94
15	RE	90
16	RF	86
17	RHD	100
18	RJ	99
19	RM	64
20	RP	91
21	RSI	95
22	RZ	92
23	SA	100
24	SH	108
25	SY	90
26	TM	78
27	VLR	107
28	WA	102
29	WI	78
30	ZI	85

Based on the table above the highest score of the test is 108 and the lower score is 62. The mean of students' motivation score is 86.80 and the standard deviation was 12.901. Then, the table frequency distribution as follows:

4.4 Distribution Frequency Table of Students' Motivation

Category	Interval Score	Frequency	Percent	Valid percent	Cumulative Percent
High	80-108	20	70.0	70.0	70.0
Medium	53-79	10	30.0	30.0	100.0
Low	26-52	0	0	0	
Total		30	100.0	100.0	

It can be seen, based on the table above, that the students are divided into five categories. 20 of 30 students got high score of students' motivation (70%). 10 students got medium score of students' motivation (30%). The histogram of students' motivation score as follows:



2. Analysis Requirement Testing

a. Normality Testing

The normality of the instruments is measured by IBM SPSS 20 *Windows Program*. The data is analyzed as normal if it is $p > 0.05$. If $p < 0.05$, this indicates that the data is not normal. The test results can be seen in the table below:

Table 4.5 Normality Testing

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		30
Normal	Mean	0E-7
Parameters ^{a,b}	Std. Deviation	17.15099455
Most Extreme	Absolute	.096

Differences	Positive	.083
	Negative	-.096
Kolmogorov-Smirnov Z		.525
Asymp. Sig. (2-tailed)		.946

- a. Test distribution is Normal.
b. Calculated from data.

From the table above, the value of Kolmogorov-Smirnov Z is 0,525 with the asymp sig (p) is 0,946. From the calculation, the asymp sig (p) is higher than $\alpha = 0.05$ ($0,946 > 0.05$). So, the data in this research is in normal condition.

b. Homogeneity Testing

Homogeneity testing is done to determine whether or not the data has homogeneous variance. The researcher used the homogeneity test of variance SPSS by the significance value (α) = 0.05 the result can be shown below:

Table 4.6 Homogeneity Testing

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.457	7	17	.248

Based on the table above, the sig. value is 0,248 and it was bigger than 0,05. It means that H_0 rejected and H_a is accepted. It can conclude that the data is homogeneity.

c. Linearity Testing

The linearity testing is used to calculate the relationship in the form of a straight line (linear relationship) between the independent

variable and the dependent variable or not. The output of the linearity test can be seen in table 4.7 below.

Table 4.7 Linearity Testing

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
		(Combined)	11498.133	24	479.089	2.428	.164
Reading comprehension * Students' motivation	Between Groups	Linearity Deviation from Linearity	3954.258	1	3954.258	20.038	.007
			7543.875	23	327.995	1.662	.301
	Within Groups		986.667	5	197.333		
	Total		12484.800	29			

From the table above, it can be known all of variables are linear. The sig. deviation linearity from the output of SPSS 20 *Windows Program* is higher than the significant 0.05. The result shows that, the deviation from linearity between the students' motivation and their reading comprehension was 0.301. Therefore, all of the data were linear for each correlation and regression. So, there is a correlation between two variables involved in this research.

3. Hypothesis Testing

The consequence of normality, homogeneity and linearity shows that the distribution of the data is normal and that the regression is linear and significant. Next, the researcher goes on to test the research hypothesis. Pearson Product Moment is used by the investigator to test the hypothesis. The hypothesis of this research is that there is a significant correlation between the students' motivation and their

reading comprehension. This means that, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. The result of the hypothesis can be seen in the following table:

Table 4.8 The Correlation between the Students' Motivation and Their Reading Comprehension.

		Correlations	
		students motivation	reading comprehension
Students' motivation	Pearson Correlation	1	.963**
	Sig. (2-tailed)		.000
	N	30	30
Reading comprehension	Pearson Correlation	.963**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The results from Pearson Product Moment Correlation Coefficients, It can be indicated as fair that correlation between students' motivation and their reading comprehension the values is 0,963 more than higher with r_{table} 0,361, then the level of probably (p) significant sig 2 tale was 0.000, which means that p 0.000 was lower than 0.05. It means that there is a significant correlation between the students' motivation and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang.

B. Discussion

From the analysis of the data, the objective of the research is to find out if there is a significant correlation between the students' motivation and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang.

The result on reading comprehension test show that average students achievement in reading comprehension at very good category is nine (30%) students, good category is eight (26,7%) students, average and poor category had same was four (13,3%) students, and the last very poor category was five (16,7%) students. The mean reading comprehension test was 70.80, which means that students achieve reading comprehension in a good category. The researcher concluded that the eighth grade students of SMPN 2 Lembah Melintang have good category in reading comprehension.

From the data students' motivation test in Pearson Product Moment are gives three levels of students' motivation questionnaire. They are high motivation, medium motivation, and low motivation. From the three level of students' motivation, It can be shown that the motivation of students to learn English at a high level of motivation, with the frequency high motivation was twenty (70%) students and medium motivation was ten (30%) students. The average motivation of students is 86.80, which means that students are motivated to learn English at a high level of motivation. So, the researcher can be concluded that the eighth grade students of SMPN 2 Lembah Melintang have high motivation.

From the hypothesis testing is know that there is significant correlation between the students' motivation and their reading comprehension. The hypothesis is accepted. The result of the Pearson Product Moment showed that $r_{\text{observed}} > r_{\text{table}} = 0.963 > 0.361$ with the significant $p = 0.000 < 0.05$. Furthermore, the researcher can conclude that this analysis there is a significant correlation between the students' motivation in learning English and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion on the correlation between students' motivation and their reading comprehension at the eighth grade students of SMPN 2 Lembah Melintang.

A. CONCLUSION

Based on the research findings discussion above, there are some conclusions that can be drawn. The students' motivation in learning English at the eighth grade students of SMPN 2 Lembah Melintang was high. It can be seen from the category table about students' motivation in learning English that mean was 86.80 which was in the range (86-108). So, it can be concluded that students' motivation in learning English was high.

The students' reading comprehension at the eighth grade students of SMP N 2 Lembah Melintang was average. It can be seen from the category table about students' reading comprehension, the mean is 70.80 which in the range of average (56-72). It will be concluded that students have a good reading comprehension. The students' motivation in learning English and reading comprehension at the eighth grade students of SMP N 2 Lembah Melintang has a significant correlation. It implies that the rising motivation of students to learn English is also accompanied by the increasing awareness of students reading.

B. SUGGESTION

The researcher gives several suggestions to enhance the motivation of the students and their reading comprehension, based on the previous conclusion above. The suggestion as follows:

First, the suggestion goes to English teacher. The English teacher should motivate the students especially in English learning. So, they keep spirit in learning English and can be increase their reading comprehension.

Secondly, it is directed to the students. Students in the learning process should be encouraged, the first step the students will start to love English before that. In addition, students should do more text translation exercises to increase their reading comprehension.

Thirdly, it is addressed to other researcher. To other researchers, should be make the new innovation study in reading comprehension or related to the same research. The results will also make more educational contributions.

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APPENDIX I

Student List

No.	Students' Name
1.	Diana Azizah
2.	Dilla Suci Hayati
3.	Fatiya Artati
4.	Fatrizal Nurhidayat
5.	Haniva
6.	Kiki Hasbisani
7.	M. Farhan
8.	M. Risoni
9.	Malda Aulia Fitri
10.	Mutiara
11.	Najwa Rayyani
12.	Nur Aysah
13.	Paujan Salsabila
14.	Rahma Fitria
15.	Rahma Mulia
16.	Rahmadi Hasan
17.	Rahmat Hidayat
18.	Ramona Safitri
19.	Rendra
20.	Rika Juspita
21.	Riskian Putra
22.	Rivi Zulya
23.	Sahwin
24.	Sholeha
25.	Syahkina
26.	Tantri Mustika
27.	Velila Lestia Rosa
28.	Wiga Ardini
29.	Wigi Ardini
30.	Zulikram

APPENDIX II

Questionnaire Instrument

Nama :

Kelas :

Petunjuk :

Pada kolom sangat setuju (SS), Setuju (S), Ragu-ragu (R), Tidak setuju (TS), Sangat tidak setuju (STS), sesuai dengan kondisi yang anda alami. Bacalah setiap pertanyaan dengan baik kemudian berikan tanggapan anda dengan memberikan tanda check list (√).

NO.	PERTANYAAN	SS	S	R	TS	STS
1.	Saya memilih topik materi yang menarik, walaupun itu sulit untuk dipelajari.					
2.	Saya memilih materi yang sulit karena membuat saya menambah/mendapatkan ilmu baru.					
3.	Saya merasa puas jika saya bisa memahami materi yang disampaikan dengan baik.					
4.	Jika saya menemukan kata-kata yang sulit, saya akan mencoba memahami makna dari teks tersebut.					
5.	Jika saya memiliki kesulitan dalam pelajaran, saya mencoba mendiskusikan dengan teman atau guru.					
6.	Ketika di kelas saya akan memperhatikan pelajaran karena itu sesuatu yang paling penting bagi saya.					
7.	Materi pembelajaran di kelas adalah sesuatu yang menarik bagi saya.					
8.	Materi yang disampaikan di kelas sangat bermanfaat bagi saya.					

9.	Sesuatul yang paling penting bagi saya adalah memahami materi yang dipelajari.					
10.	Saya suka dengan materi pembelajaran yang saya ikuti.					
11.	Saya yakin bisa mendapatkan hasil yang terbaik dikelas.					
12.	Saya yakin sudah melakukan yang terbaik saat dikelas.					
13.	Ketika saya merasa sulit dalam menerjemahkan, saya hanya mengerjakan yang mudah atau menyerah saja.					
14.	Saya yakin bisa menyelesaikan tes dan tugas dengan baik					
15.	Saya yakin bisa menguasai materi yang disampaikan.					
16.	Hal yang sangat penting bagi saya saat ini adalah meningkatkan kemampuan/skill bahasa inggris.					
17.	Saya sangat puas ketika mendapat nilai yang bagus.					
18.	Saat dikelas saya sangat puas kalau guru menerima pendapat saya sampaikan.					
19.	Saya sangat puas ketika teman-teman menerima pendapat yang saya sampaikan.					
20.	Saya berpikir dapat menggunakan kemampuan/skill Bahasa Inggris saya diluar sana.					
21.	Saya merasa lebih mudah mempelajari materi yang disampaikan kalau saya belajar menggunakan cara yang tepat.					
22.	Kalau saya belajar keras saya pasti bisa memahami materi yang disampaikan.					

23.	Saya suka pelajaran Bahasa Inggris karena guru menggunakan metode yang bervariasi.					
24.	Saya suka pelajaran Bahasa Inggris karena guru tidak pernah membuat saya merasa tertekan.					
25.	Saya menyukai pelajaran dalam menerjemahkan kata-kata karena siswa terlibat langsung dalam proses diskusi.					
26.	Ketika saya mengikuti tes/ujian saya berpikir saya lemah dan membandingkan diri dengan teman yang lain.					
27.	Saat ujian dimulai saya yakin bisa menyelesaikan soal yang diberikan.					
28.	Saat ujian, saya berpikir kemungkinan saya gagal atau tidak bisa menjawab soal.					
29.	Saya merasa sedikit tidak enak saat mengikuti ujian.					
30.	Saya merasa cemas saat mengikuti ujian.					

APPENDIX III

Reading Comprehension Test Instrument

Name :

Class :

Please choose the correct answers by going through a, b, c, or d.

The following text is for question number 1-4

My school library

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven bookshelves in the library. They are full of books. My favorite is the shelf next to the door. It is the shelf for displaying the magazines and newspaper. I love reading newspaper especially about sport. Students visit the library every break. They love visiting the library because it is quit and cool. It is very comfortable to read in this library.

1. Where is the library located?
 - a. It is next door
 - b. It is on the second floor
 - c. It is not far from the school
 - d. It is down stairs

2. What is the next to the door of the library?
 - a. The shelf for displaying magazines and newspaper
 - b. Eleven bookshelves
 - c. The sport reports
 - d. The shelf for displaying the books

3. When do the students usually come to the library?
 - a. After school
 - b. During break time
 - c. In the morning
 - d. During class

4. It is very comfortable (in paragraph 2)

What does the underlined word mean?

- a. Not knowing what to do
- b. Making somebody feel sad
- c. Making somebody feel relaxed
- d. Feeling interested in something

The following text is for question number 5-8

My English Dictionary

Today is my birthday. My mother gave me a dictionary. It is very thick. It has six hundred and seventy pages. There are some pictures on some pages of the dictionary. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. The pictures are in black and white. It is a new edition.

- 5. Why is the dictionary special? Because...
 - a. It has some pictures on the pages
 - b. The cover is bright red
 - c. It has six hundred and seventy pages
 - d. The color of the pages is white
- 6. What is the color of the covers?
 - a. The cover is white
 - b. The cover is black
 - c. The cover is bright red
 - d. The cover is brown
- 7. It is very thick.
What is the antonym of "thick"?
 - a. Small
 - b. Thin
 - c. Little
 - d. Few
- 8. Which of the following statements is TRUE according the text?
 - a. The dictionary is a gift for the writer's birthday
 - b. The pictures are color full
 - c. The writer bought the dictionary in a bookstore

- d. All the pages have a pictures

The following text is for question number 9-13

My Lovely “Molly”

I have a pet. It is a cat. Its name is Molly. Molly has gray fur. It has two cute ears and two bright eyes. The eyes Molly look funny. Molly has a long tail. Every day, I feed Molly with some rice and fish. I go to the market to by the fish and my mother steams it for me. I bring Molly to a veterinarian when he looks not so well. I love Molly so much.

9. What is Molly?
- | | |
|-----------------|-----------------|
| a. It is a fish | c. It is a dog |
| b. It is a cat | d. It is a goat |
10. How do Molly’s eyes look like?
- | | |
|-------------------|--------------------|
| a. They are cute | c. They are long |
| b. They are small | d. They are bright |
11. How the color of Molly’s fur?
- | | |
|--------------|--------------|
| a. White fur | c. Gray fur |
| b. Black fur | d. Brown fur |
12. How does the writer get the fish?
She....
- | | |
|---------------------------------|----------------------------------|
| a. Finds it in the refrigerator | c. Steams it |
| b. Buys it at the market | d. Takes it from
veterinarian |
13. When does the writer take Molly to the veterinarian?
- | |
|----------------------------------|
| a. When she wants to do check up |
| b. When her mother ask her to |
| c. When Molly is not healthy |
| d. When she has some money |

The following text is for question number 14-18

Last vacation, I went with my students to Jogjakarta. We stayed at a hotel in Morison, not far from Malioboro. We went to the sanctuaries in Prambanan on Friday. The Brahmana, Syiwa and Wisnu sanctuaries are three important

sanctuaries. They are genuinely interesting. We only went through the sanctuaries of Brahma and Syiwa, since the sanctuary of Wisnu is being renovated.

We went to Yogya Kraton on Saturday morning. We spent nearly two hours there. Since we were guided by a brilliant and amicable aide, we were blessed. We proceeded with our adventure to Borobudur at that point. There, we touched base at four p.m. At 6 o'clock p.m. We heard a statement saying that the entrance to Borobudur will be closed. We left Jogjakarta by bus in the evening.

14. What is the aim of the text?
 - a. To entertain the readers
 - b. To describe the smugglers
 - c. To describe an event to the policed
 - d. To tell the past events
15. What else the big temple in Prambanan?
 - a. Borobudur, Syiwa, and Brahma temples
 - b. Brahma, Syiwa, and Wisnu temples
 - c. Paria, Borobudur, and Wisnu temples
 - d. Syiwa, Brahma, and Sudra temples
16. When did they back to home?
 - a. On Friday evening
 - b. On Saturday morning
 - c. On Thursday evening
 - d. On Saturday evening
17. Where did the writer and students stayed in Yogyakarta?
 - a. At Morison Hotel
 - b. In Prambanan
 - c. At Malioboro
 - d. At Yogya Kraton
18. "A brilliant and amicable aide" (in paragraph two) the underline word mean is...
 - a. Kind
 - b. Good
 - c. Affable
 - d. Polite

The following text is for question number 19-23

Lily is the youngest in our family. She is fourteen years old and four years younger than me. She has tall, straight hair, brown eyes and a friendly smile. Sometime she is quite lazy at home, but she usually does what she is asked to do. Lily is fascinated in arts very much, and at the school, she is follows dancing and painting. She is the best dancer in our family.

19. How old has Lily been?
- a. Forty years old
 - b. Four years old
 - c. Fourteen years old
 - d. Ten years old
20. The writer is... years old
- a. Eighteen
 - b. Sixteen
 - c. Nineteen
 - d. Fourteen
21. Which of the following statement is incorrect about Lily?
- a. She has tall and straight hair
 - b. She has bright eyes
 - c. She is like dancing and painting
 - d. She is not interested in art
22. “Lily is fascinated in arts very much, and at school she follows dancing and painting”.
- The underlined phrase can be replaced by...
- a. Dislike art
 - b. Hates art very much
 - c. Really like art
 - d. Finds art not really entertaining
23. From the text we may conclude that...
- a. Lily is older than the author
 - b. Lily is a welcoming woman
 - c. Lily is not at all attentive
 - d. Most individuals don't like Lily

The following text is for question number 24-25

My aunt came to visit our house today. She is a favorite aunt of mine. Tika is her name. She's really beautiful. It is 165 cm tall and weighs 50 kg. She has eyes which are black and round. Sharp is her nose. She has smooth, long hair.

My aunt is a Junior High School English teacher. She likes her students so much because she is friendly and kind. She is very patient. Even when her students are naughty, she doesn't get frustrated. She is well liked by members of our family, too. I still wait for her to come to our house for a visit.

24. How does a writer's aunt build it?

- a. Tall and slim
- b. Tall and fat
- c. Short and slim
- d. Short and thin

25. Why do the students of Aunt Tika like her?

- a. Because she kind and friendly
- b. Because she's really beautiful
- c. Because she's English teacher
- d. Because she's smart and patient

APPENDIX IV

Answer Keys of Reading Comprehension Test

1. C	11. C	21. D
2. A	12. B	22. A
3. B	13. C	23. C
4. C	14. D	24. A
5. A	15. B	25. A
6. C	16. D	
7. B	17. A	
8. A	18. C	
9. B	19. C	
10. A	20. A	

APPENDIX V

Questionnaire and Reading Comprehension Test Score

No.	Students Name	Score Student's Motivation	Score Reading Comprehension
1	DAZ	77	84
2	DSH	66	36
3	FA	69	48
4	FND	91	72
5	HN	68	44
6	KH	100	76
7	MAF	93	84
8	MF	79	80
9	MR	82	88
10	MT	84	92
11	NA	62	52
12	NR	98	72
13	PSB	76	36
14	RD	94	40
15	RE	90	92
16	RF	86	80
17	RHD	100	84
18	RJ	99	84
19	RM	64	36
20	RP	91	92
21	RSI	95	64
22	RZ	92	88
23	SA	100	96
24	SH	108	88
25	SY	90	80
26	TM	78	40
27	VLR	107	92
28	WA	102	44
29	WI	78	72
30	ZI	85	88

APPENDIX VI
Students Questionnaire and Reading Comprehension Test
Answer Sheet

Questionnaire

Nama : DIANJA AZIZATI
 Kelas : VIII
 Petunjuk :

(A)

Pada kolom sangat setuju (SS), Setuju (S), Ragu-ragu (R), Tidak setuju (TS), Sangat tidak setuju (STS), sesuai dengan kondisi yang anda alami. Bacalah setiap pertanyaan dengan baik kemudian berikan tanggapan anda dengan memberikan tanda check list (✓).

NO.	PERTANYAAN	SS	S	R	TS	STS
1.	Saya memilih topik materi yang menarik, walaupun itu sulit untuk dipelajari.				✓	
2.	Saya memilih materi yang sulit karena membuat saya menambah/mendapatkan ilmu baru.		✓			
3.	Saya merasa puas jika saya bisa memahami materi yang disampaikan dengan baik.	✓				
4.	Jika saya menemukan kata-kata yang sulit, saya akan mencoba memahami makna dari teks tersebut.		✓			
5.	Jika saya memiliki kesulitan dalam pelajaran, saya mencoba mendiskusikan dengan teman atau guru.				✓	
6.	Ketika di kelas saya akan memperhatikan pelajaran karena itu sesuatu yang paling penting bagi saya.		✓			
7.	Materi pembelajaran di kelas adalah sesuatu yang menarik bagi saya.		✓			
8.	Materi yang disampaikan di kelas sangat bermanfaat bagi saya.	✓				
9.	Sesuatu yang paling penting bagi saya adalah memahami materi yang dipelajari.		✓			
10.	Saya suka dengan materi pembelajaran yang saya ikuti.				✓	

11	Saya yakin bisa mendapatkan hasil yang terbaik dikelas.			✓		
12	Saya yakin sudah melakukan yang terbaik saat dikelas.			✓		
13	Ketika saya merasa sulit dalam menerjemahkan, saya hanya mengerjakan yang mudah atau menyerah saja.		✓			
14	Saya yakin bisa menyelesaikan tes dan tugas dengan baik.	✓				
15	Saya yakin bisa menguasai materi yang disampaikan.		✓			
16	Hal yang sangat penting bagi saya saat ini adalah meningkatkan kemampuan/skill bahasa Inggris.	✓				
17	Saya sangat puas ketika mendapat nilai yang bagus.		✓			
18	Saat dikelas saya sangat puas kalau guru menerima pendapat saya sampaikan.		✓			
19	Saya sangat puas ketika teman-teman menerima pendapat yang saya sampaikan.			✓		
20	Saya berpikir dapat menggunakan kemampuan/skill Bahasa Inggris saya diluar sana.			✓		
21	Saya merasa lebih mudah mempelajari materi yang disampaikan kalau saya belajar menggunakan cara yang tepat.		✓			
22	Kalau saya belajar keras saya pasti bisa memahami materi yang disampaikan.			✓		
23	Saya suka pelajaran Bahasa Inggris karena guru menggunakan metode yang bervariasi.		✓			
24	Saya suka pelajaran Bahasa Inggris karena guru tidak pernah membuat saya merasa tertekan.		✓			

25.	Saya menyukai pelajaran dalam menerjemahkan kata-kata karena siswa terlibat langsung dalam proses diskusi.			<input checked="" type="checkbox"/>		
26.	Ketika saya mengikuti tes/ujian saya berpikir saya lemah dan membandingkan diri dengan teman yang lain.			<input checked="" type="checkbox"/>		
27.	Saat ujian dimulai saya yakin bisa menyelesaikan soal yang diberikan.			<input checked="" type="checkbox"/>		
28.	Saat ujian, saya berpikir kemungkinan saya gagal atau tidak bisa menjawab soal.			<input checked="" type="checkbox"/>		
29.	Saya merasa sedikit tidak enak saat mengikuti ujian.				<input checked="" type="checkbox"/>	
30.	Saya merasa cemas saat mengikuti ujian.			<input checked="" type="checkbox"/>		

Reading Comprehension Test

Name : DIANA AZIZAH

Class : VIII

Please choose the correct answers by going through a, b, c, or d.

The following text is for question number 1-4

My school library

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven bookshelves in the library. They are full of books. My favorite is the shelf next to the door. It is the shelf for displaying the magazines and newspaper. I love reading newspaper especially about sport. Students visit the library every break. They love visiting the library because it is quiet and cool. It is very comfortable to read in this library.

1. Where is the library located?
 - a. It is next door
 - b. It is on the second floor
 - c. It is not far from the school
 - d. It is down stairs
2. What is the next to the door of the library?
 - a. The shelf for displaying magazines and newspaper
 - b. Eleven bookshelves
 - c. The sport reports
 - d. The shelf for displaying the books
3. When do the students usually come to the library?
 - a. After school
 - b. During break time
 - c. In the morning
 - d. During class
4. It is very comfortable (in paragraph 2)
What does the underlined word mean?
 - a. Not knowing what to do
 - b. Making somebody feel sad

- Making somebody feel relaxed
- d. Feeling interested in something

The following text is for question number 5-8

My English Dictionary

Today is my birthday. My mother gave me a dictionary. It is very thick. It has six hundred and seventy pages. There are some pictures on some pages of the dictionary. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. The pictures are in black and white. It is a new edition.

5. Why is the dictionary special? Because ...

- It has some pictures on the pages
- b. The cover is bright red
- c. It has six hundred and seventy pages
- d. The color of the pages is white

6. What is the color of the covers?

- a. The cover is white
- b. The cover is black
- The cover is bright red
- d. The cover is brown

7. It is very thick.

What is the antonym of "thick"?

- a. Small
- Thin
- c. Little
- d. Few

8. Which of the following statements is TRUE according to the text?

- The dictionary is a gift for the writer's birthday
- b. The pictures are color full
- c. The writer bought the dictionary in a bookstore
- d. All the pages have a pictures

The following text is for question number 9-13

My Lovely "Molly"

I have a pet. It is a cat. Its name is Molly. Molly has gray fur. It has two cute ears and two bright eyes. The eyes Molly look funny. Molly has a long tail. Every day, I feed Molly with

some rice and fish. I go to the market to buy the fish and my mother steams it for me. I bring Molly to a veterinarian when he looks not so well. I love Molly so much.

9. What is Molly?
- a. It is a fish
 - b. It is a cat
 - c. It is a dog
 - d. It is a goat
10. How do Molly's eyes look like?
- a. They are cute
 - b. They are small
 - c. They are long
 - d. They are bright
11. How the color of Molly's fur?
- a. White fur
 - b. Black fur
 - c. Gray fur
 - d. Brown fur
12. How does the writer get the fish?
- She....
- a. Finds it in the refrigerator
 - b. Buys it at the market
 - c. Steams it
 - d. Takes it from veterinarian
13. When does the writer take Molly to the veterinarian?
- a. When she wants to do check up
 - b. When her mother ask her to
 - c. When Molly is not healthy
 - d. When she has some money

The following text is for question number 14-18

Last vacation, I went with my students to Jogjakarta. We stayed at a hotel in Morison, not far from Malioboro. We went to the sanctuaries in Prambanan on Friday. The Brahmans, Syiwa and Wisnu sanctuaries are three important sanctuaries. They are genuinely interesting. We only went through the sanctuaries of Brahmans and Syiwa, since the sanctuary of Wisnu is being renovated.

We went to Yogya Kraton on Saturday morning. We spent nearly two hours there. Since we were guided by a brilliant and amicable aide, we were blessed. We proceeded with our adventure to Borobudur at that point. There, we touched base at four p.m. At 6 o'clock p.m. We heard a statement saying that the entrance to Borobudur will be closed. We left Jogjakarta by bus in the evening.

14. What is the aim of the text?

- a. To entertain the readers
 - b. To describe the smugglers
 - c. To describe an event to the policed
 - d. To tell the past events ✓
15. What else the big temple in Prambanan?
- a. Borobudur, Syiwa, and Brahma temples
 - b. Brahma, Syiwa, and Wisnu temples ✓
 - c. Paria, Borobudur, and Wisnu temples
 - d. Syiwa, Brahma, and Sudra temples
16. When did they back to home?
- a. On Friday evening
 - b. On Saturday morning
 - c. On Thursday evening
 - d. On Saturday evening ✓
17. Where did the writer and students stayed in Yogyakarta?
- a. At Morison Hotel ✓
 - b. In Prambanan
 - c. At Malioboro
 - d. At Yogya Kraton
18. "A brilliant and amicable aide" (in paragraph two) the underline word mean is...
- a. Kind
 - b. Good ✓
 - c. Affable
 - d. Polite

The following text is for question number 19-23

Lily is the youngest in our family. She is fourteen years old and four years younger than me. She has tall, straight hair, brown eyes and a friendly smile. Sometime she is quite lazy at home, but she usually does what she is asked to do. Lily is fascinated in arts very much, and at the school, she is follows dancing and painting. She is the best dancer in our family.

19. How old has Lily been?
- a. Forty years old
 - b. Four years old
 - c. Fourteen years old ✓
 - d. Ten years old
20. The writer is... years old
- a. Eighteen ✓
 - b. Sixteen
 - c. Nineteen
 - d. Fourteen
21. Which of the following statement is incorrect about Lily?
- a. She has tall and straight hair

- b. She has bright eyes
- c. She is like dancing and painting
- d. She is not interested in art

22. "Lily is fascinated in arts very much, and at school she follows dancing and painting"

The underlined phrase can be replaced by...

- a. Dislike art
- b. Hates art very much
- c. Really like art
- d. Finds art not really entertaining

23. From the text we may conclude that...

- a. Lily is older than the author
- b. Lily is a welcoming woman
- c. Lily is not at all attentive
- d. Most individuals don't like Lily

The following text is for question number 24-25

My aunt came to visit our house today. She is a favorite aunt of mine. Tika is her name. She's really beautiful. It is 165 cm tall and weighs 50 kg. She has eyes which are black and round. Sharp is her nose. She has smooth, long hair.

My aunt is a Junior High School English teacher. She likes her students so much because she is friendly and kind. She is very patient. Even when her students are naughty, she doesn't get frustrated. She is well liked by members of our family, too. I still wait for her to come to our house for a visit.

24. How does a writer's aunt build it?

- a. Tall and slim
- b. Tall and fat
- c. Short and slim
- d. Short and thin

25. Why do the students of Aunt Tika like her?

- a. Because she kind and friendly
- b. Because she's really beautiful
- c. Because she's English teacher
- d. Because she's smart and patient

Questionnaire

Nama : M. RISAH

Kelas : VIII

Petunjuk :

Pada kolom sangat setuju (SS), Setuju (S), Ragu-ragu (R), Tidak setuju (TS), Sangat tidak setuju (STS), sesuai dengan kondisi yang anda alami. Bacalah setiap pertanyaan dengan baik kemudian berikan tanggapan anda dengan memberikan tanda check list (✓).

NO.	PERTANYAAN	SS	S	R	TS	STS
1.	Saya memilih topik materi yang menarik, walaupun itu sulit untuk dipelajari.		✓			
2.	Saya memilih materi yang sulit karena membuat saya menambah/mendapatkan ilmu baru.		✓			
3.	Saya merasa puas jika saya bisa memahami materi yang disampaikan dengan baik.			✓		
4.	Jika saya menemukan kata-kata yang sulit, saya akan mencoba memahami makna dari teks tersebut.			✓		
5.	Jika saya memiliki kesulitan dalam pelajaran, saya mencoba mendiskusikan dengan teman atau guru.		✓			
6.	Ketika di kelas saya akan memperhatikan pelajaran karena itu sesuatu yang paling penting bagi saya.		✓			
7.	Materi pembelajaran di kelas adalah sesuatu yang menarik bagi saya.			✓		
8.	Materi yang disampaikan di kelas sangat bermanfaat bagi saya.		✓			
9.	Sesuatu yang paling penting bagi saya adalah memahami materi yang dipelajari.		✓			
10.	Saya suka dengan materi pembelajaran yang saya ikuti.		✓			

11.	Saya yakin bisa mendapatkan hasil yang terbaik dikelas.			✓		
12.	Saya yakin sudah melakukan yang terbaik saat dikelas.			✓		
13.	Ketika saya merasa sulit dalam menerjemahkan, saya hanya mengerjakan yang mudah atau menyerah saja.			✓		
14.	Saya yakin bisa menyelesaikan tes dan tugas dengan baik.			✓		
15.	Saya yakin bisa menguasai materi yang disampaikan.			✓		
16.	Hal yang sangat penting bagi saya saat ini adalah meningkatkan kemampuan/skill bahasa Inggris.			✓		
17.	Saya sangat puas ketika mendapat nilai yang bagus.		✓			
18.	Saat dikelas saya sangat puas kalau guru menerima pendapat saya sampaikan.		✓			
19.	Saya sangat puas ketika teman-teman menerima pendapat yang saya sampaikan.	✓				
20.	Saya berpikir dapat menggunakan kemampuan/skill Bahasa Inggris saya diluar sana.	✓				
21.	Saya merasa lebih mudah mempelajari materi yang disampaikan kalau saya belajar menggunakan cara yang tepat.			✓		
22.	Kalau saya belajar keras saya pasti bisa memahami materi yang disampaikan.			✓		
23.	Saya suka pelajaran Bahasa Inggris karena guru menggunakan metode yang bervariasi.			✓		
24.	Saya suka pelajaran Bahasa Inggris karena guru tidak pernah membuat saya merasa tertekan.	✓				

25.	Saya menyukai pelajaran dalam menerjemahkan kata-kata karena siswa terlibat langsung dalam proses diskusi		✓			
26.	Ketika saya mengikuti tes/ujian saya berpikir saya lemah dan membandingkan diri dengan teman yang lain.			✓		
27.	Saat ujian dimulai saya yakin bisa menyelesaikan soal yang diberikan.		✓			
28.	Saat ujian, saya berpikir kemungkinan saya gagal atau tidak bisa menjawab soal		✓			
29.	Saya merasa sedikit tidak enak saat mengikuti ujian.			✓		
30.	Saya merasa cemas saat mengikuti ujian.		✓			

Reading Comprehension Test

Name : M. Rizki

Class : VII

Please choose the correct answers by going through a, b, c, or d.

The following text is for question number 1-4

8

My school library

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven bookshelves in the library. They are full of books. My favorite is the shelf next to the door. It is the shelf for displaying the magazines and newspaper. I love reading newspaper especially about sport. Students visit the library every break. They love visiting the library because it is quiet and cool. It is very comfortable to read in this library.

1. Where is the library located?
 - a. It is next door
 - b. It is on the second floor
 - c. It is not far from the school
 - d. It is down stairs

2. What is the next to the door of the library?
 - a. The shelf for displaying magazines and newspaper
 - b. Eleven bookshelves
 - c. The sport reports
 - d. The shelf for displaying the books

3. When do the students usually come to the library?
 - a. After school
 - b. During break time
 - c. In the morning
 - d. During class

4. It is very comfortable (in paragraph 2)
What does the underlined word mean?
 - a. Not knowing what to do
 - b. Making somebody feel sad

- Making somebody feel relaxed
- d. Feeling interested in something

The following text is for question number 5-8

My English Dictionary

Today is my birthday. My mother gave me a dictionary. It is very thick. It has six hundred and seventy pages. There are some pictures on some pages of the dictionary. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. The pictures are in black and white. It is a new edition.

5. Why is the dictionary special? Because...
- It has some pictures on the pages
 - b. The cover is bright red
 - c. It has six hundred and seventy pages
 - d. The color of the pages is white
6. What is the color of the covers?
- a. The cover is white
 - b. The cover is black
 - The cover is bright red
 - d. The cover is brown
7. It is very thick.
What is the antonym of "thick"?
- a. Small
 - Thin
 - c. Little
 - d. Few
8. Which of the following statements is TRUE according to the text?
- The dictionary is a gift for the writer's birthday
 - b. The pictures are color full
 - c. The writer bought the dictionary in a bookstore
 - d. All the pages have a pictures

The following text is for question number 9-13

My Lovely "Molly"

I have a pet. It is a cat. Its name is Molly. Molly has gray fur. It has two cute ears and two bright eyes. The eyes Molly look funny. Molly has a long tail. Every day, I feed Molly with

some rice and fish. I go to the market to buy the fish and my mother steams it for me. I bring Molly to a veterinarian when he looks not so well. I love Molly so much.

9. What is Molly?
- a. It is a fish
 - b. It is a cat
 - c. It is a dog
 - d. It is a goat
10. How do Molly's eyes look like?
- a. They are cute
 - b. They are small
 - c. They are long
 - d. They are bright
11. How the color of Molly's fur?
- a. White fur
 - b. Black fur
 - c. Gray fur
 - d. Brown fur
12. How does the writer get the fish?
- She
- a. Finds it in the refrigerator
 - b. Buys it at the market
 - c. Steams it
 - d. Takes it from veterinarian
13. When does the writer take Molly to the veterinarian?
- a. When she wants to do check up
 - b. When her mother ask her to
 - c. When Molly is not healthy
 - d. When she has some money

The following text is for question number 14-18

Last vacation, I went with my students to Jogjakarta. We stayed at a hotel in Morison, not far from Malioboro. We went to the sanctuaries in Prambanan on Friday. The Brahmama, Syiwa and Wisnu sanctuaries are three important sanctuaries. They are genuinely interesting. We only went through the sanctuaries of Brahmama and Syiwa, since the sanctuary of Wisnu is being renovated.

We went to Yogya Kraton on Saturday morning. We spent nearly two hours there. Since we were guided by a brilliant and amicable aide, we were blessed. We proceeded with our adventure to Borobudur at that point. There, we touched base at four p.m. At 6 o'clock p.m. We heard a statement saying that the entrance to Borobudur will be closed. We left Jogjakarta by bus in the evening.

14. What is the aim of the text?

- a. To entertain the readers
 - b. To describe the smugglers
 - c. To describe an event to the police
 - d. To tell the past events
15. What else the big temple in Prambanan?
- a. Borobudur, Syiwa, and Brahmata temples
 - b. Brahmata, Syiwa, and Wisnu temples
 - c. Paria, Borobudur, and Wisnu temples
 - d. Syiwa, Brahmata, and Sudra temples
16. When did they back to home?
- a. On Friday evening
 - b. On Saturday morning
 - c. On Thursday evening
 - d. On Saturday evening
17. Where did the writer and students stayed in Yogyakarta?
- a. At Morison Hotel
 - b. At Malioboro
 - c. In Prambanan
 - d. At Yogya Eraton
18. "A brilliant and amicable aide" (in paragraph two) the underline word mean is...
- a. Kind
 - b. Affable
 - c. Good
 - d. Polite

The following text is for question number 19-23

Lily is the youngest in our family. She is fourteen years old and four years younger than me. She has tall, straight hair, brown eyes and a friendly smile. Sometime she is quite lazy at home, but she usually does what she is asked to do. Lily is fascinated in arts very much, and at the school, she is follows dancing and painting. She is the best dancer in our family

19. How old has Lily been?
- a. Forty years old
 - b. Fourteen years old
 - c. Four years old
 - d. Ten years old
20. The writer is... years old
- a. Eighteen
 - b. Sixteen
 - c. Nineteen
 - d. Fourteen
21. Which of the following statement is incorrect about Lily?
- a. She has tall and straight hair

- b. She has bright eyes
 - c. She is like dancing and painting
 - d. She is not interested in art
22. "Lily is fascinated in arts very much, and at school she follows dancing and painting"

The underlined phrase can be replaced by ...

- a. Dislike art
 - b. Hates art very much
 - c. Really like art
 - d. Finds art not really entertaining
23. From the text we may conclude that ...
- a. Lily is older than the author
 - b. Lily is a welcoming woman
 - c. Lily is not at all attentive
 - d. Most individuals don't like Lily

The following text is for question number 24-25

My aunt came to visit our house today. She is a favorite aunt of mine. Tika is her name. She's really beautiful. It is 165 cm tall and weighs 50 kg. She has eyes which are black and round. Sharp is her nose. She has smooth, long hair.

My aunt is a Junior High School English teacher. She likes her students so much because she is friendly and kind. She is very patient. Even when her students are naughty, she doesn't get frustrated. She is well liked by members of our family, too. I still wait for her to come to our house for a visit.

24. How does a writer's aunt build it?
- a. Tall and slim
 - b. Tall and fat
 - c. Short and slim
 - d. Short and thin
25. Why do the students of Aunt Tika like her?
- a. Because she kind and friendly
 - b. Because she's really beautiful
 - c. Because she's English teacher
 - d. Because she's smart and patient

Questionnaire

Nama : KIKI HASBISAMI

Kelas : VIII

Petunjuk :

100

Pada kolom sangat setuju (SS), Setuju (S), Ragu-ragu (R), Tidak setuju (TS), Sangat tidak setuju (STS), sesuai dengan kondisi yang anda alami. Bacalah setiap pertanyaan dengan baik kemudian berikan tanggapan anda dengan memberikan tanda check list (✓).

NO.	PERTANYAAN	SS	S	R	TS	STS
1.	Saya memilih topik materi yang menarik, walaupun itu sulit untuk dipelajari.		✓			
2.	Saya memilih materi yang sulit karena membuat saya menambah/mendapatkan ilmu baru.		✓			
3.	Saya merasa puas jika saya bisa memahami materi yang disampaikan dengan baik.	✓				
4.	Jika saya menemukan kata-kata yang sulit, saya akan mencoba memahami makna dari teks tersebut.	✓				
5.	Jika saya memiliki kesulitan dalam pelajaran, saya mencoba mendiskusikan dengan teman atau guru.		✓			
6.	Ketika di kelas saya akan memperhatikan pelajaran karena itu sesuatu yang paling penting bagi saya.	✓				
7.	Materi pembelajaran di kelas adalah sesuatu yang menarik bagi saya.		✓			
8.	Materi yang disampaikan di kelas sangat bermanfaat bagi saya.	✓				
9.	Sesuatu yang paling penting bagi saya adalah memahami materi yang dipelajari.	✓				
10.	Saya suka dengan materi pembelajaran yang saya ikuti.		✓			

11.	Saya yakin bisa mendapatkan hasil yang terbaik dikelas.			✓		
12.	Saya yakin sudah melakukan yang terbaik saat dikelas.		✓			
13.	Ketika saya merasa sulit dalam menerjemahkan, saya hanya mengerjakan yang mudah atau menyerah saja.	✓				
14.	Saya yakin bisa menyelesaikan tes dan tugas dengan baik		✓			
15.	Saya yakin bisa menguasai materi yang disampaikan.	✓				
16.	Hal yang sangat penting bagi saya saat ini adalah meningkatkan kemampuan/skill bahasa inggris.	✓				
17.	Saya sangat puas ketika mendapat nilai yang bagus.	✓				
18.	Saat dikelas saya sangat puas kalau guru menerima pendapat saya sampaikan.		✓			
19.	Saya sangat puas ketika teman-teman menerima pendapat yang saya sampaikan.		✓			
20.	Saya berpikir dapat menggunakan kemampuan/skill Bahasa Inggris saya diluar sana.			✓		
21.	Saya merasa lebih mudah mempelajari materi yang disampaikan kalau saya belajar menggunakan cara yang tepat.	✓				
22.	Kalau saya belajar keras saya pasti bisa memahami materi yang disampaikan.	✓				
23.	Saya suka pelajaran Bahasa Inggris karena guru menggunakan metode yang bervariasi.		✓			
24.	Saya suka pelajaran Bahasa Inggris karena guru tidak pernah membuat saya merasa tertekan.		✓			

25.	Saya menyukai pelajaran dalam menerjemahkan kata-kata karena siswa terlibat langsung dalam proses diskusi.		✓				
26.	Ketika saya mengikuti tes/ujian saya berpikir saya lemah dan membandingkan diri dengan teman yang lain.		✓				
27.	Saat ujian dimulai saya yakin bisa menyelesaikan soal yang diberikan.		✓				
28.	Saat ujian, saya berpikir kemungkinan saya gagal atau tidak bisa menjawab soal.	✓					
29.	Saya merasa sedikit tidak enak saat mengikuti ujian.		✓				
30.	Saya merasa cemas saat mengikuti ujian.		✓				

Reading Comprehension Test

Name : KIKI HASBIANI

Class : V/3

Please choose the correct answers by going through a, b, c, or d.

The following text is for question number 1-4

My school library

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven bookshelves in the library. They are full of books. My favorite is the shelf next to the door. It is the shelf for displaying the magazines and newspaper. I love reading newspaper especially about sport. Students visit the library every break. They love visiting the library because it is quiet and cool. It is very comfortable to read in this library.

1. Where is the library located?
 - a. It is next door
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2. What is the next to the door of the library?
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3. When do the students usually come to the library?
 - a. After school
 - b. During break time
 - c. In the morning
 - d. During class

4. It is very comfortable (in paragraph 2)
What does the underlined word mean?
 - a. Not knowing what to do
 - b. Making somebody feel sad

- Making somebody feel relaxed ✓
- d. Feeling interested in something

The following text is for question number 5-8

My English Dictionary

Today is my birthday. My mother gave me a dictionary. It is very thick. It has six hundred and seventy pages. There are some pictures on some pages of the dictionary. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. The pictures are in black and white. It is a new edition.

5. Why is the dictionary special? Because...
- It has some pictures on the pages ✓
 - b. The cover is bright red
 - c. It has six hundred and seventy pages
 - d. The color of the pages is white
6. What is the color of the covers?
- a. The cover is white
 - b. The cover is black
 - The cover is bright red ✓
 - d. The cover is brown
7. It is very thick.
What is the antonym of "thick"?
- a. Small
 - b. Thin ✓
 - c. Little
 - d. Few
8. Which of the following statements is TRUE according to the text?
- a. The dictionary is a gift for the writer's birthday
 - b. The pictures are color full
 - The writer bought the dictionary in a bookstore ✓
 - d. All the pages have a pictures

The following text is for question number 9-13

My Lovely "Molly"

I have a pet. It is a cat. Its name is Molly. Molly has gray fur. It has two cute ears and two bright eyes. The eyes Molly look funny. Molly has a long tail. Every day, I feed Molly with

some rice and fish. I go to the market to buy the fish and my mother steams it for me. I bring Molly to a veterinarian when he looks not so well. I love Molly so much.

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- She....
- a. Finds it in the refrigerator
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14. What is the aim of the text?

- a. To entertain the readers
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18. "A brilliant and amicable aide" (in paragraph two) the underline word mean is ...
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 - c. Affable
 - d. Polite

The following text is for question number 19-23

Lily is the youngest in our family. She is fourteen years old and four years younger than me. She has tall, straight hair, brown eyes and a friendly smile. Sometime she is quite lazy at home, but she usually does what she is asked to do. Lily is fascinated in arts very much, and at the school, she is follows dancing and painting. She is the best dancer in our family.

19. How old has Lily been?
- a. Forty years old
 - b. Four years old
 - c. Fourteen years old
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20. The writer is... years old
- a. Eighteen
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21. Which of the following statement is incorrect about Lily?
- a. She has tall and straight hair

- b. She has bright eyes
 - c. She is like dancing and painting
 - d. She is not interested in art
22. "Lily is fascinated in arts very much, and at school she follows dancing and painting".

The underlined phrase can be replaced by...

- a. Dislike art
 - b. Hates art very much
 - c. Really like art
 - d. Finds art not really entertaining
23. From the text we may conclude that...
- a. Lily is older than the author
 - b. Lily is a welcoming woman
 - c. Lily is not at all attentive
 - d. Most individuals don't like Lily

The following text is for question number 24-25

My aunt came to visit our house today. She is a favorite aunt of mine. Tika is her name. She's really beautiful. It is 165 cm tall and weighs 50 kg. She has eyes which are black and round. Sharp is her nose. She has smooth, long hair.

My aunt is a Junior High School English teacher. She likes her students so much because she is friendly and kind. She is very patient. Even when her students are naughty, she doesn't get frustrated. She is well liked by members of our family, too. I still wait for her to come to our house for a visit.

24. How does a writer's aunt build it?
- a. Tall and slim
 - b. Tall and fat
 - c. Short and slim
 - d. Short and thin
25. Why do the students of Aunt Tika like her?
- a. Because she kind and friendly
 - b. Because she's really beautiful
 - c. Because she's English teacher
 - d. Because she's smart and patient

APPENDIX VII
DOCUMENTATION



(The researcher gives the students' motivation questionnaire)





(The researcher gives the instruction about students' motivation questionnaire)



(The students doing the students' motivation questionnaire)



(The researcher gives the explanation about reading comprehension test)



(The students doing the reading comprehension test)



(The researcher give the souvenir for school)



APPENDIX VIII

Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B- 00351/ITK/ITK.V.3/PP.00.9/08/2020

04 September 2020

Lampiran :-

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMPN 2 LEMBAH MELINTANG

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Puspita Karolina
NIM : 0304161065
Tempat/Tanggal Lahir : Pegambiran, 04 November 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : PEGAMBIRAN Kelurahan PARIK Kecamatan KOTOBALINGKA

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMPN 2 LEMBAH MELINTANG, Ujung Gading, Pasaman Barat, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The correlation between the students' motivation in learning English and their reading comprehension

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 04 September 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Dr. Sholihatul Hamidah Daulay,
S.Ag., M.Hum
NIP. 197506222003122002

Tembusan:

• Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX IX

Research Response Letter

 **PEMERINTAH KABUPATEN PASAMAN BARAT**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 LEMBAH MELINTANG
Alamat : Jl. Bulu Laga - Ujunggading Telp.(0753)470658 Kode Pos : 26372 

SURAT KETERANGAN SELESAI PENELITIAN
No: 422/ 079 / SMPN 2/LM -2020

Yang bertanda tangan dibawah ini :

Nama : Hj.ERLINDA, S.Pd
NIP : 19680226 199203 2 006
Pangkat/ Golongan : Pembina TK I / IV.B
Jabatan : Kepala SMP Negeri 2 Lembah Melintang

Dengan ini menerangkan bahwa :

Nama : PUSPITA KAROLINA
NIM : 0304161065
Program Studi : S.1
Jurusan : Pendidikan Bahasa Inggris

Berhubung telah selesainya melaksanakan Penelitian di SMP Negeri 2 Lembah Melintang, dengan judul penelitian "The Correlation Between the Students' Motivation in Learning English and Their Reading Comprehension at the Eighth Grade Students of SMP Negeri 2 Lembah Melintang ", dari Bulan September s/d Oktober 2020 .

Demikianlah Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Ujunggading, 09 Oktober 2020
Kepala,


Hj.ERLINDA, S.Pd
NIP. 19680226 199203 2 006