

**THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN
READING ENGLISH TEXTBOOKS AND THEIR ACHIEVEMENT
IN READING COMPREHENSION**

THESIS

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



By:

Mohammad Khoirul Manan

113411026

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2017**

THESIS STATEMENT

I am the student with the following identity:

Name : Mohammad Khoirul Manan
Student's Number : 113411026
Program : English Language Teaching Department

certify that thesis entitled:

THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN READING ENGLISH TEXTBOOKS AND THEIR ACHIEVEMENT IN READING COMPREHENSION

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Semarang, May 23rd 2017
The researcher



M. Khoirul Manan
NIM. 113411026



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Thesis with the following identify:

Title : **The Correlation between Students' Motivation in Reading English Textbooks and Their Achievement in Reading Comprehension**

Name of Student : Mohammad Khoirul Manan

Student's Number : 113411026

Department : English Language Education

had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, June 21th 2017

THE BOARD OF EXAMINERS

Chair Person,

Dr. H. Ikhrom, M. Ag.
NIP. 19650329 199703 1 002

Secretary,

Dra. Hj. Siti Mariam, M. Pd.
NIP. 19650727 199203 2 002

Examiner I

Dr. H. Muslih, M.A.
NIP. 19690813 199603 1 003

Examiner II

M. Nafi' Annury, M. Pd.
NIP. 19780719 200501 1 007

Advisor

Dra. Hj. Siti Mariam, M. Pd.
NIP. 19650727 199203 2 002



ADVISOR NOTE

Semarang, 2 June 2017

To
The Dean of Education and Teacher Training Faculty Walisongo State
Institute for Islamic Studies

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I inform that I have given guidance, briefing and correction to
whatever extent necessary of the following thesis identification:

Title : THE CORRELATION BETWEEN STUDENTS'
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READING COMPREHENSION

Name of Student : Mohammad Khoirul Manan

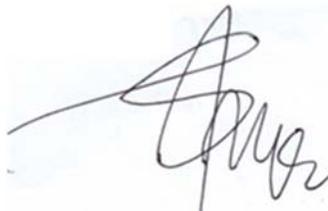
Student Number : 113411026

Department : English Language Teaching

I state that the thesis is ready to be submitted to Islamic Education and
Teacher Training Faculty Walisongo Islamic State University to be
examined at Munaqasyah Session.

Wassalamu 'alaikum wr.wb.

The Advisor,



Dra. Hj. Siti Mariam, M. Pd.

NIP. 19650727 199203 2 002

ABSTRACT

Title : **The Correlation between Students' Motivation in Reading English Textbooks and Their Achievement in Reading Comprehension**

Writer : Mohammad Khoirul Manan

Student Number: 113411026

Keyword: *motivation, reading, English textbooks, achievement, reading comprehension*

This research aimed to find out the correlation between students' motivation in reading English textbooks and their achievement in reading comprehension. This research used correlation method and quantitative approach. The population of this research was all second semester students of English Language Teaching Department of Teacher Training Faculty of Walisongo Islamic State Walisongo Semarang in the academic year 2016/2017. And the participants were 42 students. The instruments of this research were questionnaire and test. The questionnaire was to measure students' motivation in reading English textbooks, and the test was to measure their reading comprehension. First, the data was analyzed, to find out the mean in order to measure the quality of students' motivation in reading English textbooks and students' achievement in reading comprehension. Then, the data analyzed hypothetically using Pearson product moment. From the analysis of the data, it showed the results that the quality of students' motivation in reading English textbooks was medium with mean score 93,0476 in range 88-97, and the quality of students' reading comprehension was medium as well, with mean score 64,167 in range 58-70. The result also showed that there was positive significant correlation between students' motivation in reading English textbooks and their achievement in reading comprehension, with $r_{xy} = 0,7056$ is bigger than $r_{table} 5\% = 0,304$.

DEDICATION

This final project is dedicated to my beloved parents (Ahmad Pawiyanto and Siti Aminah), beloved young brother (Muhammad Shohihul Humam), all beloved lecturers, all beloved friends, and all people who support and pray for this final project. May Allah SWT always show His guidance, mercy, blessing, love, kindness, and gentleness to them.

MOTTO

“Someone is sitting in the shade today because someone planted a tree a long time ago”¹

~ Warren Buffett ~

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¹ <https://www.brainyquote.com/quotes/quotes/w/warrenbuff409214.html>, accessed on 23 May 2017.

First and foremost, the greatest thank to Allah Almighty, The One and The Only God who creates whole universe and maintain all systems and orders of it, The One who gives love to all human beings with no exception, The One who teaches human knowledge and guides whom He is willing to, The One that guides everyone to know Him and to rely on Him, The One who also guides me to learn everything including conducting this research. My thank is very small compared to what He has given me.

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M. Khoirul Manan

113411026

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CHAPTER 1

INTRODUCTION

A. Background of Research

For many years, students from many places around the world learn English. Since English is considered as an international language, learning English has become necessary for everyone who wants to engage in international interactions. Mastering this language is not a simple thing. There are some skills which should be learnt and practiced, such as listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing are considered to be productive skills.¹ Those are the basic language skills especially in teaching and learning English as a foreign language at schools, courses or other educational institutions whether they are formal or informal.

As one of the language skills, reading plays an important role because reading has become a part of our daily life. Through reading, people are able to gain a lot of knowledge, information, pleasure and problem solution. Hence, the ability to read a text in many forms will contribute a great advantage in our life such as gaining success in school, university, or other educational institutions.

Reading is the act of interpreting printed and written words. Reading requires understanding or comprehending the means of

¹ Jeremy Harmer, *The Practice of Language Teaching*, (New York: Longman, 1989), p. 16.

the text. Through reading readers can also understand the message the writer has informed. People have their own reason for reading. In many cases, people will do their reading to get knowledge and information, also a pleasure, or just to spend their leisure time.

Besides, motivation is a great impact for someone in doing activities well. As a psychological aspect, motivation is not only able to divert someone's behavior, but also able to encourage him to do something, therefore he can let himself bound by a certain activity, as well as reading motivation. Struggle in reading something is also a kind of someone's motivation.

Motivation is a conscious effort to influence a person's behavior that he was encouraged to do something in order to achieve a particular result or goal.² Motivation varies into intrinsic and extrinsic. Reading motivation also has intrinsic and extrinsic. For example, that the content of reading is interesting or not.

Reading motivation is crucial thing in contemporary society. Nowadays, information is being presented to people round the world in many forms. During the past few years there has been a plethora of information introduced to people. While books have been continuously produced, there is also significant amount of information on the internet. This affects and encourages people to do reading more often, motivates them to gain more knowledge to enrich their insight in this global area.

² Alisuf Sabri, *Psikologi Pendidikan*, (Jakarta: Pedoman Ilmu Jaya, 2007), p. 84.

Learning achievement in education environment is a measurement toward learners including factors of cognitive, affective, and psychomotor after attending the teaching learning process. Those three aspects are evaluated and the evaluation is actualized in the form value or score.

In the teaching learning process, motivation have a big impact toward students' achievement. Because of motivation, students will do something he is doing, such as reading textbooks especially English textbooks. Reading also has big impact toward learning, because most of the learning activities is reading.

Motivation in reading is also able to said very important because when students can understand more aspects of their subject or lesson because of their high motivation of reading their textbooks or literatures. Perhaps it can also affect their comprehension and also achievement in their subject or lesson.

Therefore, when it comes to the reading comprehension achievement of the students, motivation in the textbooks is probably having an effect or correlation which will be evaluated through this research.

B. Questions of Research

In this study, the researcher formulated the problem as follows:

1. How is the motivation in reading English textbooks of second semester students of English Language Department of Walisongo State Islamic University in academic year 2016/2017?

2. How is the students' achievement on reading comprehension of second semester students of English Language Department of Walisongo State Islamic University in academic year 2016/2017?
3. Is there any correlation between motivation in reading English textbooks of second semester students of English Language Department of Walisongo State Islamic University in academic year 2016/2017 and their achievement in reading comprehension?

C. Objectives of Research

In lines with research questions, this study has purposes to find out:

1. To describe the students' motivation in reading English textbooks.
2. To describe the students' achievement in reading comprehension.
3. To find out whether there is either a positive and significant correlation between students' motivation in reading English textbooks and students' achievement in reading comprehension or no.

D. Significances of Research

1. Theoretical Benefit

The result of this research is much expectantly to help students especially, and also for readers universally in

motivating them to read more textbooks in order to get good comprehension in a lesson.

2. Practical Benefit

a) For students

- i. The result of this research are expected to stimulate their motivation in reading to get better result on comprehending lesson also other things.
- ii. The result of this research hopefully can be a stepping stone to improve students' reading comprehension.

b) For teachers

The result of this research can be used as information that reading motivation can be a starting point to improve students' reading comprehension.

c) For other researchers

The result of this research can be a reference for further researches about relationship between motivation in reading English textbooks and achievement in reading comprehension in different area or level.

CHAPTER II

A. Theoretical Framework

1. Motivation

a. Definition of Motivation

Motivation is often used to refer to the cause or the why of behavior.¹ Motivation is not such a thing that we can see and touch, but we can see the effect from someone's action. It must be treated as a concept because it cannot be observed directly.² Motivation is inferred from antecedent conditions and consequent response.

Motivation is part of the closely related emotions with success. It can make us feel satisfaction or even greater than the success itself. Motivation have tremendous power in one's life. Motivation is to complete all of the driving impulses in humans that is causes an individual to do something. Motivation is also considered as intention. Someone who intends to do something means that he/she is in a condition of motivation.

Every action that people do is based on a motivation. People eat because they are hungry, they walk because they have a place to go, people talk because they have an idea to express, people study because they want master something,

¹ Charles N. Coffey, *Motivation and Emotion*, (Illinois, United States of America: Pennsylvania State University, 1972), p. 2.

² Arno F. Wittig, *Schaum's Outline of Theory and Problems of Psychology of Learning*, (Mc Graw-Hill Book Company), p. 218.

etc. Motivation of each person is different but the same thing we can understand is this motivation makes them move and live. A person who has no purpose is same as no living.

S. Nasution says that motivation is an effort to provide condition so that someone will do something.³ This condition will bring him to his goal. He tends to do anything till he gets what he wants. According to Ngalim Purwanto motivation is a conscious effort to move, to direct, and to keep someone's behavior so he is forced in order to achieve goals.⁴ He knows what his goals are then consciously he do efforts till he achieve goals. The purpose of motivation is to awaken and keep desirability in doing activities toward goal till it is achieved. Motivation is also can be said as a drive when someone is in a unwell condition.

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (5) إِنَّ مَعَ الْعُسْرِ يُسْرًا (6)⁵

(Q. S. Al Insyirah 5-6)

which means “For indeed, with hardship there will be be ease (5) Indeed, with hardship there will be ease (6)”. In these two Ayah, Allah says that every problem or difficulty there will be always a way out. And this emphasizes that motivation is also an important and crucial thing is human beings' life.

³ S. Nasution, *Didaktik Asas-Asas Mengajar*, (Jakarta: Bumi Aksara, 2010), p. 73.

⁴ Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya, 2011), p. 60.

⁵ *Al Quran Al Karim*, (Semarang: Maktabah Siful Waj), p. 537.

b. Type of Motivation

Some experts of psychology had been trying to classify motivation. Abdur Rachman Abror says that motivation considered of its formation considered of its formation can be divided into two, innate motivation and learned motivation. Innate motivation is considered as motivation that is adhered to someone since he or she was born without necessarily learned. The examples of this motivation are motivation to eat, to drink, to work, to rest, etc. This motivation is also named as *Psychological Drives*. Learned motivation appears because of a need to learn for example, learning a certain branch of science. This motivation is often called as *affiliate needs*.⁶

Syaiful Bahri Djamarah explains in his book that motivation is divided into two, intrinsic and extrinsic motivation.⁷ Intrinsic motivation is a drive that is active without any stimulation from outside because every individual has the drive to do something. Intrinsic motivation is driven by an interest or enjoyment in the task itself, and exists pressures or a desire for reward.

⁶ Abd. Rachman Abror, *Psikologi Pendidikan*, (Yogyakarta: Tiara Wacana Yogya, 1993), p. 119.

⁷ Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2008), pp 149.

Individuals who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes. Therefore, intrinsic motivation is essential and fundamental because it can make individual do things happily and sincerely without any intention to get reward or worry of punishment.

Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments.

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation occurs and be active because there is an external stimulation.⁸ Extrinsic motivation does not link to an activity; it refers to the performance of an activity in order to attain a desired outcome or to anticipate punishment. Students who study hard to get a good mark as one example of extrinsic motivation.

Extrinsic motivation comes from influences outside of the individual. Usually extrinsic motivation is used to attain outcomes that a person would not get from intrinsic motivation. Another example of extrinsic motivation is a competition because it encourages the performer to win and

⁸ Djamarah, *Psikologi Belajar*, p. 151.

to beat others, not simply to enjoy the intrinsic rewards of the activity.

c. Function of Motivation

A drive or desire can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive. These drives are thought to originate within the individual and may not require external stimulation to encourage one's behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food whereas subtler drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

Both intrinsic and extrinsic motivation can be treated as stimulation, booster, and action director. Those are the keys of motivation in every activity.⁹ Driver are psychological phenomena inside individual that create desire of moving and directing actions.

In learning motivation is needed. Motivation is an essential condition of learning that will make the results of learning optimal. By giving more precise motivation to students, the lesson will be more successful. Motivation will

⁹ Djamarah, *Psikologi Belajar*, p. 156.

also continue to determine the intensity of the effort of learning for learning. There are three functions of motivation:

- 1) To encourage people to do. It serves as a driver or a motor which releases energy. Motivation in this case is the motor of any activity to be undertaken.
- 2) To determine the direction of action. It means the direction of the goal. Thus, motivation can provide direction and activities that must be done in accordance with the formulation of objectives.
- 3) To select actions. The actions that determines what should be done in harmony in order to achieve the goal by eliminating actions that are not useful for that purpose.¹⁰

In addition, there are also other functions of motivations. Motivation can serve as a spur to effort and achievement. Good motivation in learning will show good results. In other words, hard work that is based on the motivation will make students yield good performance. Intensity of an action of motivated students will determine the level of achievement of academic achievement.

d. Source of Motivation

According Atkinson as quoted by Abdur Rachman Abror there are five theories about source of motivation, those are:

¹⁰ Purwanto, *Psikologi Pendidikan*, p. 70-71.

1) Instinct theory

According to this theory every thought and behavior of people are yielded by instinct which is carried since that were born. People action was said to be always associated with the instinct or nature. It responds to their needs as if without learning.

2) Drive Reduction theory

According to this theory, the drive of people exists caused by satisfaction and biological needs which refer to primary needs, such as the need of food, drink, air, etc. This theory goes upon motivation on biological needs force people to act because their body tends to maintain the internal environment to be constant or static. By the force of internal environment, people appear to struggle for life or struggle for survival.

3) Incentive theory¹¹

After conducting some studies, many psychologists began to question the drive reduction theory as the basis of all behavior. The studies show that people action is not only caused by internal driver, but also external stimulation, called *incentive*, play important role on causing behavior.

4) Psychoanalytic theory

¹¹ Abror, *Psikologi Belajar*, p. 117.

This theory is similar to the instinct theory, but more emphasis on the psychological elements that exist in human beings. Every people action is caused by the elements of the people; id and ego.

5) Social Learning theory

This theory emphasizes on behavior and environment by focusing on behavioral patterns developed by individual to overcome the environmental problem. These patterns can be learnt through direct reinforcement or direct observation. Cognitive process enable individual to predict possible consequences and change the behavior accordance with the consequences.¹²

According Ngalim Purwanto, there are also five theories about source of motivation, namely:

1) Theory of Hedonism

Hedonism considers the main purpose of peoples' life is to seek pleasure. In the view of hedonism, a person is essentially selfish beings whose life is full of fun and enjoyment. Therefore, every time people face a problem that needs to be solved, they tend to choose alternative solutions that can bring pleasure form the resulting hardship, difficulty, suffering, and so on. It means that people tend to avoid difficulty, hardship,

¹² Abror, *Psikologi Belajar*, p. 117.

or risk and prefer to do something that brings pleasure.

2) Theory of Instinct

Basically, people have three main desire drives which in this case area called instinct. There are three instincts:

- a) Instinct to defend themselves
- b) Instinct to develop themselves
- c) Instinct to maintain or defend their species.

These three basic instinct encourage people and boost their action, habit, and behavior. Therefore, according to this theory to motivate a person must be based on instinct which will be addressed and need to be developed.

3) Theory of Learned Reaction¹³

This theory holds that the action and behavior of people are not based on instincts, but based on patterns of behavior learned from the culture of the place they live. according to this theory, if a leader or an educator will motivate subordinates or protégé, they should know the background and culture of the people they lead. By understanding people's culture, it will be easy to find out and understand the cause of

¹³ Purwanto, *Psikologi Pendidikan*, p. 74-77.

their reaction and behavior that is possibly different from others in facing an overcoming certain problem.

4) Theory of Driving Force

This theory is a blend of instinct theory and the learned reaction theory. The driving force is a kind of instinct, but it is only a comprehensive power that boosts to a common direction. According to this theory when a leader or educator wants to motivate his students, he should do it based on the driving force which is on instinct and reaction learned from students' cultural environment.

5) Theory of Needs

This theory assumes that the action done by people is basically to meet needs, both psychological and psychological needs. According to this theory, if a leader or educator intends to motivate students, he should know beforehand what the needs of people who will be motivated.¹⁴

In addition, Maslow explains that there are five levels of human's need which is used as a key to learn about motivation. Those needs are (1) physiological needs, this is a prime and vital basic need related to basic biological function of organism such as foods, shelter, clothes, (2) safety and security needs, such as a protection from danger

¹⁴ Purwanto, *Psikologi Pendidikan*, p. 74-77.

and disease threat, (3) social needs, such as need of being loved and being recognized, (4) esteem needs, such as a need of being appreciated for an achievement, (5) self-actualization needs, such as optimizing self-potentials.¹⁵

2. Reading

a. Definition of Reading

Reading is an essential for everyone in order to cope with new knowledge and insight in this rapid changing world. This is reasonable due to the fact that the fast-growing information is recorded and issued through media, such as television, internet, radio, magazine, etc. The source is easily accessible. Through reading one will gain access to the latest information about the world, and satisfy someone's curiosity. Reading also helps someone to brighten mind through the insight which someone can get, so that someone could be smarter after reading something than before reading. The urgency of reading has already mentioned in the Holy Quran:

افْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
(3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ¹⁶

(Q.S. Al 'Alaq 1-5)

Which means “Read in the of your Lord who created (1) Create man from a clinging substance (2) Read and your Lord

¹⁵ Purwanto, *Psikologi Pendidikan*, p. 78.

¹⁶ *Al Quran Al Karim*, (Semarang: Maktabah Siful Waj), p. 537..

is the Most Generous (3) Who taught by the Pen (4) He taught man which he did not know (5) “

In these Ayah, Allah wants to emphasize that reading is really important activity in daily life. Reading in this context not only to read a written text, but also to read everything which means learning everything. Information and knowledge will bring someone to be smart and know himself and his Lord.

Reading is receptive skill. Receptive skill are the ways in which people exact meaning from the discourse the see or hear.¹⁷ In this aspect, the cognitive processes involved in reading is similar to those employed while listening.

There are many definitions that has been stated by scientists about reading. Some of them are experts. Paul C Burn defines reading into two parts, they are reading process and reading product. Reading process means that several sequences steps that students should accomplished while reading text material. While reading as a product means that the reader has to understand about interaction between a reader and a text and meaning-getting process, simply it is called communication.¹⁸ Process of reading also explained by Heilman, he says that, reading is an active process that is

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 3rd ed., p. 199.

¹⁸ Paul C. Burn, et al., *Teaching Reading in Today's Elementary Schools*, (Boston: Houghton Mifflin Company, 1984), p. 2.

affected directly by an individual's interaction with language that has been coded into print.¹⁹ So it can be inferred that reading is a process of communication in which the readers use strategies in order to look for meaning from printed symbols. So that who are good at reading generally understand about their own reading purposes and tries to translate the codes which are contained in a text into meaningful understanding.

Reading as process also described by David Nunan, he said that, reading is usually conceived as solitary activities in which the reader interacts with text in isolation.²⁰ It can be inferred also that reading is not only looking at word in its graphic symbol form, but it also is a communication process that involves an enjoyment of a reader to interact with text. Also, Margaret Ann and friends stated that, reading is the process of constructing meaning through the dynamic interaction among reader, the text and the context of reading situation.²¹

From the definitions above, reading can be regarded as a complex cognitive process that translates or transforms

¹⁹ Arthur W. Heilman, et al., *Principle and Practices of Teaching Reading Fifth Edition*, (Ohio: Charles E. Merrill Publishing Company, 1981), p. 4.

²⁰ David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (New York: Prentice Hall, 1998), p. 72.

²¹ Margaret Ann, et al., *Reading Problems Assessment and Teaching Strategies Second Edition*, (New Jersey: Prentice Hall Inc., 1989), p. 7.

symbols in a written text, through interpretation, to be meaningful understanding or communication between reader and author.

b. Reading Purposes

There are possible causes of the variation between readers and reading which needs to be considered. It is that all readers have their own different purposes in reading. If a reader wishes to get a general idea of a text, then the reader will pay less attention to the detail of the text. And the reader may read in a different way than if the reader reads a text in order to identify the information key. Thus, it becomes reasonable to infer that someone's reason which encourages him to read will influence the way he reads. Therefore, reading novel at bedtime is likely different from reading a hand-out for preparing an examination. A reader's purpose determines the way in which the reader treats a passage, because according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose of reading it.²²

In the process of reading, many things happen, due the reader is not only looking at the written text, but the reader is also presumably thinking about what is exactly he is reading in meantime, how useful it is, how either entertaining or boring it is. The reader also may find the difficulties while reading, and

²² Dorothy Grant Henning, *Reading with Meaning, Strategies for College Reading*, (New Jersey: Prentice Hall, 1990), 4th ed., p. 2.

then struggling to overcome them, or maybe just continuing and enjoying the pleasure. This emphasizes that many things would happen because of the differences in reading purposes. So basically, reading experts divide purposes of reading into two broad categories:²³

1. Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. For example, we read a road sign or instruction on a ticket machine because we want to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.
2. Pleasurable: another kind of reading takes place largely for pleasure. Such as read a magazine or poetry. Familiar sensations: you are at the wheel of your car, waiting at traffic light, you take a book out of the bag, rip off the transparent wrapping, and start reading the first line. A storm of honking breaks over you.²⁴ For this purpose, the reader maybe completely unconscious of how he is reading and of what is happening around him. He may be fully absorbed in the text he reads.

Henry Guntur Tarigan also mentioned seven purposes on reading. They are as follows:

²³ Jeremy Harmer, *The Practice of English Language Teaching*, p. 200.

²⁴ Sven Birkets, *Readings*, (Minnesota: Graywolf Press, 1999), p. 101.

- 1) Reading for details and fact. It is reading to know what is done by the subject of the story.
- 2) Reading for main ideas. It is reading to get the problem statement.
- 3) Reading for sequences of organization. It is reading to know each part of the story.
- 4) Reading for inference. It is reading to know what is the writer means by its story.
- 5) Reading for classifying. It is reading to find unusual things.
- 6) Reading for evaluating. It is reading to know the value of the story.
- 7) Reading for comparing. It is reading to compare the story's way of life and the reader's way of life.²⁵

From the definition of reading, it was already stated that reading is receptive skill. Actually, skill not only helps to learn new knowledge, but also abilities to interpret information which one gets.

c. Strategies of Reading

There are so many strategies in reading techniques. Grellet proposes the way of reading, he defines the strategies

²⁵ Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 1995), p. 9-10.

of reading into several points, and they are skimming, scanning, intensive and extensive.²⁶

1) Skimming

In skimming, readers are reading rapidly over a text in order to get main point. In other word, skimming is a process of over viewing the general concept of the material; it can be started by selecting sub chapter move to larger content material. Skimming permits reader to preview the text to get the scheme of a text to read word by word. For example, reading newspaper, people dismiss unimportant material and quickly identify main idea people usually do skimming in a multiple speed because of limited time.

2) Scanning

Scanning is quickly scanning through a text to find a specific words, numbers, and steps.²⁷ The concept of scanning can be defined in this way, in scanning the eye glances over the material aimed to find specific information. In other words, scanning means readers search through the material for a specific purpose, for example, finding the answer to a question, and seeking words in dictionary or prices in a catalogue.

3) Intensive

²⁶ Frangoise Grellet, *Developing Reading Skills: A practical Guide to Reading Comprehension Exercise*, (Cambridge University Press, 1999), p. 4.

²⁷ Grellet, *Developing Reading Skills*, p. 4.

Intensive seems to be stigmatized by some researcher as a boring style of reading, because the readers need to find the details of the information required. Intensive reading usually read at the slower speed, the aim of scanning is to read shorter texts and to extract specific information.

4) Extensive

Extensive reading is to read a longer passage, the aim of extensive reading usually for one's enjoyment. This extensive reading also called as a fluency activity and it include an overall meaning from the passage.²⁸ Extensive reading means to read abundantly, and fluently. The purpose of this strategy is for pleasure, and the primary goal in extensive reading is reading books after books like reading novel, short stories, and articles.

According to those reading strategies the writer sums up the four points of reading strategies as follows: skimming, scanning, intensive, and extensive.

d. Models of Reading

Aebersold and Mary Lee mention model of reading they are bottom-up theory and top-down theory.²⁹

1) Bottom-up theory

²⁸ Grellet, *Developing Reading Skills*, p. 4.

²⁹ Jo Ann Aebersold and Marry Lee Field, *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*, (Cambridge: Cambridge University Press, 1997), p. 97-98.

The bottom-up theory depends primarily on the information presented in the text. The readers begin with pre-reading strategies such as processing the information, recognize the graphic stimuli, recognizes words and link to their background knowledge, and predict the next sentence. In bottom-up processing, readers must identify a complex of linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers. And from all those signals, then the readers come to conclusion.³⁰

2) Top-down theory

Top-down model is the opposite of the bottom-up reading. The readers use higher level skill such as draw the meaning by linking of their background knowledge instead of focusing on letter, sound and word. Then the readers make prediction on what they read and adjust their reading process until they come to the end of paragraph. In the similar way it can be said that the readers emphasize about general picture of the text and look for key information by linking prior knowledge and then decided to come across the text or not.³¹

3. Motivation in Reading English Textbooks

³⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Longman: White Plain Publisher, 2001), p. 299.

³¹ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p. 299.

a. Understanding

As what explained before that motivation is kind of internal derives that pushes someone to do things in order to do something. As an important factor in reading, the lack of motivation as the origin of the problems that many teachers have faced in the learning environment. It is known that reading motivation contributes to students' comprehension of their reading and reaching success at school and its comprehension predicts their achievements.

In real life, people generally read something because they have a desire or purpose to do so. Someone who has a huge motivation in reading means that he or she felt enjoyment of reading activity. Actually, motivation in reading is one of the factors of how many information and comprehension which one will get after he read a written text. "Reading motivation has a determining effect on students concerning how much they will read".³²

While in the education environment, students almost every day face the lesson. Each lesson has its own textbooks. It means that students take textbooks as their sources in learning courses. With daily lesson in their school, students will often read the textbooks in order to understand what teacher will teach or have taught them.

³² Guthrie. J. T., & Wigfield. A., Engagement and Motivation in Reading, *Reading Research Book*, 2000, p. 403.

And also to build better understanding. Students are motivated to read because of their needs to understand the lesson, to gain positive or great grade in the examination. This encourages them to be motivated to read the textbooks often. Meanwhile the researcher here focused on the English Department students that almost of their textbooks are written in English.

Reading motivation itself is affected by lots of factors, and those factors depend of the reader's personal reason in deciding their reading purposes. Those purposes could be the desire to seek knowledge, the pleasure of reading activity or the enjoyment of learning the languages. Students usually increase their motivation in reading if they love the content of the book and environment that support them. Meanwhile, students will decrease their reading motivation if they could not the enjoyment of reading and support from the environment. Social life including friends and parents, students' freedom to choose their own book to read and the difficulty of book levels are an essential factors affecting reading motivation.

Based on those statement, motivation in reading can predict students' achievement and comprehensions. Reading motivation is also a kind of internal derives that pushes someone to read, it could from internal or external. Reading motivation that come from internal causes by the reader's

personal desire to find information or probably only for pleasure. While reading motivation comes from external drives, it may be caused by reader's social life, such as find information for educational purposes or demands for a job.

b. Reading Textbooks

Textbook, as Oxford dictionary defines, is a book that teaches a particular subject, used in school.³³ And it also means a books used by students as a standard work for a particular branch of study, or a book used as a standard source of information on a particular subject.³⁴

So textbook is a book which is used in a teaching learning process in a particular subject or lesson. The books may vary depending on the teacher or lecturer that teaches the subject.

In this research, the study focused on English textbooks. The researcher's point of English textbooks was that the textbooks are written in English language.

c. Indicators of Motivation in Reading

Motivation in reading is affected by the reason of why someone do or avoid the reading activity. Dimension of reading are the internal and external reasons in motivating students to read. According to Watkins and Coffey the

³³ *Oxford Learner's Pocket Dictionary*, Fourth Edition, (United Kingdom: Oxford University Press, 2009)

³⁴ <http://www.dictionary.com/browse/textbook>, accessed on 23 May 2017.

reading motivation consists of eight factors that can be inferred as indicators to measure students' motivation in reading, those are:³⁵

1) Grade-Compliance

Grade-Compliance refers to motivation in reading to gain positive school-evaluation, or to meet other people expectation such as he wants to read a book because a friend of him wants him to understand the book. This factor actually represents performance concern and extrinsic sources of motivation. This factor focuses on grades and demands.

2) Involvement

Reading involvement refers to the enjoyment involved with reading different kinds of texts, it is the feeling of engagement between the readers and their reading text. Mostly, the feeling of involvement appears because the reader itself really loves the reading activity.

3) Social

This aspect is kind of internal desire to connect with others through reading activity. It also can be the desire to share the meaning or the content of the text he has read to other people. Sometimes this aspect can be a

³⁵ Marley W. Watkins & Debra Young Coffey, "Reading Motivation: Multidimensional and Indeterminate", *Journal of Educational Psychology*, 2004, p. 110-116.

tool for someone to know how people around the reader can receive him or her based on the knowledge they got through reading activity.

4) Competition

Reading competition is concerned with an individual's attempt to outperform others in reading. Dimension of competition in reading pushes someone to be a better reader than others around them.

5) Work Avoidance³⁶

This factor is the most clearly and consistently factor in terms of motivation in reading. It is the factor that identified why readers commonly avoid reading, and do not make reading as a habitual activity.

6) Curiosity

Watkins and Coffey stated that curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest. It means that curiosity is the desire to know a text. Commonly, curiosity comes from someone's internal motivation to find information or reading for pleasure.

7) Recognition

Reading recognition is related with tangible forms of recognition such as teacher or peer approval in reading. Recognition related to the relationship with

³⁶ Watkins, *Journal of Educational Psychology*, p. 110-116.

others, whether it is teacher or reader's friends. This dimension represents how other people recognize someone as good reader or not.

8) Efficacy

Efficacy refers to readers believes about their ability and constancy in reading habits. In this point of view, students believe that they have a better ability in reading that any other materials.³⁷

According to the above statements, it can be concluded that there are eight main factors which can measure the students' motivation in reading. According to those dimension of reading, factors that motivate students to read can be found. Based on the eight theoretical dimensions of reading motivation. Marley and Coffey create 32 questionnaires in order to measure learner's motivation to read, that commonly known as *Motivation for Reading Questionnaires* (MRQ).

4. Reading Comprehension Achievement

a. Definition

Reading and comprehension are two things that cannot be separated each other, they are highly interrelated. Comprehension is the essence of reading itself. Reading comprehension is when the readers can comprehend the whole meaning in a text. If the readers can read but do not comprehend the meaning of the text, it means they do not do

³⁷ Watkins, *Journal of Educational Psychology*, p. 110-116.

reading comprehension. Some experts have been developed process on how reading comprehension occurs.

Grellet determines comprehension as, “Understanding a written text means extracting the required information from it as efficiently as possible”.³⁸ For example, if there is an advertisement and an article in a scientific journal. In the former case, the reader ignores the unimportant which is essential to be taken for the reader. Therefore, comprehension above means the readers need ability to locate the relevant information carefully based on their particular purposes.

Reading comprehension also can be called metacognitive process in which the readers are aware to control their comprehension. They know how to select strategies, and how to apply strategies, and when to use those strategies.³⁹

So, reading comprehension is an interactive process between reader, text, and strategies. Thus interactive process includes understanding, utilizing, and evaluating the important message that author tries to convey. Continuously, the readers link all the information with the prior knowledge to synthesize the meaning from written texts.

b. Levels of Reading Comprehension

³⁸ Frangoise Grellet, *Developing Reading Skills; A Practical Guide to Reading Comprehension Exercise*, (Cambridge: Cambridge University Press 1999), p. 3.

³⁹ Barbara Taylor, et al., *Reading Difficulties Instruction and Assessment Second Edition*, (New York: McGraw-Hill, Inc., 1995), p. 224.

Arthur Heilman mentions three levels of reading comprehension. They are literal comprehension, inferential comprehension, and critical comprehension.⁴⁰

1. Literal comprehension

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing the detailed message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the past step in literal comprehension, the readers should sequence all information stated in the passage.

2. Inferential comprehension

The inferential comprehension is the process how a reader derives an implicit idea in the passage. The reader needs abilities to detect mood of the material such as the authors' writing tone, purpose and attitude, to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

3. Critical comprehension

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the

⁴⁰ Arthur W. Heilman, et al., *Principles and Practices of Teaching Reading Fifth Edition*, p. 246.

information presented by the authors. The reader needs the ability to analyze the information and link the information to their prior knowledge. Then, the readers evaluate the value of the information they get and give personal judgment as a feedback to the author.⁴¹

c. Indicators of Reading Comprehension

Reading comprehension is a complex process that need better concentration, skill, and comprehend. Jeremy Harmer stated there are some reading skills which are affected by purposes in reading, they are as follows:⁴²

- 1) Identifying the topic: good readers are able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being talked about. This ability allows the readers to process the text more effectively as it progress.
- 2) Predicting and guessing: readers sometimes guess in order to try and understand what is being written about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometimes they make assumption or guess the content from their initial glance or half-reading.

⁴¹ Arthur W. Heilman, et al., *Principles and Practices of Teaching Reading Fifth Edition*, p. 246.

⁴² Jeremy Harmer, *The Practice of English Language Teaching*, p. 201-202.

- 3) Reading for general understanding: it means, not stopping for every word, not analyzing everything that the writer includes in the text. A term commonly used in discussion about reading is skimming (which means running the eyes over a text to get a quick idea of the gist of a text). In gist reading, the reader has made a choice not to attend to every detail, but to use the processing powers to get more of a top-down view of what is going on. Gist reading is also known as skimming.
- 4) Reading for specific information: in discussion about reading this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want specific details. In this case, we almost ignore all the other information until we come to the specific information until we come to the specific item we are looking for.
- 5) Reading for detailed information: sometimes, we read in order to understand everything we are reading in detail. We read in concentrated way to everything that is written.
- 6) Interpreting text: readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writers implying or suggesting. Readers gets more from reading test than the words alone suggest because, as active participants, readers use their

schemata together with their knowledge of the world expand the pictures that have been given.⁴³

d. Factors Affecting Reading Comprehension Achievement

The less reading comprehension skills are caused by a variety of factors. Martha Dallmann and Roger L. Roush figure out the factors which are responsible to the depth of readers' comprehension as follows:⁴⁴

1) Difficulty of Material

The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to the difficulty absorbing material. Teachers sometimes supply the students with advance materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may cause frustration to the students.

2) Intelligence

Readers; ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary. The more broaden knowledge and vocabulary that readers have the more success of reading comprehension they will be. Therefore, mental

⁴³ Jeremy Harmer, *The Practice of English Language Teaching*, p. 201-202

⁴⁴ Martha Dallmann, et al., *The Teaching of Reading*, (New York: Holt Rinehart and Winston, 1982), p. 165-167.

maturity should be taken into consideration in term of determining where reading instruction should start.

3) Environment

The unpleasant environment such as noisy surrounding, inadequate lighting, high or low temperatures, and distracting surroundings may interfere the students' comprehension.

4) Emphasis on Word Recognition⁴⁵

All assignment will be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes caused by the lack power of concentration on the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.

5) Emphasis on Oral Reading

When students do oral reading, they interpret the meaning of the text passage through their mouth. He more practice students on oral reading the more accurate they are on comprehending the text.

6) Background of Reading Selection

Concept about reading material and experience are frequent problems of students' poor reading

⁴⁵ Dallmann, *The Teaching of Reading*, p. 165-167.

comprehension. Teacher should be careful in selecting type of reading passage. Disorganized text materials such as using advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should be aware in selecting textbook, and distribute it efficiently to the students.

7) Adjustment Reading Techniques⁴⁶

The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success in reading comprehension.

8) Rate of Reading

The wrong selection in adjusting the reading rate to the type of material, such as newspaper, textbook, novel or magazine might cause failure in comprehending text material.⁴⁷

Based on the explanation above, it can be concluded that these are several factors that may influence the success of reading comprehension process. All those factors should be avoided in order to gain successfulness on reading comprehension.

B. Previous Research

⁴⁶ Dallmann, *The Teaching of Reading*, p. 165-167.

⁴⁷ Dallmann, *The Teaching of Reading*, p. 165-167.

In making this research, the writer considered some previous research which related to these researches:

A research which was conducted by Allan Wigfield and John T. Guthrie, which is published in the Journal of Educational Psychology in year 2007. The research has title “*Relation of Children’s Motivation for Reading to the Amount and Breadth of Their Reading*”. This research aimed to find out the relation children’s motivation for reading and the amount and breadth for their reading. This is quantitative research. The sample was fourth and fifth elementary students in a mid-Atlantic school. Wigfield and Guthrie used Motivation of Reading Questionnaire (MRQ) as an instrument to measure students’ reading motivation. The MRQ of this version has eleven aspects or factors of reading motivation. And, the researchers stated that their results had a moderate correlation.

A research which was conducted by Marley W. Watkins and Debra Young Coffey, which is published in the Journal of Educational Psychology in year 2004, entitled “*Reading Motivation: Multidimensional and Intermediate*”. The research was conducted to measure the reading motivation dimensionally and indeterminately using Motivation of Reading Questionnaire (MRQ). The MRQ of this version consists of eight main factors, instead of eleven. The sample of this research was third until fifth grade students, which the name of the school was not mentioned. The sample was three hundred twenty-eight students on the first

study, and seven hundred thirty five students on the second study. The result of the study shows that the MRQ should be used as dependent variables in reading motivation research.

A research which was conducted by Samrotul Muawanah, a student of English Education Department in Syarif Hidayatullah State Islamic University Jakarta, student's number 108014000091. The research is entitled "*The Correlation between Students' Reading Habit and Their Reading Comprehension*". The research was carried out to find the correlation between students' reading habit and their reading comprehension. It used quantitative method. It took place in Senior High School Dua Mei Ciputat, and took population of the research at Second Grade in academic year 2013/2014, while the sample only took 40 students of them. The result of the research showed that there was high correlation between students' reading habit and their reading comprehension. The statistical data shows that it is 0,779 score taken with Pearson Product Moment formula. The similarity between this research and the writer's research was that this research used reading comprehension as the dependent variable. But the difference between both research was the one measured reading comprehension with reading habit, and the other one used with reading novel interest.

A research which was conducted by Muniarsih, a student of English Education Department in Syarif Hidayatullah State Islamic University Jakarta, student's number 108014000071.

The research is entitled “*The Correlation Between Students’ Motivation in Reading and Their Reading Speed*”. The research was carried out to find the correlation between students’ reading motivation and their reading speed. It used quantitative method. It took place at ELT Department Education and Teacher Training Faculty of Syarif Hidayatullah State Islamic University. The result of the research showed that there was a positive correlation between students’ reading habit and their reading comprehension. The statistical data shows that it is 0,64 score taken with Pearson Product Moment formula. The similarity between this research and the writer’s research was that this research used motivation in reading as the concentration of one of the variables.

C. Hypothesis

Hypothesis is from of words hypo and thesis. Hypo is under or less or weak. And thesis is theory or proposition that showed as a proof. So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth.⁴⁸ Hypothesis is a temporary answer of problems in research until provided from the data which collected.⁴⁹

⁴⁸ Sutrisno Hadi, *Statistik*, (Yogyakarta: Andi, 2004), Vol. 2, p. 210.

⁴⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 65.

Based on the statement of the problems above, the hypothesis of this research can be formulated as follow “There is a positive correlation between the students’ motivation in reading English textbooks and their achievement in reading comprehension at 2016 level of English Language Teaching Department of Walisongo State Islamic University Semarang in academic year of 2016/2017”.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to what the researcher has described on the research significances, the type of this research used a quantitative approach with correlation method. A correlation method was appropriate for this study because it allowed two variables to show whether they have a positive or negative relationship and examines the hypothesis. Regression coefficient technique was used to estimate the degree of relationship between two variables.

Correlation study determines whether two variables are correlated or not. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. Correlation research is a research to find out relationship degree between two variables or more.¹

According to Sofiyan Siregar, correlational research is a research that aims to figure out the relation of two or more variables. With this research, we can conclude a theory to explain, predict, and control an indication.² If two or more variables are highly related, scores on one variable could be used to predict scores on the other variables. Therefore, the correlation research is

¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 4.

² Sofiyan Siregar, *Metode Penelitian Kuantitatif: Dilengkapi Perbandingan Perhitungan Manual & SPSS*, (Jakarta: Kencana, 2013), p. 7.

used to observe the relationship between the measurement results toward two different variables at the same time.

Correlation calculation result can be classified into three types:

1. Strong positive correlation

The result of calculation closes to +1 or same as +1. It means that every raising value of a variable is followed by raising score of Y variable. On the contrary, if the value of X variable goes down, as well as the Y variable.

2. Strong negative correlation

The result of calculation closes to -1 or same as -1. It means that every raising value of a variable is followed by lowering score of Y variable. On the contrary, if the value of X variable goes down, then the value of Y variable raises up.

3. No correlation

The result of calculation closes to 0 or same as 0. It means that both raising and lowering value of one variable has correlation with raising or lowering value of another variable. If the value of X variable raises up, the value of Y variable does not always raise up either, as well as the opposite.

In this research, the researcher used questionnaire to score students' motivation in reading English textbooks. Also, the researcher held a reading comprehension test as measurement of students' achievement in reading comprehension. Then, Pearson Product Moment correlation is used to correlate two variables and

to find out the significance relation between students' motivation in reading English textbook (X) and students' achievement in reading comprehension (Y).

B. Time and Place

This research was conducted at April – May 2017 at Walisongo State Islamic University Semarang which was concerning in reading lecturer that obligates all students to read textbooks in order to understand the material from the subject. Besides, many students of Walisongo State Islamic University Semarang usually read the textbook to understand deeply their subject in teaching learning process. This was an appropriate place to do the research because many students usually read textbooks that would support them acquiring enough motivation to read textbooks. It also happens at the English Language Teaching Department students, which they also usually read the English textbooks of their subjects. Specifically, this research aimed second semester students of English Language Department of Education and Teacher Training Faculty, who took Intermediate Reading lecture, in the academic year 2016/2017.

C. Participant

1. Population

According to Sugiyono, population is generalization that composed of the subject/object that has certain qualities and characteristic of the applied researcher to learn then be

concluded.³ Arikunto also stated, population is all objects of research. If one would do research in all elements in an research area, so the research is a population research.⁴

Population can be divided into two kinds, target of population and access of population. Target of population is population that has been planned in the research planning. And access of population is population that can be accessed when the researcher determines the number of population.⁵

The researcher conducted this research in ELT Department Education and Teacher Training Faculty of Walisongo State Islamic University in the academic year 2016/2017. This research was conducted at 2016 level of ELT Department students.

2. Participant

Participant means people who participate or take a contribution to an activity. In this research, the participants were the subjects of the research. And he participant of this research was all class C members of second semester students of English Language Teaching Department in the academic year of 2016/2017. The total of the participants was 42 students.

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2008), p. 11.

⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 108.

⁵ Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Bumi Aksara, 2010), p. 53-54.

D. Variables and Indicators

Variable is a certain attribute, characteristic, value of human, object, or activity that has specific variation which has been determined by the researcher to be observed and concluded.⁶

There are two types of variables based on the term of causation, independent variables and dependent variables.⁷

1. Independent variable (X)

Sugiyono said that, independent variable can be called stimulus, predicator, or antecedent. Independent variable is variable which has influences or the cause of change or make the existence of dependent variable.⁸ The independent variable of this research is the students' motivation in reading English textbook. The researcher measured it by giving questionnaire and the indicators are:

1. Grade-Compliance

Reading as effort to gain positive school evaluation by teacher and to meet other people's expectation

2. Involvement

Reading activity with an enjoyment

3. Social

⁶ Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, p. 131

⁷ Sugiyono, *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif dan R&D)*, (Bandung: Alfabeta, 2009), p. 61.

⁸ Sugiyono, *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif dan R&D)*, p. 61.

Sharing the meaning gained from reading with other people

4. Competition

Desire to outperform other people in reading

5. Work Avoidance

Desire to avoid reading activity

6. Curiosity

Desire to read topics which is/looks interesting

7. Recognition

Pleasure of receiving a tangible form of recognition for success in reading

8. Efficacy

Belief that everyone can be successful at reading⁹

2. Dependent variable (Y)

Dependent variable is variable which is influenced or become an effect of the independent variable.¹⁰ The dependent variable in this study is students' achievement in reading comprehension. The researcher measured it by giving a reading comprehension test and the indicators are as follows:

a. Identifying the topic

Reader is able to pick up the topic of a written text

b. Predicting and guessing

⁹ Watkins, *Journal of Educational Psychology*, p. 111.

¹⁰ Sugiyono, *Metode Penelitian*, p. 61.

Reader is able to guess in order to understand what text is about

c. Reading for general understanding

Reader is able to do Skimming

d. Reading for specific information

Reader is able to do Scanning

e. Reading for detailed information

Reader is able to concentrate deeply to the whole text while reading in order to gain detailed information

f. Interpreting text

Reader is able to see beyond the literal meaning of the written text.¹¹

E. Data Collection Technique

To get accurate data, the writer used two ways in the collecting them, they are as follows:

1. Questionnaire

Questionnaire is a list of questions which is provided to other people who are willing to respond (respondents) as requested by the researcher. This questionnaire enables the writer to study the attitudes, convictions, behaviors, and characteristics of the respondents. There are two kinds of

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, p. 201-202.

questionnaire. In this case, the writer used enclosed questionnaire.

Enclosed questionnaire is a questionnaire presented in a form of which the respondents are asked to choose one answer that suits the respondents' characteristics by giving sign of cross (x) or checklist (√). The writer used questionnaire to measure the students' interest in reading novel.

The research instrument which is used in collecting the data in this research is a reading motivation questionnaire. The questionnaire based on indicators of motivation in reading and they consist of 32 items, and the item has four options on a scale from 1 to 4. Here was the scale:

Table 1
Motivation Reading Questions Instrument

MRQ	Answer	Value
(Motivation Reading Questionnaire)	A lot like me	4
	A little like me	3
	A little different from me	2
	A very different from me	1

Before the students fill the questionnaires, the writer gives the explanation and direction about what the students should do with the questionnaires.

2. Test

A test is a systematic procedure for observing one's behavior with the aid of numerical or category system. A test

is used to collect the data of students' reading comprehension. The test of reading comprehension was an objective test in the form of multiple-choices test which consisted of twenty questions. There were four options (A, B, C, D) in each item. The writer gave five points for the question which is answered correctly, and zero point for the question which is answered incorrectly.

The indicators of reading comprehension test were taken from Jeremy Harmer theory.¹² The indicators are:

Table 2
Reading Comprehension Indicators

No.	Aspects	Items	Total
1	Identifying the topic	2, 17, 19	3 items
2	Predicting and guessing	6, 11, 18	3 items
3	Reading for general understanding	1, 12	2 items
4	Reading for specific information	5, 7, 9, 15, 20	5 items
5	Reading for detailed information	3, 8, 13	3 items
6	Interpreting text	4, 10, 14, 16	4 items
Total			20 items

F. Data Analysis Technique

¹² Jeremy Harmer, *The Practice of English Language Teaching*, p. 201-202.

The data analysis method used in the research was quantitative analysis. Quantitative is concerned with the amount or number.

1. Instrumental Analysis

Instrumental analysis was to find out the quality of the instruments given to the participants. There are two tests of the instrumental analysis:

a. Validity Test

An instrument is valid when it is able to measure what the researcher are going to measure.¹³ There are two criteria to determine validity of test items, they are as follow:

- 1) If $r_{value} > r_{table}$ at the level significance of 5%, it means that the instrument is valid.
- 2) If $r_{value} < r_{table}$ at the level significance of 5%, it means that the instrument is not valid.

b. Reliability Test

Reliability test refers to consistency if the instrument is used repeatedly for different subject or different time.¹⁴

The instrument is considered reliable or not reliable:

¹³ Sofyan Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif*, (Jakarta: PT Bumi Aksara, 2013), p. 87.

¹⁴ Siregar, *Statistik Parametrik...*, p. 94.

- 1) If $\alpha_{cronbach} > r_{table}$ at the level significance of 5%, it means that the instrument is reliable.
- 2) If $\alpha_{cronbach} < r_{table}$ at the level significance of 5%, it means that the instrument is not reliable

2. Introductory Analysis

Introductory analysis is to simplify the data in order to be able to be read and interpret easily. There are two data:

a. Independent Variable

The researcher categorized the scores resulted of questionnaire or independent variable (X) of this research, it is students' motivation in reading English textbooks.

b. Dependent Variable

The researcher categorized the scores resulted of questionnaire or independent variable (Y) of this research. The dependent variable was students' achievement in reading comprehension.

3. Hypothetical Analysis

To find out whether there is significant correlation between students' motivation in reading English textbooks and students' achievement in reading comprehension, the writer first summed up the score of both data. Then, the writer accounted the coefficient correlation of the two variables by using the product moment correlation formula

with 5% significant level. The Pearson Product Moment formula is used to find out whether there is a correlation between both variables mentioned.

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}^{15}$$

Where:

r_{xy} = correlation coefficient

$\sum X$ = the values for the X variable

$\sum Y$ = the values for the Y variable

$\sum XY$ = the values for XY variable

4. Further Analysis

The result of correlation between X and Y variables was compared with the value (r_{table}) whether the value is 5% or 1%. If $r_{xy} > r_{table}$, then it is significant or there is correlation between students' motivation in reading English textbooks and their achievement in reading comprehension. If $r_{xy} \leq r_{table}$, then it means that there is no correlation between students' motivation in reading English textbooks and their achievement in reading comprehension. A positive correlation indicates that the score moves together either increasing or decreasing. A negative correlation indicates that the scores on one variable rise and scores on the other decrease. The ranging of correlation is as follows:

¹⁵ Sofyan, *Metode Penelitian Kuantitatif*, p. 7.

0.90 – 1.00 means very high correlation

0.70 – 0.90 means high correlation

0.40 – 0.70 means enough correlation

0.20 – 0.40 means low correlation

0.00 – 0.20 means very correlation.¹⁶

¹⁶ Sofyan, *Metode Penelitian Kuantitatif*, p. 7.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter consists of two phases of analysis, they are introductory analysis and hypothetical analysis.

1. Instrumental Analysis

a. Validity Test

Validity test from the research was done by calculating the correlation between the value of r_{value} from each participant answer and the value of r_{table} . The value of r_{table} for $N = 42$ was 0,304 at the level significance of 5% and 0,393 at the level 1%. Every item was considered as valid if the r_{value} was bigger than r_{table} at the level significance of 5% or 1% , and considered as not valid if the r_{value} was smaller than r_{table} at the level significance of 5% or 1%.

The validity test of the MRQ (Motivation Reading Questionnaire) developed by Watkins and Coffey was as below:

Table 3

Validity Test of Motivation Reading Questionnaire

Statement	R value	R table 5%	Criteria
1	0,395	0.304	Valid
2	0,452	0.304	Valid

3	0,423	0.304	Valid
4	0,380	0.304	Valid
5	0,362	0.304	Valid
6	0,401	0.304	Valid
7	0,356	0.304	Valid
8	0,402	0.304	Valid
9	0,348	0.304	Valid
10	0,382	0.304	Valid
11	0,372	0.304	Valid
12	0,440	0.304	Valid
13	0,321	0.304	Valid
14	0,351	0.304	Valid
15	0,386	0.304	Valid
16	0,514	0.304	Valid
17	0,401	0.304	Valid
18	0,375	0.304	Valid
19	0,345	0.304	Valid
20	0,404	0.304	Valid
21	0,308	0.304	Valid
22	0,542	0.304	Valid
23	0,419	0.304	Valid
24	0,312	0.304	Valid
25	0,368	0.304	Valid
26	0,623	0.304	Valid

27	0,333	0.304	Valid
28	0,356	0.304	Valid
29	0,368	0.304	Valid
30	0,483	0.304	Valid
31	0,478	0.304	Valid
32	0,325	0.304	Valid

The validity test of the reading comprehension test which the researcher took from final test of second semester in Intermediate Reading lecture in UIN Sunan Kalijaga could be reported as below:

Table 4
Validity Test of Reading Comprehension Test

Question	R value	R table 5%	Criteria
1	0,327	0.304	Valid
2	0,386	0.304	Valid
3	0,570	0.304	Valid
4	0,544	0.304	Valid
5	0,478	0.304	Valid
6	0,411	0.304	Valid
7	0,496	0.304	Valid
8	0,480	0.304	Valid
9	0,445	0.304	Valid
10	0,609	0.304	Valid
11	0,634	0.304	Valid

12	0,506	0.304	Valid
13	0,580	0.304	Valid
14	0,355	0.304	Valid
15	0,408	0.304	Valid
16	0,425	0.304	Valid
17	0,712	0.304	Valid
18	0,637	0.304	Valid
19	0,662	0.304	Valid
20	0,577	0.304	Valid

The validity test was done using SPSS 22 software. From the test, it showed that the MRQ Questionnaire was valid. And the questions of the reading comprehension test were valid, as well.

b. Reliability Test

The reliability test was taken after the instrument passed the validity test. Reliability test refers to consistency if the instrument is considered reliable if *alpha Cronbach* is bigger than r_{table} at the level significance of 5%. And the instrument is not considered reliable if *alpha Cronbach* is smaller than r_{table} at the level significance of 5%. The following were the results of the reliability test from each variable:

Table 5
Reliability Test of Motivation Reading Questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.705	.844	33

The computation showed that the coefficient reliability of Motivation Reading Questionnaire was 0,705. It could be said that the MRQ was reliable and consistent.

Table 6
Reliability Test of Reading Comprehension Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.684	.686	20

The computation showed that the coefficient reliability of reading comprehension test was 0,684. It could be concluded that the instrument of reading comprehension test was reliable and consistent, as well.

2. Introductory Analysis

a. Students' Motivation in Reading English Textbooks

This study tried to find out the level of students' motivation in reading English textbooks as mentioned in the research question before. To collect the data, researcher used questionnaire given to the respondents which were from English Language Teaching Department 2016 of Teaching and Training Faculty of Walisongo State Islamic University.

After distributing the questionnaire to the respondents, researcher acquired data listed below. To make easy in scoring in questionnaire, the all alternative options of frequency had rank as follows:

- a. A lot like me = 4
- b. A little like me = 3
- c. A little different from me = 2
- d. A very different from me = 1

Table 7
Results of Students' Motivation in Reading English Textbooks (X)

Resp.	Answer				Value				Total
	a	b	c	d	a	b	c	d	
1	15	13	3	1	60	39	6	1	106
2	8	13	2	9	32	39	4	9	84

3	6	10	13	3	24	30	26	3	83
4	12	14	6	0	48	42	12	0	102
5	5	14	11	2	20	42	22	2	86
6	6	13	11	2	24	39	22	2	87
7	13	10	7	2	52	30	14	2	98
8	9	6	10	7	36	18	20	7	81
9	5	11	14	2	20	33	28	2	83
10	7	13	11	1	28	39	22	1	90
11	17	7	8	0	68	21	16	0	105
12	6	14	9	3	24	42	18	3	87
13	8	14	8	2	32	42	16	2	92
14	16	8	6	2	64	24	12	2	102
15	7	8	10	7	28	24	20	7	79
16	4	12	13	3	16	36	26	3	81
17	10	12	9	1	40	36	18	1	95
18	12	17	3	0	48	51	6	0	105
19	10	6	14	2	40	18	28	2	88
20	14	10	4	4	56	30	8	4	98
21	17	10	5	0	68	30	10	0	108
22	15	12	5	0	60	36	10	0	106
23	10	14	6	2	40	42	12	2	96
24	12	15	5	0	48	45	10	0	103
25	9	8	10	5	36	24	20	5	85
26	12	13	2	5	48	39	4	5	96
27	6	12	7	7	24	36	14	7	81
28	10	12	7	3	40	36	14	3	93
29	17	11	4	0	68	33	8	0	109
30	16	10	4	2	64	30	8	2	104
31	4	11	11	6	16	33	22	6	77
32	11	13	2	6	44	39	4	6	93
33	2	19	11	0	8	57	22	0	87

34	11	11	10	0	44	33	20	0	97
35	10	9	9	4	40	27	18	4	89
36	21	10	1	0	84	30	2	0	116
37	6	9	10	7	24	27	20	7	78
38	6	13	9	4	24	39	18	4	85
39	7	14	9	2	28	42	18	2	90
40	15	10	6	1	60	30	12	1	103
41	1	17	13	1	4	51	26	1	82
42	8	18	6	0	32	54	12	0	98
TOTAL (ΣX)									3908

The next step was to find out the mean of students' motivation in reading English textbooks (X) by using the data above, as follows:

$$\begin{aligned}
 \text{Mean } X &= \frac{\Sigma X}{N} \\
 &= \frac{3908}{42} \\
 &= 93.0476
 \end{aligned}$$

From the data above it was known that the highest score of students' motivation in reading English textbooks was 116, whereas the lowest score 77. The next step was to find the classes and the interval by using those data. The formula was:

a. Interval Total (K)

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 42 \\
 &= 1 + 3,3 (1.62325)
 \end{aligned}$$

$$= 1 + 5.356723$$

$$= 6.356723$$

$$= 6$$

b. Range (R)

$$R = H - L$$

$$= 116 - 77$$

$$= 39$$

Where R = range

H = the highest score

L = the lowest score

c. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \frac{39}{6}$$

$$i = 6.5$$

$$i = 7$$

Table 8
Distribution Frequency of Students' Motivation in
Reading English Textbooks

Interval	F	X	FX	x	x ²	fx ²
112-116	1	114	114	20,95	438,9	438,9
105-111	6	108	648	14,95	223,5	1341,02
98-104	8	101	808	7,95	63,2	505,62
91-97	7	94	658	0,95	0,9	6,32
84-90	11	87	957	-6,05	36,6	402,63

77-83	9	80	720	-13,05	170,3	1532,72
Total	42		3905			4227,21

Standard of Deviation

$$SD = S$$

$$S^2 = \frac{\sum fX^2}{n-1}$$

$$= \frac{4227,21}{42-1}$$

$$= 103,103$$

$$S = \sqrt{103,103}$$

$$SD = 10,15$$

Determining the category of students' motivation in reading English textbooks by using five scale standard:

$$M + 1,5 (SD) = 93,05 + 1,5 (10,15) = 108,275 = 108$$

$$M + 0,5 (SD) = 93,05 + 0,5 (10,15) = 98,125 = 98$$

$$M - 0,5 (SD) = 93,05 - 0,5 (10,15) = 87,975 = 88$$

$$M - 1,5 (SD) = 93,05 - 1,5 (10,15) = 77,825 = 78$$

Based on the calculation above, the next step was making the category. The result was:

Table 9
Value of Distribution Frequency of
Students Motivation in Reading English Textbooks

Interval	Category
108 - above	Very High
98 - 107	High
88 - 97	Medium
78 - 87	Low

77 - below	Very Low
------------	----------

The table above showed that level of students' motivation in reading English textbooks was medium since the mean of the score was 93,0476 which was in the interval 88 – 97.

b. Students' Achievement in Reading Comprehension

The next variable was students' achievement in reading comprehension. These data were acquired by holding a test and examining them. The data that were collected as follow:

Table 10
Results of Students' Achievement
in Reading Comprehension (Y)

Res. No.	Answers		Total	Res. No.	Answers		Total
	Correct	Incorrect			Correct	Incorrect	
1	17	3	85	23	16	4	80
2	13	7	65	24	16	4	80
3	13	7	65	25	13	7	65
4	15	5	75	26	12	8	60
5	12	8	60	27	6	14	30
6	13	7	65	28	12	8	60
7	16	4	80	29	18	2	90
8	10	10	50	30	16	4	80
9	12	8	60	31	8	12	40
10	14	6	70	32	11	9	55
11	15	5	75	33	12	8	60
12	12	8	60	34	11	9	55
13	13	7	65	35	8	12	40

14	12	8	60	36	13	7	65
15	9	11	45	37	8	12	40
16	12	8	60	38	13	7	65
17	13	7	65	39	13	7	65
18	14	6	70	40	13	7	65
19	12	8	60	41	12	8	60
20	12	8	60	42	16	4	80
21	16	4	80	TOTAL (ΣY) = 2695			
22	17	3	85				

The next step was finding the mean and the formula was similar to the way the researcher did in calculating data of variable X.

$$\begin{aligned}
 \text{Mean } X &= \frac{\Sigma X}{N} \\
 &= \frac{2695}{42} \\
 &= 64.167
 \end{aligned}$$

From the data above it was known that the highest score of students' achievement in reading comprehension was 90, whereas the lowest score 30. The next step was to find the classes and the interval by using those data. The formula was:

d. Interval Total (K)

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 42 \\
 &= 1 + 3,3 (1.62325) \\
 &= 1 + 5.356723
 \end{aligned}$$

$$= 6.356723$$

$$= 6$$

e. Range (R)

$$R = H - L$$

$$= 90 - 30$$

$$= 60$$

Where R = range

H = the highest score

L = the lowest score

f. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \frac{60}{6}$$

$$i = 10$$

Table 11
Distribution Frequency of Students' Achievement in
Reading Comprehension

Interval	F	Y	FY	y	y²	fy²
80-90	9	85	765	20,83	433,89	3905
70-79	4	74,5	298	10,33	106,71	426,84
60-69	21	64,5	1354,5	0,33	0,11	2,29
50-59	3	54,5	163,5	-9,67	93,51	280,53
40-49	4	44,5	178	-19,67	386,91	1547,64
30-39	1	34,5	34,5	-29,67	880,31	880,31
Total	42		2793,5			7042,59

Standard of Deviation

$$SD = S$$

$$S^2 = \frac{\sum fX^2}{n-1}$$
$$= \frac{7042,59}{42-1}$$
$$= 171,77$$

$$S = \sqrt{171,77}$$

$$SD = 13,11$$

Determining the category of students' motivation in reading English textbooks by using five scale standard:

$$M + 1,5 (SD) = 64,17 + 1,5 (13,11) = 83,84 = 84$$

$$M + 0,5 (SD) = 64,17 + 0,5 (13,11) = 70,73 = 71$$

$$M - 0,5 (SD) = 64,17 - 0,5 (13,11) = 57,62 = 58$$

$$M - 1,5 (SD) = 64,17 - 1,5 (13,11) = 44,51 = 45$$

Based on the calculation above, the next step was making the category. The result was:

Table 12
Value of Distribution Frequency of
Students' Achievement in Reading Comprehension

Interval	Category
84 - above	Very High
71 - 83	High
58 - 70	Medium
45 - 57	Low
44 - below	Very Low

The table above showed that students' achievement in reading comprehension was medium since the mean of the score was 64,167 which was in the interval 58-70.

3. Hypothetical Analysis

The purpose of hypothetical analysis was to know whether there was a correlation between students' motivation in reading English textbooks and their achievement in reading comprehension. The data of students' motivation in reading English textbooks (X) and their achievement in reading comprehension (Y) were put into the table of analysis below:

Table 13
Correlation Coefficient Table of Students' Motivation
in Reading English Textbooks and Their Achievement in
Reading Comprehension

No. Res.	X	Y	X ²	Y ²	XY
1	106	85	11236	7225	9010
2	84	65	7056	4225	5460
3	83	65	6889	4225	5395
4	102	75	10404	5625	7650
5	86	60	7396	3600	5160
6	87	65	7569	4225	5655
7	98	80	9604	6400	7840
8	81	50	6561	2500	4050
9	83	60	6889	3600	4980

10	90	70	8100	4900	6300
11	105	75	11025	5625	7875
12	87	60	7569	3600	5220
13	92	65	8464	4225	5980
14	102	60	10404	3600	6120
15	79	45	6241	2025	3555
16	81	60	6561	3600	4860
17	95	65	9025	4225	6175
18	105	70	11025	4900	7350
19	88	60	7744	3600	5280
20	98	60	9604	3600	5880
21	108	80	11664	6400	8640
22	106	85	11236	7225	9010
23	96	80	9216	6400	7680
24	103	80	10609	6400	8240
25	85	65	7225	4225	5525
26	96	60	9216	3600	5760
27	81	30	6561	900	2430
28	93	60	8649	3600	5580
29	109	90	11881	8100	9810
30	104	80	10816	6400	8320
31	77	40	5929	1600	3080
32	93	55	8649	3025	5115
33	87	60	7569	3600	5220
34	97	55	9409	3025	5335
35	89	40	7921	1600	3560
36	116	65	13456	4225	7540
37	78	40	6084	1600	3120
38	85	65	7225	4225	5525
39	90	65	8100	4225	5850
40	103	65	10609	4225	6695

41	82	60	6724	3600	4920
42	98	80	9604	6400	7840
Total	3908	2695	367718	180125	254590

The next step was all data calculated using Pearson product moment to prove whether the hypothesis of this research was significant or not.. The formula was:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

r_{xy} = correlation coefficient

$\sum X$ = the values for the X variable

$\sum Y$ = the values for the Y variable

$\sum XY$ = the values for XY variable

$$r_{xy} = \frac{42(254590) - (3908)(2695)}{\sqrt{[42(367718) - (3908)^2][42(180125) - (2695)^2]}}$$

$$r_{xy} = \frac{10692780 - 10532060}{\sqrt{[15444156 - 15272464][7565250 - 7263025]}}$$

$$r_{xy} = \frac{160720}{\sqrt{[171692][302225]}}$$

$$r_{xy} = \frac{160720}{\sqrt{51889614700}}$$

$$r_{xy} = \frac{160720}{227792,92}$$

$$r_{xy} = 0.7056$$

So, the correlation coefficient was 0,7056.

The result of correlation analysis showed that the correlation coefficient r_{xy} was 0,7056. The value of r_{xy} was consulted with *Pearson's product moment table* (r_{table}) df 40 and significant level 5% and 1%. If $r_{xy} > r_{table}$ it meant that there was a positive correlation, and the hypothesis was accepted. And if $r_{xy} < r_{table}$ it meant that there was not a positive correlation, and the hypothesis was rejected.

$$\begin{aligned} Df &= n - 2 \\ &= 42 - 2 \\ &= 40 \end{aligned}$$

$$r_{xy} = 0,7056$$

$$r_{table} (5\%) = 0,304$$

$$r_{table} (1\%) = 0,393$$

From the data above, it showed that $r_{xy} = 0,7056 > r_{table} 5\% = 0,304$, or $r_{xy} = 0,7056 > r_{table} 1\% = 0,393$. It meant that was a positive correlation between variable X and Y, which X was students' motivation in reading English textbooks and Y was students' achievement in reading comprehension.

From all the data mentioned, the researcher would interpret the category of coefficient correlation based on the following criteria:

0.90 – 1.00 means very high correlation

0.70 – 0.90 means high correlation

0.40 – 0.70 means enough correlation

0.20 – 0.40 means low correlation

0.00 – 0.20 means very correlation¹

Based on the correlation above, the researcher concluded that the correlation between variable X and variable Y had a positive and significant correlation with the score correlation 0,7056 and it was categorized as high correlation.

Table 14
Summary of Hypothesis Test

N	Hypothesis Analysis	Results	Significant Level		Information	Hypothesis
			5%	1%		
42	r_{xy}	0,7056	0,304	0,393	Significant	Accepted

B. Discussion

In this section, the researcher would like to discuss and interpret the findings of the research. According to the hypothesis above, it could be proved that the correlation between students' motivation in reading English textbooks and their achievement in reading comprehension of second semester of English Language Teaching Department students at Education and Teacher Training Faculty of Walisongo State Islamic University, who took Intermediate Reading lecture, in the academic year

¹ Sofiyan, *Metode Penelitian Kuantitatif*, p. 7.

2016/2017 showed the significant result in both 5% and 1% significance. Therefore, the hypothesis was accepted.

From the coefficient test above could be known that because $r_{xy} = 0,7056 > r_{table} 5\% = 0,304$ and $r_{xy} = 0,7056 > r_{table} 1\% = 0,393$. So $r_{xy} > r_{table}$ (5% and 1%). Therefore, it could be drawn a conclusion that “There was correlation between students’ motivation in reading English textbooks and their achievement in reading comprehension”

Although students’ motivation in reading English textbooks had positive influence to their achievement in reading comprehension, in fact the result of the analysis showed average score of students’ motivation in reading English textbooks was only 93,047 which meant it could not reach maximum score that was 128 and the average score of students’ achievement in reading comprehension was 64,167 which also could not reach maximum score that was 100. Besides, even though that motivation could not be the only one factor that affects students’ reading comprehension.

C. Limitation of the Study

The researcher considered that in this study there were many mistakes. It was not deliberateness factor. However, it was happened because of the researcher’s weaknesses. Some limitations of this study are:

1. The research was limited at second semester students of English Language Teaching Department of Education and

Teacher Training Faculty in Walisongo State Islamic University, who took the Intermediate Reading lecture, in the academic year of 2016/2017. So that when the same research would be held in other universities or schools, it is possible to get different result.

2. The researcher only used questionnaire and test in collecting data. There was possibility of limitation in attitude of data collection data procedure. From the questionnaire of students' motivation in reading English textbooks, the respondents might have a lack of openness in answering the questions. Some respondents possibly provided neutral responses data collection instruments, making it less able to reveal the true ideas or feeling of theirs. And from reading comprehension test, the questions which the researcher took is just from several resources, thus when the same research will be taken, it is also possible to get different result.
3. Psychological condition of respondents was not observed in particular. Literally, respondents, in many terms, should concentrate in answering questions. But in filling this questionnaire, respondents did not require high concentration, therefore in order to see respondents' psychological condition could be eliminated, and it was to shorten the time.

Considering all those limitations, there was a need to do more research about students' motivation in reading English textbooks and their achievement in reading comprehension using other data collection technique.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After the researcher conducted the research and data analysis for the data obtained in the framework of the discussion of the thesis entitled “Correlation between students’ motivation in reading English textbooks and their achievement in reading comprehension”, it could be broadly concluded:

1. After calculating the data, researcher found that the quality of motivation in reading English textbooks of second semester students of English Language Teaching Department who took Intermediate Reading lecture in the academic year 2016/2017 was medium based on the category table about students’ motivation in reading English textbooks the mean was 93,0476, which was in the range of medium (88 – 97).
2. From the analysis of students’ achievement in reading comprehension, researcher found that the quality of reading comprehension achievement of second semester students of English Language Teaching Department who took Intermediate Reading lecture in the academic year 2016/2017 was also medium. Based on the category table about students’ achievement in reading comprehension, the mean was 64,167, which was in the range of medium (58-70).

3. Correlation coefficient between students' motivation in reading English textbooks and their achievement in reading comprehension was 0,7056. It was significant because $r_{xy} = 0,7056 > r_{\text{table } 5\%} = 0,304$ and $r_{xy} = 0,7056 > r_{\text{table } 1\%} = 0,393$. Therefore, it could be concluded that there was correlation between students' motivation in reading English textbooks and their achievement in reading comprehension and the hypothesis was accepted.

B. Suggestions

After the discussion of the theme of this thesis, the researcher hoped that thoughts in this thesis could be beneficial to all parties. Therefore, the researcher conveyed some suggestions as follows:

1. For students

Students who want to get good comprehension in reading should motivate themselves to read books more, and make reading as a daily habit. The more students read, the more they get deeper understanding about the content, structure, and how a text is built.

2. For teachers

In order to increase students' motivation or habit in reading, teacher should apply not only reading intensive in the classroom, but also reading extensive which takes place

outside of classroom. Therefore, the students hopefully have good reading habit and become good readers.

3. For other researchers

For further research, this research can be a stepping stone that other researcher wants to conduct a study related to students' motivation in reading English textbooks and their achievement in reading comprehension. Also, if the same research is going to be conducted, additional instruments of data collection technique, such as interview and documentation can be added.

C. Closing

The researcher does thank to Allah SWT for everything. The research can finish this thesis because of His help, direction, mercy, and blessing. Therefore, the researcher hopes this thesis will be useful for readers especially for the researcher.

As what the researcher has explained, the researcher realizes that this final project is far from perfection. Because of that critics and suggestions from the readers will be pleasantly welcomed. Finally, the researcher really hopes this will be useful for everyone. Amin

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Appendix I

List of Respondents

No	Code	Name	Students' Number
1	R - 1	Afridatun Najah	1603046106
2	R - 2	Ahmad Nafi'ul Umam	1603046096
3	R - 3	Ahmad Sahal Mubarak	1603046098
4	R - 4	Aisy Puspa Livia	1603046113
5	R - 5	Alfiyatun Najah	1603046091
6	R - 6	Alif Nur Ilhami	1603046105
7	R - 7	Amalia Nabilah A	1603046124
8	R - 8	Angga Dedi Argonawan	1603046110
9	R - 9	Angga Dewa S	1603046103
10	R - 10	Aulia Rochaini	1603046093
11	R - 11	Badrus Salam	1603046129
12	R - 12	Eka Sri Mundhafi	1603046087
13	R - 13	Ella Restika Putri	1603046097
14	R - 14	Endah Catur Pratiwi	1603046107
15	R - 15	Fina Amalia	1603046114
16	R - 16	Hananda Friscania Dewi	1603046118
17	R - 17	Ida Kholifatur R	1603046119
18	R - 18	Isnain Azi S	1603046120
19	R - 19	Kharisma Erlangga	1603046095
20	R - 20	Laili Asfiyah	1603046088
21	R - 21	Lina Karlina	1603046117
22	R - 22	Lisa Nur Ifani C	1603046099
23	R - 23	Lulu Maulida	1603046126
24	R - 24	Lu'lu ul Jannah	1603046125
25	R - 25	Muhammad Aniq	1603046122
26	R - 26	Nur Jannah	1603046116
27	R - 27	Nur Kholis	1603046094

28	R - 28	Puput Noor F	1603046128
29	R - 29	Qoni Qanita	1603046089
30	R - 30	Ratih R	1603046104
31	R - 31	Rifka Anisah	1603046115
32	R - 32	Rifqi Afifatus Solikhah	1603046108
33	R - 33	Rima Dian Pramesti	1603046090
34	R - 34	Rizka Rahayuni	1603046100
35	R - 35	Selma Khuffata Al Ulya	1603046130
36	R - 36	Shofiya Laila Alghafariyah	1603046127
37	R - 37	Silmi Fitria Sulvi	1603046092
38	R - 38	Syahla Sakira Rifai	1603046111
39	R - 39	Syakiron Lia Numih	1603046102
40	R - 40	Vina Uctuvia	1603046112
41	R - 41	Wildan Azizi	1603046101
42	R - 42	Zimam Farid Hadi Jaza	1603046109

Appendix II

Lattice of Questionnaire

MRQ (Motivation Reading Questionnaire)

No.	Indicators	Items		Total
		+	-	
1	Grade – Compliance	4		4
2	Involvement	4		4
3	Social	4		4
4	Competition	4		4
5	Reading Work Avoidance		4	4
6	Curiosity	4		4
7	Recognition	4		4
8	Efficacy	4		4
Total				32

Appendix III

Instrument of MRQ (Motivation Reading Questionnaire)

The Name :

NIM :

Signature :

Information about questionnaire

1. Questionnaire is made to complete a research, as one of the requirements of S1 for English Education Department.
2. The information that is obtained from this questionnaire is the basis to analyze how much students' motivation in reading English textbooks.
3. The answers and your identities are classified in the best possible way.

Filling questionnaire instruction

1. Read the questions carefully!
2. Choose one appropriate answer or approach in accordance with the conditions and the condition of you by providing cross sign (x)!

Reading Motivation Questionnaire

No	Factors	A Lot Like Me	A Little Like Me	A Little Different From Me	A Very Different From Me
1	Grades-Compliance				
	I always try to finish my reading on time				
	I read to improve my grades				
	I always do my reading work as my teacher wants				
	In comparison, it is				

	important to be a good reader				
2	Involvement				
	I enjoy story or fiction book				
	I read because I have to				
	If I read an interesting topic, I lose track of time				
	If a book is interesting, I do not care how hard it is to read				
3	Social				
	My friends and I like to exchange books to read				
	I talk to my friends about what I am reading				
	My friends sometimes tell me that I am a good reader				
	I feel like I make friends with people in good books				
4	Competition				
	I will work hard to read better than my friends				
	I try to get more answers right than my friends				
	I like to finish my reading before other students				
	I like being the only one who knows the answer				
5	Reading Work Avoidance				
	I do not like reading something with difficult words				
	Complicated stories are not fun to read				
	I do not like vocabularies				

	questions				
	I do not like if there are too many people in the story				
6	Curiosity				
	I read about my hobbies to learn more about them				
	If the teacher discusses an interesting topic, I might read more about it				
	I like to read about new things				
	I like it when the questions in books make me think				
7	Recognition				
	I like hearing the teacher say I read well				
	I like to get compliments for my reading				
	I like being the best at reading				
	I am happy when someone recognizes my reading				
8	Efficacy				
	I am a good reader				
	I believe I will do well in reading next semester				
	I learn more from reading than most students				
	In comparison to other subjects, I do best at reading				

Instrument of Reading Comprehension Test

The Name :
NIM :
Signature :

Information about test:

1. This reading comprehension test is made to complete a research, as one of the requirements for S1 of English Language Education.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.
3. The answers and your identities are classified in the best possible way.

Filling test instruction:

1. Have prayer before you start the test!
2. This test consists of passages and questions, read each of them carefully!
3. Choose the correct answer of each question by providing cross sign (x)!

Questions 1-10

The word Islam comes from the Arabic word that means "surrender." Therefore, the religion Islam means "submission to Allah". The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur'an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for "the (only) God". Muslims read a holy book called the Qur'an. Muslims also look at the Sunnah and Hadith as important guides to understand. Muhammad was the last messenger of God who spread Islam in ancient Arabia in the 7th century. Like two other religions

today, Judaism and Christianity Islam is thought to be an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God's earliest messengers. Islam is now the second largest religion in the world with about one and a half billion followers.

taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-uts-bahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

1. The word Islam which means "surrender" derives from.....
 - A. Sanskrit word
 - B. Persian word
 - C. French word
 - D. Greek word
 - E. Arabic word

2. What is the author's main point in the first paragraph?
 - A. The meaning of Holy Qur'an
 - B. The meaning of Islam
 - C. The religion embraced by Arabians.
 - D. The Arabic Word
 - E. Prophet Muhammad

3. Which of the following is NOT mentioned as the way to submit to Allah?
 - A. By following the life of the prophet Muhammad.
 - B. By obeying Him
 - C. By worshipping Him
 - D. By following the rules in the Qur'an
 - E. By doing harm to others.

4. The word "rules" in line 3 is closest in meaning to
 - A. Commands
 - B. Confessions
 - C. Revelations

- D. Understandings
- E. Memories

5. The phrase “this religion” in line 4 refers to.....

- A. Holy Qur’an
- B. Islam
- C. Allah SWT The only God.
- D. All are wrong
- E. Submission to Allah SWT.

6. What can be inferred about Allah SWT described in the second paragraph?

- A. He is the Most Compassionate and the Most Merciful
- B. He is All-Seeing and All-Hearing
- C. There is no God but Allah SWT.
- D. Allah S WT is the Creator of universe.
- E. All sent Muhammad to all humankinds.

7. According to the passage, besides Holy Qur’an sent by Allah to Prophet Muhammad, Sunnah and Hadith are

- A. The guides for the Ancient Arabians
- B. The sources of Islam
- C. The heritage of Prophet Muhammad
- D. The sayings of earliest apostles
- E. The miracles from prophet Muhammad

8. Where in the passage does the author mention the faith of Muslims?

- A. Lines 1-2
- B. Lines 4 -5
- C. Lines 5-6
- D. Lines 9-10
- E. Line 3

9. According to the passage, the followers of Islam now are.....

- A. less than I billion people
- B. one billion people
- C. more than one billion people
- D. a half billion people
- E. small numbers of people

10. Which of the following would be most probably discussed in the following passage?

- A. The followers of Islam
- B. The Abrahamic Religion
- C. The Sunnah and Hadits
- D. The ancient Arabia
- E. The recognized religions

Questions 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine," said Ali. "Yes, it is," said Nasruddin Hoja. "While your pot was staying with me, it had a baby."

Sometime later Nasruddin Hoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. "I am sorry," said Nasruddin Hoja. "I can't give you back your pot, since it has died." "Died!" screamed Ali, "how can a pot die?" "Well," said Nasruddin Hoja, "you believed me when I told you that your pot had had a baby."

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-uts-bahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

11. Who was the owner of the pot?

- A. Nasruddin Hoja
- B. no body owns it.

- C. the baby
- D. Ali's neighbor
- E. Ali

12. How many times did Nasruddin Hoja borrow the pot?

- A. once
- B. four times
- C. three times
- D. never
- E. twice

13. How many pots did he give back the first time?

- A. none
- B. one
- C. two
- D. three
- E. four

14. Why was the neighbor happy to lend his pot a second time?

- A. He wanted to sell it.
- B. He was a good neighbor.
- C. He had lots of spare pots.
- D. He needed money
- E. He was greedy.

15. How many pots did Nasruddin Hoja return the second time?

- A. none
- B. three
- C. two
- D. four
- E. one

16. What probably happened to the pot?

- A. It died.

- B. The neighbor took it back.
- C. Nasruddin Hoja kept it.
- D. The neighbor broke it.
- E. Nasruddin sold it

Questions 17-20

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-uts-bahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

17. Motivation is understood as

- A. an energy
- B. a goal
- C. a person's behavior
- D. personal intention
- E. a desire to achieve a goal

18. The first paragraph discusses which of the following?

- A. The meaning of motivation
- B. The factors of motivation.
- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

19. The best title of the passage is.....

- A. Achieving a goal
- B. Motivation
- C. An impulse
- D. Intelligence
- E. The Desire

20. The word “it” (It does not mean you will complete the tasks) in line 8 refers to

- A. the students
- B. the tasks
- C. difficult assignments
- D. uninteresting tasks
- E. being a motivated student

Appendix V

Results of Students' Motivation Questionnaire

Resp.	Answer				Value				Total
	a	b	c	d	a	b	c	d	
1	15	13	3	1	60	39	6	1	106
2	8	13	2	9	32	39	4	9	84
3	6	10	13	3	24	30	26	3	83
4	12	14	6	0	48	42	12	0	102
5	5	14	11	2	20	42	22	2	86
6	6	13	11	2	24	39	22	2	87
7	13	10	7	2	52	30	14	2	98
8	9	6	10	7	36	18	20	7	81
9	5	11	14	2	20	33	28	2	83
10	7	13	11	1	28	39	22	1	90
11	17	7	8	0	68	21	16	0	105
12	6	14	9	3	24	42	18	3	87
13	8	14	8	2	32	42	16	2	92
14	16	8	6	2	64	24	12	2	102
15	7	8	10	7	28	24	20	7	79
16	4	12	13	3	16	36	26	3	81
17	10	12	9	1	40	36	18	1	95
18	12	17	3	0	48	51	6	0	105
19	10	6	14	2	40	18	28	2	88
20	14	10	4	4	56	30	8	4	98
21	17	10	5	0	68	30	10	0	108
22	15	12	5	0	60	36	10	0	106
23	10	14	6	2	40	42	12	2	96
24	12	15	5	0	48	45	10	0	103
25	9	8	10	5	36	24	20	5	85
26	12	13	2	5	48	39	4	5	96

27	6	12	7	7	24	36	14	7	81
28	10	12	7	3	40	36	14	3	93
29	17	11	4	0	68	33	8	0	109
30	16	10	4	2	64	30	8	2	104
31	4	11	11	6	16	33	22	6	77
32	11	13	2	6	44	39	4	6	93
33	2	19	11	0	8	57	22	0	87
34	11	11	10	0	44	33	20	0	97
35	10	9	9	4	40	27	18	4	89
36	21	10	1	0	84	30	2	0	116
37	6	9	10	7	24	27	20	7	78
38	6	13	9	4	24	39	18	4	85
39	7	14	9	2	28	42	18	2	90
40	15	10	6	1	60	30	12	1	103
41	1	17	13	1	4	51	26	1	82
42	8	18	6	0	32	54	12	0	98

Appendix VI

Results of Students' Reading Test

Res. No.	Answers		Total	Res. No.	Answers		Total
	Correct	Incorrect			Correct	Incorrect	
1	17	3	85	23	16	4	80
2	13	7	65	24	16	4	80
3	13	7	65	25	13	7	65
4	15	5	75	26	12	8	60
5	12	8	60	27	6	14	30
6	13	7	65	28	12	8	60
7	16	4	80	29	18	2	90
8	10	10	50	30	16	4	80
9	12	8	60	31	8	12	40
10	14	6	70	32	11	9	55
11	15	5	75	33	12	8	60
12	12	8	60	34	11	9	55
13	13	7	65	35	8	12	40
14	12	8	60	36	13	7	65
15	9	11	45	37	8	12	40
16	12	8	60	38	13	7	65
17	13	7	65	39	13	7	65
18	14	6	70	40	13	7	65
19	12	8	60	41	12	8	60
20	12	8	60	42	16	4	80
21	16	4	80				
22	17	3	85				



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka kampus II Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387

Nomor : B-1754/Un.10.3/D1/TL.00/04/2017

Semarang, 25 April 2017

Lamp : -

Hal : **Mohonan Izin Riset**

A.n. : Mohammad Khoirul Manan

NIM : 113411026

Kepada Yth.
Dekan FITK UIN Walisongo
di Semarang

Asssalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Mohammad Khoirul Manan

NIM : 113411026

Judul Skripsi : A STUDY ON THE CORRELATION BETWEEN STUDENTS'
MOTIVATION IN READING ENGLISH TEXTBOOKS AND
STUDENTS' ACHIEVEMENT IN READING
COMPREHENSION

Pembimbing : Dra. Hj. Siti Mariam, M.Pd.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut diizinkan melaksanakan riset selama 7 hari, pada tanggal 27 April - 4 Mei 2017.

Demikian atas perhatian dan kerjasama Bapak/Ibu, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,

Nakil Dekan Bidang Akademik



Dr. H. Natah Syukur, M. Ag.

NIP. 19681212 199403 1003

Tembusan : Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALI SONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

PENELITI : Mohammad Khoirul Manan
NIM : 113411026
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN READING ENGLISH TEXTBOOKS AND THEIR ACHIEVEMENT IN READING COMPREHENSION

HIPOTESIS :

- H_0 : Tidak terdapat hubungan yang signifikan antara motivasi siswa dalam membaca buku panduan berbahasa Inggris dengan pencapaian reading comprehension.
 H_1 : Terdapat hubungan yang signifikan antara motivasi siswa dalam membaca buku panduan berbahasa Inggris dengan pencapaian reading comprehension.

DASAR PENGAMBILAN KEPUTUSAN MENGGUNAKAN NILAI SIGNIFIKANSI :

- H_0 DITERIMA jika Nilai $r_{xy} \leq r_{tabel}$
 H_0 DITOLAK jika Nilai $r_{xy} > r_{tabel}$

INTERPRETASI ANGKA INDEKS KORELASI

- 0,00 – 0,19 = menunjukkan korelasi antara dua variabel sangat lemah.
- 0,20 – 0,39 = menunjukkan korelasi antara dua variabel lemah
- 0,40 – 0,69 = menunjukkan korelasi antara dua variabel cukup kuat
- 0,70 – 0,89 = menunjukkan korelasi antara dua variabel kuat
- 0,90 – 1,00 = menunjukkan korelasi antara dua variabel sangat kuat

HASIL DAN ANALISIS DATA :

Descriptive Statistics

	Mean	Std. Deviation	N
motivasi siswa membaca buku panduan	93.05	9.985	42
pencapaian reading comprehension	64.17	13.248	42

Correlations

		motivasi siswa membaca buku panduan	pencapaian reading comprehension
motivasi siswa membaca buku panduan	Pearson Correlation	1	.706**
	Sig. (2-tailed)		.000
	N	42	42
pencapaian reading comprehension	Pearson Correlation	.706**	1
	Sig. (2-tailed)	.000	
	N	42	42

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

Keterangan:

1. $r_{hitung} = 0,706$; $r_{tabel} (42;5\%) = 0,304$ berarti $r_{hitung} > r_{tabel}$, maka H_0 DITOLAK. Hal ini menunjukkan bahwa korelasi tersebut **SIGNIFIKAN** pada taraf 5% dan termasuk pada kriteria **KUAT** ($0,700 < r_{hitung} < 0,899$) serta arah korelasinya positif.

Semarang, 23 Mei 2017
Ketua Jurusan Pend. Matematika,



Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008

CURRICULUM VITAE

A. Personal Identity

1. Complete Name : Mohammad Khoirul Manan
2. Place and time of birth : Jepara, July 22nd 1991
3. Address : Jambu Tembiluk, Mlonggo, Jepara
4. Phone number : 08995674000
5. Email : inos_smart.studies@ymail.com

B. Educational Background

1. Formal Education
 - a) TK Al-Ikhlas Curug Jakarta Timur in academic year 1996-1997
 - b) SD Islam Asy-Syafi'iyah 02 Jatiwaringin Bekasi in academic year 1997-2003
 - c) Pondok Pesantren Modern Darussalam Gontor I Ponorogo in academic year 2003-2007
 - d) MTs Al Anwar Sarang Rembang in academic year 2007-2008
 - e) MA Al Anwar Sarang Rembang in academic year 2008-2010
 - f) MA Matholibul Huda Mlonggo Jepara in academic year 2010-2011
 - g) Walisongo State Islamic University Semarang
2. Nonformal Education
 - a) AMA (Abacus Mental Aritmatika) Sempoa started from 1999 until 2002
 - b) Pondok Pesantren Al Anwar 2 Gondan Sarang Rembang started from 2007 until 2010
 - c) MAHESA Pare in 2010
 - d) ELFAST Pare in 2010
 - e) KRESNA Pare in 2010
 - f) DAFFODILS Pare in 2010