THE EFFECTIVENESS OF USING READING COURSEWARE TO IMPROVE STUDENTS’ LEARNING MOTIVATION IN READING
(An Experimental Research with the Seventh Grade Students of MTsN Model Babakan Lebaksiu Tegal in the Academic Year of 2009/2010)

A Final Project

Submitted in Partial Fulfillment of the Requirement
For the Degree of Bachelor of Islamic Education
in English Language Education

By:
Ishma Ifadah
3105287

ENGLISH DEPARTMENT OF TARBIYAH FACULTY
WALISONGO STATE INSTITUTES FOR ISLAMIC STUDIES
SEMARANG
2010
RATIFICATION

Name: Ishma Ifadah
Student Number: 053411287
Title: THE EFFECTIVENESS OF USING READING COURSEWARE TO IMPROVE STUDENTS’ LEARNING MOTIVATION IN READING (An Experimental Research with the Seventh Grade Students of MTsN Model Babakan Lebaksiu Tegal in the Academic Year of 2009/2010)

Had been ratified by the team of thesis examiner of Education Faculty of Walisongo State Institute for Islamic Studies Semarang on:

Day: Tuesday
Date: 6 July 2010

The Team of Examiners

Chairman, Secretary,

Drs. Abdul Rohman, M.Ag. Dr. H.Ruswan, M.A.
NIP: 19691105 199403 1 003 NIP: 19680424 199303 1 004

First Examiner, Second Examiner,

Dra. Siti Mariam, M.Pd. Siti Tarwiyah, S.S, M.Hum.
NIP: 19650727 199203 2 002 NIP: 19721108 199903 2 001
ADVISOR APPROVAL

Date                    Signature

Dr. H. Ruswan, M.A.                                      ____________  ____________
First Advisor

H. Mursid, M.Ag.                                         ____________  ____________
Second Advisor
Those who fight for our cause, we will surely guide to our own paths. Allah is with the righteous. (Surah Al ankabut, verse 69)*

* Departemen Agama Republik Indonesia, Alqur’an dan terjemahannya, (Bandung : CV Diponegoro, 2003), p. 323
DEDICATION

The thesis is dedicated to:

- My beloved father, Abdul Choliq and my beloved mother Ni’amah, and also for my beloved brothers Ainnurrizan and Azka Abidi, thank you so much. You are the big spirit for me.
- My teachers and lecturers “Thank you very much.”
- My dearest friends, Isma, Colipz, Iqoh, Irma, Mas Dedi, Mas Au, Mumun, Komting, Faish, and TBI C 05 Thanks for helping, without your generous participation this thesis would not have been completed in its present form. I love you all.
- All of my friends who support me in doing this thesis. I love you all.
A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer’s opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 2\textsuperscript{nd} July 2010

The Writer,

\underline{Ishma Ifadah}
3105287
ABSTRACT


Keywords: Reading courseware, students’ learning motivation.

This study is about the effectiveness of reading courseware to improve students’ learning motivation in reading of the seventh grade students of MTsN Model Babakan Lebaksiu Tegal in the academic year of 2009/2010. As we know that there are ten characteristic of extensive reading. And teaching reading using courseware is include reading related to the pleasure and reading is its’ own reward. The courseware used in this study is a material for instructor-led classes.

The problem of this study is how effective is the use of reading courseware to improve students’ learning motivation in reading for the seventh grade students of MTsN Model Babakan Lebaksiu Tegal? The objective of the study is to find out the effectiveness of reading courseware to improve students’ learning motivation in reading for the seventh grade students of MTsN Model Babakan Lebaksiu Tegal.

The research methodology was an experimental method, which was conducted in MTsN Model Babakan Lebaksiu Tegal. The population of the research was the seventh grade students. The samples are two classes, an experimental group (VII E) and a control group (VII A). Experimental group (VII E) was taught by using reading courseware, while control group (VII A) was taught without reading courseware (using text). The writer gave questionnaire for measuring students’ motivation and test to gather data. The questionnaire had been tried out to find out the validity and reliability before it was used to gather the data. The formula that was used to analyze the data was t-test. It was used to determine whether or not there was a significance difference between students’ motivation score in experimental and control group.

After the data had been collected by using questionnaire and test, it was found that the pre-test average score of the experimental group was 58.22 (questionnaire), 71.08 (test), and control group was 58.03 (questionnaire), 70.68 (test). While, the post-test average score of the experimental group was 65.89 (questionnaire), 83.78 (test), and control group was 61.03 (questionnaire), 72.03 (test). The obtained t-test score of questionnaire was 3.968, whereas the t-table score was 1.67 for a = 5%. The t-test score was higher than the t-table (3.968 > 1.67). It means that Ha was accepted while Ho was rejected, since t-test score of questionnaire was higher than the t-table. The improvement of students’ learning motivation is also shown in their test score. The t-test showed that t-score of test 8.268 was higher than that of the t-table, 1.67. Since the t-
score was higher than that of the t-table, there was a significance difference between students in experiment and control class. Reading courseware was effective to improve students’ learning motivation in reading for the seventh grade students in MTsN Model Babakan Lebaksiu Tegal. Finally the writer suggests the English teachers to use reading courseware as one of media to improve students’ learning motivation.

ACKNOWLEDGEMENT

Alhamdulillah, the writer would like to thank to Allah for blessing, health, and chance, and inspiration given to the writer during the writing this thesis. The writer could finish this thesis because of guidance, supports, and help, from many people. So, that the writer would like to express her gratitude to the followings:
1. Prof. Dr. Ibnu Hajar, M. Ed., the Dean of Tarbiyah Faculty of State Institute.
2. Siti Tarwiyah, M.Hum., as the Head of English Department
3. Dr. H. Ruswan, M.A, as the first advisor. Thank you for the guidance, corrections, and suggestions.
4. H. Mursid, M. Ag., as the second advisor. Thank you for the guidance, corrections and suggestions.
5. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, and guidance during the years of my study.
6. Drs. H. Rohmad, M. Pd, as the headmaster of MTsN Model Babakan Lebaksiu Tegal for allowing her to conduct the research.
7. Chusnul Chotimah, S. Pd., the English teacher of MTsN Model Babakan Lebaksiu Tegal, for helping her during the research.
8. Abdul Charist, M. Ag., as the Head of curriculum department of MTsN Model Babakan Lebaksiu Tegal, for helping her during the research.
9. Everybody who helps her finishing her research.

Finally, the writer hopes this thesis can give some values to the students of MTsN Model Babakan Lebaksiu Tegal, English teachers and readers especially in improving students’ learning motivation in reading. The writer admits that this thesis far from a perfection, so that the writer will accept any suggestions from the readers. And may Allah always keep us on the right path. Amine.

Semarang, 2nd July, 2010
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>RATIFICATION</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>A THESIS STATEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF APPENDIX</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

- A. Research Background ........................................ 1
- B. Reason for Choosing the Topic ............................ 3
- C. Research Question .......................................... 4
- D. Objective of the Study .................................... 4
- E. Pedagogical Significance .................................. 4
- F. The scope of the Study .................................... 4

## CHAPTER II: REVIEW OF RELATED LITERATURE

- A. Theoretical Review ......................................... 6
  1. Motivation .................................................. 6
     a. Definition of Motivation ................................ 6
     b. Kinds of Motivation ..................................... 8
     c. Sources of the motivation .............................. 8
     d. Motivation in Reading Class ........................... 9
  2. Reading ...................................................... 11
     a. Definition of Reading ................................... 11
     b. Reading Competences ................................... 11
     c. Types of Reading ....................................... 12
LIST OF APPENDIXES

Appendix:

1. Try out analysis of questionnaire.
2. Analysis of questionnaire reliability.
3. Students names of experimental class and control class.
4. List score of questionnaire in the pre test.
5. Normality test of questionnaire in the pre test of control class.
6. Normality test of questionnaire in the pre test of experimental class.
7. Homogeneity test of questionnaire in the pre-test of experimental class and control class.
8. Test of similarity between two averages of experimental class and control class in the pre-test.
9. List score of test in the pre test.
10. Normality of test in the pre test of control class.
11. Normality of test in the pre test of experimental class.
12. Homogeneity of test in the pre-test of experimental and control class
13. Test of similarity between two averages in the pre-test of experimental class and control class.
14. List score of questionnaire in the post test.
15. Normality test of questionnaire in the post test of experimental class.
16. Normality test of questionnaire in the post test of control class.
17. Homogeneity test of questionnaire in the post-test of experimental and control class.
18. Test of differences between two averages of questionnaire in the post test of experimental and control class.
19. Post - Test score.
20. Normality of test in the post test of experimental class.
21. Normality of test in the post test of control class.
22. Homogeneity test in the post-test of experimental and control class.
23. Test of differences between two averages in the post test of experimental and control class.
24. Questionnaire of Tryout.
25. Questionnaire of Control Class.
26. Questionnaire of Experimental Class.
27. Pre-Test and Post-Test Material.
28. Lesson Plan Control Class.
29. Lesson Plan Experimental Class.
30. Curriculum Vitae.
LIST OF TABLE

Table :

1. IV. 1 Table of the Observation Frequency of Control Class.
2. IV. 2 Table of the Observation Frequency of Experimental Class.
3. IV. 3 Homogeneity of Questionnaire (Pre-test).
4. IV. 4 Table of the Observation Frequency of Control Class.
5. IV. 5 Table of the Observation Frequency of Experimental Class.
6. IV. 6 Homogeneity of Test (Pre-test).
7. IV. 7 Table of the Observation Frequency of Control Class.
8. IV. 8 Table of the Observation Frequency of Experimental Class.
9. IV. 9 Homogeneity of Questionnaire (Post-test).
10. IV.10 Table Observation Frequency of Control Class.
11. IV. 11 Table of the Observation Frequency of Experimental Class.
12. IV. 12 Homogeneity of Test (Post-test).
13. IV. 13 The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Class.