



**THE CORRELATION BETWEEN LEARNING MOTIVATION
AND STUDENTS' READING ABILITY
AT GRADE X SMA NEGERI 1 BARUMUN TENGAH**

THESIS

*Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd)
in English*

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PADANGSIDIMPUAN
2018**



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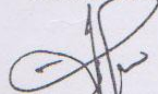
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Hotlamiari Pane** entitled "THE CORRELATION BETWEEN LEARNING MOTIVATION AND STUDENTS' READING ABILITY AT GRADE X SMA NEGERI 1 BVARUMUN TENGAH", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.


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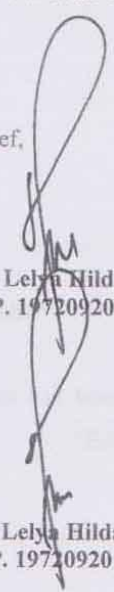
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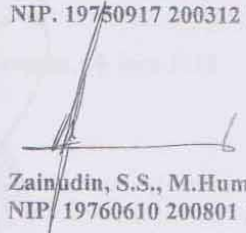

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Date : June, 29th2018
Time : 08.30 until finish
Result/Mark : 73.25
IPK : 3.12
Predicate : Very Good



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey my grateful to Allah SWT. The most Creator and Merciful who has given her the health, time and chance for finishing this thesis. In writing this thesis, I am assisted by some people and institutions. Therefore, in this opportunity the writer would like to express her gratitude to the following people:

1. Thanks to Eka Sustri Harida, M.Pd.,and Fitri Rayani Siregar, M. Hum, as advisor I and II who has guided me to complete this research.
2. Thanks to Prof. H. Ibrahim Siregar, MCL, as the Rector of State Institute for Islamic Studies (IAIN) Padangsidempuan and Vice Rector I, II, III.
3. Thanks to Dr. Leyla Hilda, M.Si, as the Dean of Tarbiyah and Teacher Training Faculty.
4. Thanks to Rayendriani Fahmei Lubis, M.Ag, as the Chief of English Department.
5. Thanks to Yusri Fahmi, S. Ag. M.Hum., as the Chief of Library and his staffs have borrowed the books to me in this research.
6. Thanks to all lectures that have taught, guided and also encouraged me during studying in IAIN Padangsidempuan.
7. Thanks to Headmaster,English teacher and also students of SMA N I Barumon Tengah who helped me to complete my research.
8. Thanks to my parents, (Darling Pane and Lely Suryani Harahap) who taught me how to be patient to face this life, who always give me pray, motivation, and

moral encouragement to finish my study, my beloved brother and sister (Gusri Andy and Fitrah Yusmiar)

9. Thanks to my friend Destiana Sihombing, Dina Sri Wahyuni, Nurbaiti Lailam, Nur Zahara, Novi, Evi Nurul Siregar and all my friends in TBI 3 that I can't mention who was patience and care to support me. All the people who have helped me to finish my study that I can't mention one by one. May Allah, the almighty bless them all, Amin.

This thesis is still so far from being perfect based on the weakness of the research. Therefore, I aspect the constructive criticisms and suggestions from the readers in order to improve this thesis.

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ABSTRACT

This research was taken based on the fact of the students' problems in learning motivation and students' reading ability. The researcher identified many problems that there were many factors influence learning motivation to students' reading ability. Finally, the researcher interested to research the correlation between learning motivation and students' reading ability at grade x in SMA Negeri 1 Barumun Tengah. In this research, the researcher wanted to find out about how significant the correlation between learning motivation and students' reading ability.

The population of this research was grade of SMA Negeri 1 Barumun Tengah in 2017/2018 academic year. This school consists of a class which consist of 36 students. The sample of this research was 36 students taken by using cluster random sampling. Further, the instrument of this research used for collecting the data was by giving tests to the sample in multiple choice forms. To analyze the data, the researcher used t-count.

From the result of the data analysis, it was found that r_{xy} was 0.479 while t-table was 0.325. It means that $t_{count} > t_{table}$ ($0.479 > 0.325$) which means the hypothesis was accepted. However, it means there was a significant correlation between learning motivation and students' reading ability at grade x SMA Negeri 1 Barumun Tengah.

Key word: Learning Motivation and Reading Ability.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an important language skill either for academic purpose or daily life demands. Students found information which were presented in written form every day and almost everywhere in the world, which demanded students to read them in order to fulfill their needs, besides, reading in educational setting is the commonest way of learning beside listening, practicing and other ways modeled by the scientist of education. But for the first times Allah SWT said us for reading, it has been showed in surah Al-‘Alaq:1-5, it is:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ

الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Mean: “1. Proclaim! (Or read) in the name of Allah, the Lord and cherisher who created, 2. Created man, out of a (mere) clot of congealed blood,

3. Proclaim! And the Lord is most bountiful, 4. He who taught (the use of) the pen, 5. Taught man that which he knew not".¹

Wherever and whenever always find writing that can be read, give information or news every day in this world. Like Allah said, that showed Allah is the best way and give the best way with reading. Reading is way to get the successful because with reading can improve or develop mind, thinking, ability, to be go ahead, run fast, and also more active knowledge, Islamic history and the fast time that give science to be good human and give the best for religions. Humans' reading takes the first step for the best life. Reading is a way to get the information from something that was written.

Reading is very important to be studied English. Because reading can help activating student's background knowledge and provide the students with new information to make them comprehending text well, while reading stage happens in reading process to help readers in understanding the text and facilitate them the actual reading passages, and post-reading stage helps them to check and evaluate their comprehension. Reading also can making to good one in mine, make brain to be fresh and grow up with remembering, analyzing, synthesizing information. Because of brain gives the best effect after reading, the knowledge help continuing life with adding information

¹Mushaf Almadinah and Nabawiyah, "*The Holy Quran English Translation Of The Meaning And Comentar*", (Madinah Munawwaroh: King Fadly Holy Quran Printing Complex), p, 1980-1981

from reading and everyone that takes reading more will develop theirs selves, their thinking, and ability.

Based on explanatin above, it can be concluded that reading is for helping in activating students' background knowledge. Reading also can get information in which the readers make sense of the text, they also make the relationship between the text to their background knowledge. It is starting step of many things, which build more solid stairs to climb up achieving something big out there.

From the explanation above a writer can be expression that reading is very important for a student in order can understand a text. Reading also, in general sense, can be considered to be getting meaning from a text. Reading was regarded as one of the most important language skill because students have to do all their academic studies. That is why there was a lot of focus on the reading skill of language during their studies right from the beginning of them academic at school. But in fact, in SMA N 1Barumon Tengah have some problem. The actual is revealed in the following illustration.

First, student's still unable to read it can be seen where the students can't read the text well and still many mistake. Most of the students have a serious problem in read a text. For example, students not know about techniques of reading. So, some student not correct in reading.

The second problem, it was found that the students lack of reading and need motivation to read. For example, some students' lack of further

understands key word meaning, it can be seen if a teacher give some test. So, their reading is not good, and if the teacher ask them to read and understand a text or a paragraph, they difficulty to collect their task.² Because of that the students need some motivation for their reading ability.

Based on the problem above the students need learning motivation, and the teacher must give some learning motivation for all students. So that, the students can reading the text well. Because that, the writer can conclude learning motivation is very important for students in SMA Negeri 1 Barumun Tengah. Because learning motivation is one very related to reading ability. Bellow the writer reveals reason.

Students need learning motivation, because learning motivation very important for students and their school activity, because learning motivation keeps up spirits to learn conversely the lack of motivation will demoralize to learning. A student without learning motivation do not succeeding maximally. Learning motivation to educative is participant of vital importance in supporting the spirit of students. Learning motivation is internal and external factors that pressure to students just learn for to change behavior. Motivation and learning is two affairs that mutually to influence. Learning motivation can to emerge because external and internal factors and motivation can be

² Observation and Information from the Teacher SMA Negeri 1 Barumun Tengah, 09 May 2016, SMA N 1 Barumun Tengah.

stimulated by factors from outside but the motivation is growing inside a person.

The second reason, some students have different IQ level, there is some students have high IQ level, and some students have lower IQ level. This problem can be solving by give learning motivation for all students. After give learning motivation, the students have lower IQ level can improve their IQ level, and student's high IQ level can be better. Because that, learning motivation very important for students reading ability. Learning motivation can influence students reading ability can be better.

The last reason is some student passive in class, because nothing their learning motivation, and then students' reading usually not well. Thereby, motivation can give activity and direction must do its target as according which to formula for them. These matters indicate that learning motivation to push incidence of behavior and influence and also do student change tune become bitterly.

In the process of learning to teach motivation is necessary, because someone who has no have motivation in learning, will not be possible to do activation in learning.³ Then, the researcher conclude learning motivation can give something even better.

Based on the problem above, the researcher chooses the learning motivation as the factor in reading ability because motivation is spirit to

³Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2011), p. 148

support someone to do something. The human need motivation to give suggestion, guidance, and support in English learning. Therefore, the researcher believes that the researcher is needed to be conducted.

B. The Identification of the Problem

Based on the background of the problem, here the researcher identifies the problems of students. They are:

1. The students' in SMA Negeri 1 Barumun Tengah can't read a text well and still many mistakes.
2. The students are ashamed and fear to make mistake in reading practice.
3. The students motivation in SMA Negeri1 Barumun Tengah is still low.

C. The Formulation of the Problem

Based identification of the problem above, the researcher limits the problems on learning motivation are low in reading comprehension.

The formulation of the problem, they are:

1. How is the students' learning motivation at grade X SMAN 1 Barumun Tengah?
2. How is the students' reading ability at grade X SMA N 1 Barumun Tengah?
3. Is there any significant correlation between learning motivation and students' reading ability at grade X SMA N 1 Barumun Tengah?

D. Aims of the Research

The purposes of the research are:

1. To describe the students' learning motivation at grade XSMA Negeri 1 Barumun Tengah
2. To describe the students' reading ability at grade X SMA Negeri 1 Barumun Tengah
3. To describe the correlation between learning motivation and of students' reading ability at grade SMA Negeri 1 Barumun Tengah.

E. Significances of the Research

The result of this research is expected to be significant the teacher and students in developing the quality of teaching and learning process, especially in teaching reading . Significance of this research are in following:

1. Headmaster, to encourage English teacher to use the best technique for improving students' reading skill at Grade X SMA N1 Barumun Tengah.
2. English teachers, to add references and strategies in teaching and learning reading that can make it more enjoyable and interesting to study.
3. To find out the best method for teaching reading.
4. Other researcher, as the information to do more related research.

F. Definition of Operational Variables

Avoiding vagueness and misunderstanding in assuming the title of the research then it was clarified the definition of the focuses as key term as follow.

1. Learning Motivation.

Learning motivation as a dependent (X) variable of this research. Learning motivation is power of supporting that students have in learning especially in reading.

2. Reading Ability

Reading ability is the capability of the students to get the meaning of the text given.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Learning Motivation

a. Definition of learning motivation

Motivation is one of the most important factors in success of English learning, when someone wants to be a success one in life, he/she goals need motivation. Motivation is needed everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true. Motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes success in the future.

According to Sardiman A. M that some efforts that are used in reinforcement, but in reinforcement motivation teacher must be carefully chooses words or action suitable with students' because there are some factors that influence the students' motivation.¹According to SyaifulBahriDjamarh that motivation variable X or dependent variable is stimulus toward students

¹Sardiman A.M, *Intraksi dan Motivasi Belajar Mengajar*, (Jakarta: PT Raja Grapindo Persada, 2011), p.15

in teaching learning process.²All of need drive in the form of motivation. According to Levine in James W. Vander Zanden's book, most of assume that behavior is functional, that people do certain things because the consequences somehow meet their needs. That premise underlies the concept of motivation.³Sardiman said that motivation stems from the word "motive" which can mean driving force that lies within a person to perform certain activities in overtop achieve goal.⁴ Alex Sobur stated that shows the entire process of movement, including situations that encourage, urge that arise within the individual, the resulting behavior and the purpose or end of movement or action.⁵ So, motivation is one of some manner for increase interest of the students.

From the above description it can be said that learning have changed, to call up, and need attention. All of need drive in the form of motivation. Motivation according to Mansur is: "sesuatu yang menggerakkan seseorang individu untuk melakukan suatu tindakan atau tingkahl aku".⁶(Something that move an individual to do an act or behavior). Furthermore. L. Pasaribu and B. Simanjuntak stated: "motivasi merupakan suatu dorongan atau tenaga, alasan

²Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2006), p. 148.

³James W. Vande Zanden, Ann J. Pace, *Education Psychology in Theory and Practice*, (New York: Random House, 1984), p. 344.

⁴Sardiman A.M, *Intraksi dan Motivasi Belajar Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2011), p.76

⁵Alex Sobur, *Psikologi Umum* (Bandung: Pustaka Setia, 2003), p.268

⁶Mansur, Nur Hasanah and Basennang Saliwangi, *Dasar-Dasar Interaksi Belajar Mengajar Bahasa Indonesia*, (Malang: Jemmars, 1987), P. 41

kemauan dari dalam yang menyebabkan kita berbuat atau bertindak yang mana tindakan itu diarahkan kepada tujuan tertentu yang hendak dicapai.”⁷ (Motivation is push energy, the reason of willing from inside that cause us to do or act which the act moved for seeking certain goal).

Learning motivation to be a desire to learn from an individual. Students can learn more efficiently if students try to do maximal learning. It means students motivate themselves, learn to get achievement. In addition, Fredrick J. Mc. Donald state: motivation is an energy change within the person characterized by effective arousal and anticipatory goal reaction.⁸ Based on the statement above learning motivation is an energy from human self that drive, one direction process in personal self that is what we are doing whether it is important or not, dangerous or not have motivation. M. Ngalim Purwanto added motivation is: “suatu pendorong atau usaha yang di sadari untuk mempengaruhi tingkah laku seseorang agar ia tergerakkan hatinya untuk bertindak sesuatu sehingga mencapai hasil atau tujuan tertentu”.⁹ (Motivation is a push or efforts that concuss to influence the human behavior in order he want to act or do something for seeking certain goal). According to Dimayanti Mudjiono motivation is: “kekuatan mental yang berorientasi pada pemenuhan

⁷I. L. Pasaribu and B. Simanjuntak, *Proses Belajar Mengajar*, (Bandung: Tarsito, 1983), p. 50

⁸Fredick J. Mc. Donald, *Education Psychology*, (Tokyo: Overseas Publication Ltd, 1959), p.

⁹M. Ngalim Purwanto, *Psykologi Pendidikan*, (Jakarta :Rineka Cipta, 1994), p. 71.

harapan atau pencapaian tujuan”.¹⁰ (The mentally energy that orientation to full of expect or get the goal). So motivation as a mental lead that drives attitude may be sourced from individual and outside individual.

Based on the explanation above, the researcher conclude that motivation is reason to act for seeking certain goal, motivation as internal condition arouses direct and determined the intensity in learning effort. So if students want to learn efficiently, they must be in stand up, and pay attention to their surroundings. In the case possibly, if students have learning motivation they will success.

b. Purpose of Learning Motivation

Purpose of leaning motivation is for to movement someone in order that to appear wanted to do something, so that can to get English achievement. Purpose of learning motivation is medium for to achieve purpose definite to be a teacher, purpose in learning motivation is movement students so that can to emerge wanted for to increase English achievement. Everyone that will give motivation must know and understood life background, needed, personality people that will give motivation. And purpose of learning motivation is:

1. Motivation as a push, movement and director for to do something.

Without motivation cant will emerge to do something such as learn.

¹⁰Dimayanti Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 1994), p. 81

2. To change behavior, from bad become good.
3. To add knowledge.
4. Change organize in a self.¹¹

Learning motivation is an essential condition of learning. Learning achievement will become good, if there is motivation. So, motivation will always to determine intensity learn attempt for students.

c. Principles of Learning Motivation

Principles of learning motivation is an important for to know and can to do. So, we can to achieve learning achievement. M. Dalyono state in book, *Psikologi Pendidikan* that there is five principles of learning motivation namely:¹²

1. To ripe physic and physical

First of learning motivation is must to reach ripe physic and physical accordance level that learn. Rip is effect attempt learn to depend in level rip hat have to reach, this principle contain means there is not use be persistent to do something that.¹³ Ripe physic is has arrive in minimal age limit with physic condition has can to do activity learn, and ripe physical it means has have ability with psychologies to do activity learn.

2. Have to ready

Every one that to do activity learn must have ready. It means whit ability enough good physic, rebound although learn equipment. Prepare physic it means have to energy enough and health. During to be ready rebound, have interest and motivation that enough for to do activity learn. Learn without prepare physic, rebound and equipment will be have some difficult, causes can't have English achievement.

3. To understand purpose

¹¹M. Dalyono, *Psikologi Pendidikan*, (Jakarta: RinekaCipta, 1009), p. 50.

¹²*Ibid*, p. 51

¹³Mustakim and Abdul Wahab, *Psikologi Pendidikan*, (Jakarta : PT. RinekaCipta, 2003), p. 91

Everyone learn must understand what is the purpose and what is the advantage for self. This is principles very important to have students. So that process to do can to achieve, and learn without purpose understand can't have achieve and useless.

4. To own seriously

The students must learn have seriously for to do, learn without seriously will get less achieve. Beside that will much time lost with useless. The other way, learn with seriously will get achieve. Principles seriously very important it means. Nevertheless students have to ripe, to ready and purpose in to do activity learn. But if the students not seriously, and lazy as a consequence can't get achieve.¹⁴

Motivation has a strategic in one's learning activation. No one learns without motivation, nothing motivation nothing learning.

d. Function of Learning Motivation

Motivation is very important for students. Motivation is an essential condition of learning. Learning achievement become optimal if there are motivation. Successful in learning are in students' hands, because the motivation in learning keeps an important role to create effectiveness in teaching leaning process. So, motivation has three functions.

There are the functions of motivation as follow:

- a. The people conductive to do, as activator or motor that detached energy.
- b. Establish the purpose of deed, that is to purpose that be going to bird in hand.

¹⁴*Ibid*, p. 54

- c. Select of deed, that is establish the deeds what must worked that serration for achieve our purpose, with reject the deeds that not benefit mentioned of purpose.¹⁵

So, function of motivation is to move or to ask someone to be arising volition and better to do something be better, so that he/she can obtain and get result or reach specific purpose.

e. Kinds of Learning Motivation

Learning motivation can divide into two kind, extrinsic motivation (motivation that is derived from external incentives) and intrinsic motivation (the urge to engage in the learning activity for its own sake). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.¹⁶

1. Extrinsic Motivation.

Extrinsic motivation is motivation which engages in a activity as a means to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable activities because they believe that participation will result in desirable outcomes such as reward, teacher praise, or punishment. According to Santrock, extrinsic motivation cause someone to conduct something in

¹⁵Sardiman, A. M, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grapindo Persada, 2011), p. 85

¹⁶Ur. Panny. *A Course in Language Teaching*, (Cambridge: University Press. 1996), p. 237

order to get something else. In other words, it is a means to get something. Motivation is caused by external incentives such as reward and punishment.

Extrinsic motivation is motivation which comes from not from inside of ourselves but from outside. As Oemar Hamalik explains that extrinsic motivation is motivation that is caused by outside factors of a situation. From the statement above it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, environments, etc.

a. Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shape motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. Dornyei informs that a teacher's skill in motivating students should be seen as central in the teaching and learning process. Teacher is the key instrument to handle and organize students in the classroom. So the teacher has responsibility to make the teaching and learning process successful.

b. Parent

The role of parents can influence upon students extrinsic motivation in teaching in learning process. Parents give great influence to their children to achieve the good goals in schools. Jeremy Harmer stated that “if the parents are very much against the culture of the language this will probably effect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect¹⁷. This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

c. Society

Situation of society also very having an effect on to achievement learn. If around residence situation of the society consist of the people have education, especially to the Childs have high school and have the goodness of moral, this matter will push child more impetuous learn. But on the contrary, if life in are many children of naughty, not go to school and unemployment, this matter of influence learning motivation or can be told not support so that learning motivation is decrease.

¹⁷Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 2.

d. Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher ad students that conducted in bad environment. Environment also will cause students motivation. Students will be more interesting, if the environment of the classroom s comfortable.

2. Intrinsic Motivation

Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external reward. Jeremy Harmer state that intrinsic motivation takes a vital role in there sulk of students' language learning.¹⁸ They may perceive no interest about language learning in the classroom. Therefore, it become teacher role to create intrinsic motivation in the

¹⁸Jeremy Harmer, *Op.cit*, p. 4

classroom in order to maintain students learning.¹⁹ Extrinsic motivation is something comes from outside his/her self for can someone be better, and intrinsic come from his/her self.

Intrinsic motivation is appeared from students personal such as their comfort, happiness, interest. Researcher often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educator consider intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation. Intrinsic motivation is better for student because if the students have intrinsic motivation, they will be easier and more enthusiasm in learning, students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves. From the statement above, it is assumed that intrinsic motivation is caused by factor from outside of students. It can be from effort, desire, attitude, etc.

Physic or mental needed, because of that if one teacher wants to give motivation to their students he/she must try to know what is the need have correlated with motivation act. Maslow in M. NgalimPurwanto said that: there are five levels of human needs

¹⁹NefriIstianti, "*The Correlation Between Students Motivation in Learning Speaking and their Ability*", p. 24

namely: psychological needs, safety and security, social needs, esteem need and self-actualization.²⁰

a. Psychological needs

Need is basic means it is primary and vital quality which has biological functions from human such as primary needs include eat, drink, cloth, health. Secondary needs, entertain, learning needs, etc. that's why human or students' need motivation to get psychological needs. Example the students cannot study well to fill his cognition or to make his prestige higher before his physical needs is complete like: eat, drink, clothes, the students' who is ill, hungry, tired will not concentrate to their study. Whereas physical needs which they hope from learning is a mark.

b. Safety and security

In life human need security, hide from danger, and threat from disease, war, poverty, starved, injustice. To avoid danger human endeavor do something the students feel his physic threaten because he is often disturbed by his friends. Punishment from the teacher because his stationeries are not enough will be a trouble in learning concentration, even the students is unsafe to follow the lesson at school or study at

²⁰M. NgalimPurwanto, *PsykologyPendidikan*, (Jakarta :RinekaCipta, 1994), p. 71.

home. If safety and security needs are completed in learning, so the students' motivation learning will grow up.

c. Social needs

Human are called as homological, it is difficult for them to live in isolation. They should interact with other person. In interaction they need social needs which overload love and belonging from another. Between two people who love each other will occurs a good communication. At school, teachers who educated the students need to love his students, should educate with love and feeling or belonging, honesty. So students' feels comfortable and think that their teacher is not a stranger who should be avoided. Education with love and feeling of belonging will grow up and develop students' motivation in learning.

d. Esteem needs

Everybody has ago, always wants to prize, appreciate, maybe because of achievement, ability, status, successful. These aspects enable to influence all the people's activities in their environment. Esteem needs means is known by other people, useful, have influence and is admitted the success in the society. One students is smiling because he is given prize

by his teacher when do something well, he will feel that he esteem.

e. Self-actualization

One individual needs something is beautiful, self-actualization and grow up his ability. Based on this theory in teaching learning process, the students who are clever and finish the tasks given before the time is over, the teacher needs to give esteem or present to them. These needs can become basic in effort to drive learning motivation and act motivation of the students. If the students have something special in themselves they will be inclined to grade up actualize them they need motivation.²¹

Based of the explanation above, the researcher conclude that motivation can give the students physic or mental be better. Learning motivation also can make the students clever and dilligent if the teacher give some task. So learning motivation change personality of students.

2. Reading Ability

a. Definition of Reading

Reading is very important for a student in order can understand a text. Reading also, in general sense, can be considered to be getting

²¹Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta : PT Raja Grafindo Persada, 1998), p. 65

meaning from a text. Talking about reading David Nunan state, “Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning”, and the goal of reading is comprehension. In addition reading is a process negotiating meaning, the reader brings to the text a set of schemata for understanding it, and it take is the product on that interaction.²² Then, Henry Guntur Tarigan said “Reading is bringing meaning to and getting meaning from printed or written material”²³. Windows on stated in Hedge, “Reading can be seen as a kind of a dialogue between reader and the text, or even between the reader and the author.”²⁴

Reading is highest process from reading activity. According to H. Douglas Brown reading is primarily matter of developing appropriate, efficient comprehension strategies. ²⁵Next, Kasihani said the goal of reading comprehension is to get information from the text or content of reading. Because of that, the students really to be train to read with the aim get information about content of reading text. Usually to know

²²David Nunan, *Second Language Teaching and Learning* (New York: Heinle and Heinle, 1999). p, 25

²³Henry Guntur Tarigan, *Methodology Pengajaran Bahasa 2*(Bandung: Angkasa , 1991),p. 43

²⁴Tricia Hedge, *Language Assessment Principles and Classroom Practicies* (Sanfransisco, Clifornia :2003), p. 188.

²⁵Douglas Brown, *Teaching by Principles an Interactive Approach to Language Paedagog* (New Jersey: Prentice Hall, IncEnglewoods Cliffs, 1994), p. 291.

if the students have understood content of reading, the teacher will give question about reading text.²⁶

Based on explanation above, the researcher can conclude that reading give some information for reader, and reading also can activiting backgroundknowledge of students. Reading is process to of reader to combining information from a text, and the goal of reading is comprehension.

b. Types of Reading

Types of reading can divide in three types; there are as follow:

1. Developmental reading
 - a. Skill in the mechanics of reading: developing of large sight vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pitch, volume, pronunciation.
 - b. Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of units of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific question, ability to select and understand a sequence of events, ability to note and recall details,

²⁶Kasihani K. E. Suyanto, *English for Young Learners* (Jakarta :BumiAksara, 2008), p. 65.

ability to grasp the organization of the author's plan, ability to follow direction accurately, ability to evaluate what one reads, ability to remember what one has read.

2. Functional reading

- a. Ability to locate needed reading material; use of index, use table of contents, use of dictionary, use of encyclopedia, use of skimming in reach for information.
- b. Ability to comprehend informational material, development of specific skills needed by special subject matter e.g; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select the material needed, ability to organize what is read; ability to summarize, ability to outline

3. Relational reading

- a. Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interests and tastes through reading.
- b. Improvement and refinement of reading interest; development of more varied reading interest, development of more nature reading interest, achievement of personal development through reading
- c. Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and

drama, development of appreciation for style and beauty of language, learning to sack for deeper symbolic messages.²⁷

From the explanation above, it can be concluded that the types of reading include are; ability to find state topic, ability to understand main ideas ability to understand supporting ideas, ability to understand concluding ideas, ability to grasp the meaning of unit of word, phrase, sentence, paragraph ability to answer the specific question and ability to evaluate what one reads.

c. The purposes of Reading

Reading is very important to have, because comprehension is the process of reader to understand the written language. The functions are, 1) to understand the text more easier, 2) to image what the information in content, 3) to follow the structure of a passage, 4) to recognize a writer purpose, attitude, tone, and mode

There are several the purpose of reading comprehension. According in David Nunan book suggest that there are seven main purpose for reading:

To obtain information for some purpose or because we are curious about some topic.

²⁷Albert J. Harris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p. 3.

- 1) To obtain instructions on how to perform some task for our work or daily life (examples: knowing how an appliance works)
- 2) To act in a play, play a game, do a puzzle.
- 3) To keep in touch with friends by correspondence or to understand business letters.
- 4) To know when or where something will take place or what is available
- 5) To know what is happening or what has happened (at reported in newspaper, magazine, reports, act)
- 6) For enjoyment or achievements.²⁸

As the option above, the purpose of reading comprehension is to make the reading easy and fast and find the information in the text what the read. The reader can understand the purpose, attitude and mood of writer that was the comprehension.

d. The Principles in Teaching Reading

The principles in teaching reading is very important for a teacher. With the principles in reading the teacher easy to teach reading comprehension for his/her students. So the teacher must know the principles in teaching reading. David Nunan presents the principles for teaching reading are:

1. Exploit the readers background knowledge can influence reading comprehension.
2. Build a strong vocabulary base
3. Teach for comprehension
4. Work increasing reading rate
5. Teach reading strategies
6. Encourage readers to transform strategies into skills

²⁸David Nunan, *Second Language Teaching and Learning* (New York: Heinle and Heinle, 1999). p, 25

7. Build assessment and evaluation into your teaching
8. Strive for continuous improvement as a reading teacher.²⁹

Based on explanation above, many principles in teaching reading comprehension, but the purpose of the experts is the same. Principles can be used by teacher to avoid misunderstanding in teaching reading comprehension in the classroom. Therefore, the teacher should know the principles in teaching especially reading.

B. Related Findings

Talking about related findings the researcher found some research done by some persons, Imam Syafi'I Daulay³⁰, the concluding of his research was, there was can be categorized into *enough categories*. It can be seen in the result of questionnaire that grade XI students (Class XI) get 60.58% (enough category) after calculating their scores.

Next is Rita Juliana Siregar³¹. The concluding of her research was the students score in the questionnaire of students' motivation at grade VII Mts N 2 Padangsidempuan was 72.96% it was categorized into high category, it was meant that they had high motivation in learning speaking English from ideal score.

²⁹David Nunan, *Practical English Language Teaching*, (New York:Mc Grow Hill 2003), p. 74-78

³⁰Imam Syafi'I Daulay, *Students Motivation in Speaking at Grade XI SMK N1 Batang Angkola (unpublished thesis)* Padangsidempuan STAIN 2015).

³¹Rita Julana Siregar, *The Correlation Between Students Motivation and Speaking Ability at Grade VII Mts N 2 Padangsidempuan (unpublished thesis)* Padangsidempuan STAIN 2015

Next is Ratnil it can be concluded the adjective mastery of the VIII grade students of SMP Negeri 1 Aek Nabara Barumon is categories “good”. It can be seen from the students only on the average 76. 18.

Next is Irwan Ro’iyal Ali³² the data describe previously, it shows that there is significant correlation between the score in vocabulary and the score reading because the result of this research show a moderate positive correlation. It mean the higher score in vocabulary the better score in reading of English department students of UIN Jakarta will be.

Next is Abdullah Saiful Lubis,³³ it can be conclude the students problems in reading text at seventh grade of SMPN 6 Padangsidempuan as bellow: the students difficult in reading text, the way of teacher in teaching, the students interest in reading, nervous, the purpose, concentration, the habit of reading, the students tool to transfer the English word to their language, the students do not understand how to read the text of the English language, the students interested in reading is very low, students also lack absorption of students in learning is low, lack of vocabulary, the students spirit in learning and economy factors.

³²IrwanRo’iyal Ali, “*The Correlation Between Students Vocabulary Mastery and Reading Comprehension*”, www.repostory.uinjkt.ac.id/dspacebitsream, 15 may 2017, 15.01

³³Abdullah SaifulLubis, “Students’ Problems in Reading Text at Seventh Grade of SMPN 6 (unpublished thesis) Padangsidempuan STAIN 2015

So, based on the related finding above, the researcher concluded that, there are some Correlation Between Learning Motivation and Student's Reading Ability at Grade X SMA Negeri 1 Barumun Tengah.

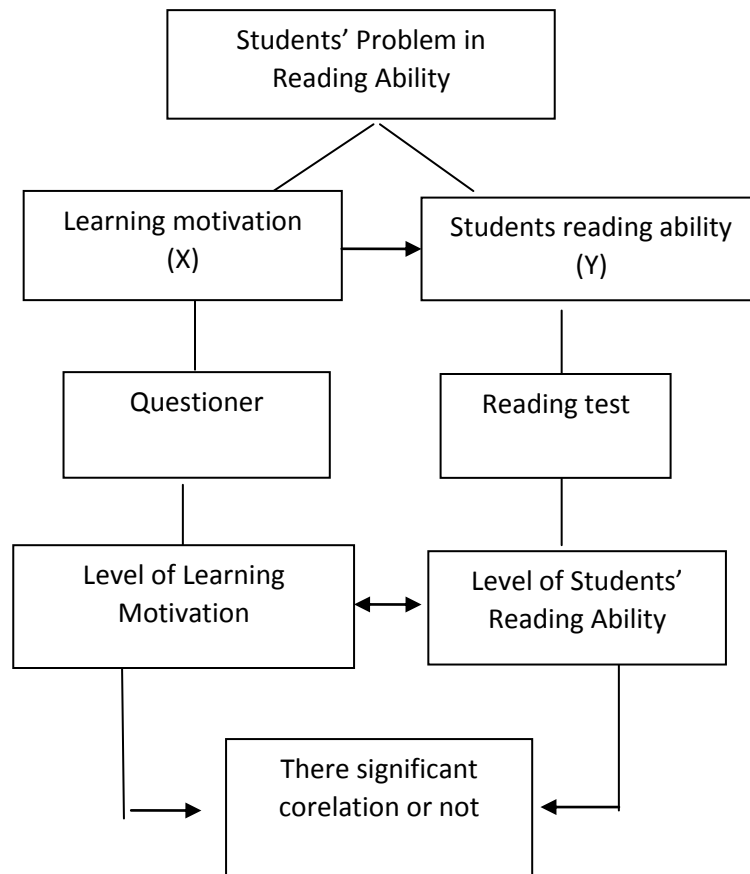
C. Conceptual Framework

Based on theoretical description before, it has been explained that reading is very important for life to get information from written text. Especially to students to support their studying and to make them high intelligent. In senior high school, reading is very important because the students always are rounded with reading text English. Reading can help them for every material and to get better comprehending to reading text.

Further, motivation means having desire and willingness to do something which is needed by everyone to make his/her goals become succeeded in the future. A motivated person can be reached for-term goal such as a professional writer or a more short term goal like learning how particular word. So, the researcher wants to correlate motivation with students' ability in Reading English.

Furthermore, motivation is very important to increase students and motivation also very importance or motivate is a motivation if managed better, hence motivation will become a very big strength to someone to do his/her activity of including in activity learn. Motivation also give big spirit to the students in teaching English. The higher motivation that they had, the easier they will master reading skill. Based on explanation above, it can be

seen that learning motivation and reading correlate each other. However, if students have high learning motivation in reading, automatically they will be able to get this skill readily. It will be shown in the following illustration:



Based on illustration above, the researcher want to describe a correlation between the X and Y variables. X variables is learning motivation (dependent variable) and Y variable is students reading Ability (independent variable).

D. Hypothesis

Hypothesis is of element of research. Based on the theoretical description and conceptual framework that has been presented. Suharsimi Arikunto states that a hypothesis is the solving predicting or the answer which is derived.³⁴

Researcher formulated the hypothesis that “there is significant correlation between learning motivation and students’ reading ability at grade SMA Negeri 1 Barumun Tengah.”

³⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993) , p. 167

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

The researcher has been conducted at grade X SMA Negeri 1 Barumun Tengah JL. KH. DEWANTARA, No 15 Binanga, Kabupaten Padang Lawas. The researcher has been conducted from December 2015 until up to Finish 28 Agustus 2017.

B. Method of the Research

This research used correlation research L. R. Gay said that correlation research attempted to determine whether, and to what degree, the correlation exist between two more variable¹. The correlation was quantitative measure of the degree of correspondence between two more variable. From the above quotation, researcher concluded that the correlation quantitative was kind of descriptive method. Sumandi Surya Brata stated that “descriptive research is the research has a sense that perception descriptive about situation or events”². Descriptive method is a survey that determiners and allocated it will technical interview, observation, or technical test. In this research which had the aim to correlation between learning motivation and students reading ability at grade X SMA N 1 Barumun Tengah.

¹L.R. and Petter Airaisan, *Education Research*, (New jersey: Prentice Hall, 2000), p. 12

²Sumandi Suryabrata, *Method Penelitian*, (Jakarta : Raja Grapindo Persada, 1983),p. 76

C. Population and Sample

1. Population

The population is taken from all students at grade X SMA N1 Barumun Tengah. The population as follows:

TABLE 1
Population in class X

No	Class	Total Students
1	X-1	38
2	X-2	38
3	X-3	38
4	X-4	39
5	X-5	38
6	X-6	39
TOTAL		230

The population of this research is taken grade X SMA Negeri 1 Barumun Tengah. The grade X SMA Negeri 1 Barumun Tengah are six classes and they are 230 students, from X 1 (38 students) from X 2 (38 students) from X 3 (38 students) from X 4 (39 students) from X 5 (38 students) and from X 6 (39 students) at 2017 academic year the population of them.

2. Sample

The total sample is 36 people of the students at grade X SMA N 1 Barumun Tengah. It is taken every class is 15%.

TABLE 2
SAMPLE IN CLASS X

class	Total of Students	15%	Total
X-1	38	5.7	6
X-2	38	5.7	6
X-3	38	5.7	6
X-4	39	5.85	6
X-5	38	5.7	6
X-6	39	5.85	6
230		36 People	

3. Instruments of the Research

The research used questionnaire and test for instrument. Questionnaire for learning motivation and the test for students reading ability. Then the result of the test will be used as the data of this research.

1. Questionnaire

A Questionnaire is simply a 'tool' for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions

and space for answer or administrative detail. Questionnaires should always have a definite purpose that is related to the objectives of the research, and it need to be clear from the outset how the findings will be used:

TABLE 3
Indicator of Learning Motivation

No	Indicator	Sub indicator	Number of Questionnaires		Total of Questionnaires
			favorable	Unfavorable	
1	Extrinsic Motivation	1.Teacher	1, 2, 3, 4	-	10
		2.Parent	5	6, 7	
		3.Environment	8, 8	10	
2	Intrinsic Motivation	1.Effort	11	12, 13	10
		2. Desire	14, 15	16	
		3. Attitude	17, 18 19	20	
TOTAL			13	7	20

2. Test

Brown states a test, in plain word, isa method of measuring a person's ability or knowledge in given domain. The researcher uses oral test. The writer do test is to what is the extant of students reading ability. To measure Reading Ability the researcher uses the indicator as follows:

TABLE 4
INDICATOR OF READING ABILITY

NO	Indicator of Reading	Item Number	Total Item
1	Ability to find topic	1,2,3,4,5	5
2	Ability to find ideas from the text	6,7,8,9,10	5
3	Ability to find main idea	11,12,13,14,15	5
4	Ability to understand the content of the text	16, 17,18,19, 20	5
TOTAL		20	

4. Technique of Collecting Data

The technique that used in collecting data are:

1. Test for reading ability data

There they are to do the test for students reading ability; the researcher will used the test for collecting as follow:

- a. The researcher gives the sheet of test to students, and the test 20 multiple choice.
- b. The researcher explain how to answer the test.
- c. The researcher asked students to prepare themselves to be tested.
- d. The researcher collects the answer paper.
- e. The researcher gives score for the answer of the test.

2. Questionnaire for learning motivation data

They are to do the questionnaire for learning motivation, the researcher will use the questionnaire for collecting as follows:

- a. The researcher gives the paper of the questionnaire
- b. The researcher explains how to choose the questionnaire
- c. The researcher gives chance or time for students to do the questionnaire
- d. The researcher collects the questionnaire
- e. The researcher gives the score

5. Technique of the Data Analysis

In correlation of research, the most suitable analysis is using the statistical process. It means that all the data were collected and analyzed by using "r" Product Moment formulation. The researcher uses this research to see the correlation between two variables.

Furthermore, the data were collected and analyzed by using "r" Product Moment by Pearson. Analysis of the data, the researcher got the mean score of the learning motivation and students' reading ability to test the hypothesis by using the formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{N\sum X^2 - \sum X^2 \quad \{N\sum Y^2 - \sum Y^2\}}$$

R_{xy} : Correlation between variable X and Y

X : Score each item question

6. Y : Total of score all item question

X^2 : The square score distribution Y

Y^2 : Total of Sample.³

The result should be appropriated with the interpretation to the index of product moment of correlation. The interpretation of the result can be seen in the following table:

TABLE 5
Interpretation of XY

The value	Degree
Between 0.00-0.199	Very low correlation
Between 0.20-0.399	Low correlation
Between 0.40-0.599	Significant correlation
Between 0.60-0.799	High correlation
Between 0.80-1.000	Very high correlation ⁴

³SuharsimiArikunto, *Prosedur Penelitian SuatuPendekatanPraktek*, (Jakata: Rineka Cipta, 1993), p. 167

⁴Anas Sudjiono, *Pengantar Statistic Pendidikan* (Jakarta: PT Raja Grapino Persada, 2008), p. 193.

CHAPTER IV

DATA ANALYSIS

As has been mentioned in earlier chapter, in order to evaluate, the correlation between learning motivation and students' reading ability at grade X SMA Negeri 1 Barumun Tengah. The researcher has calculated the data by using descriptive method. Applying the quantitative analysis, the researcher used the formulation of “r” Product Moment. Then, the researcher described the data as follow:

A. Description of Data

1. The Data Description of Learning Motivation

In this part, the researcher shows the result of the research that has been done to the dependent variable that is learning motivation. In this research, the researcher presents 20 items of questions in questionnaire form. For each number, the writer gives 5 score for each question. After calculating the scores, it was found that the highest score was 95 and the lowest score was 55. To complete this research, it was needed for the researcher to calculate the mean, median and mode of the research result. Where mean was the score which represents the general value that was achieved by all the students of the class. Meanwhile, median was the score in the middle or the score which divides a distribution of data into two equal part and mode is a score which has the most frequency. So, the specification calculation was described in the below table:

Table 6

The Score of Mean, Median and Mode of learning motivation at grade x SMA Negeri I Barumun Tengah

No	Category	Score
1	Mean	75.13
2	Median	90.5
3	Mode	75.5

Based on the above table, it shows that mean was 75.13, so it was interpreted as good category, the median was 90.5, and the mode was 75.5. Then, the calculation of how to get them, it can be seen in appendix 6. To make it clearer, the writer computed of the frequency distribution of the students' score in learning motivation and students' reading ability which can be applied as follows:

Table 7

The Frequency distribution of Students' Score in learning motivation and students' reading ability at grade x SMAN 1 Barumun Tengah

No.	Interval class	Mid Point	Frequency	Percentages
1	51-57	54	4	11.1%
2	58-64	61	4	11.1%
3	65-71	68	5	13.8%
4	72-78	75	8	22.2%
5	79-85	82	7	19.4%
6	86-92	89	6	16.6%

7	93-100	96	2	5.55%
Total		36	-	100%

In order to make the description of the data of students' achievement in teaching Score in learning motivation and students' reading ability at grade x SMAN 1 Barumun Tengah was more complete, the writer presents the below histogram:

HISTOGRAM 1

FREQUENCY

Based on the histogram above, it can be drawn at histogram as follows:

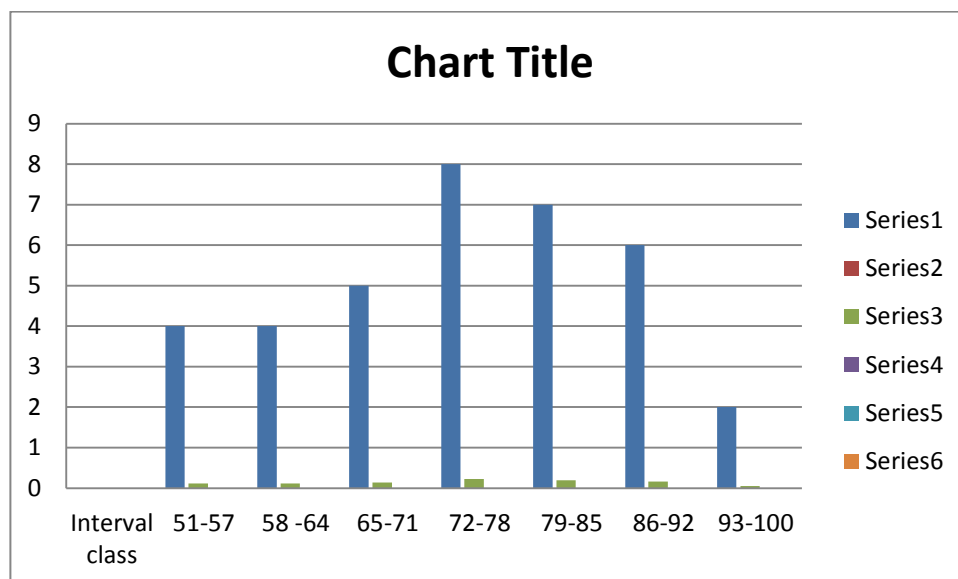


Figure 1: The Histogram of Score in learning motivation at grade X SMAN 1 Barumun Tengah

By looking the above histogram, it can be said that the curve was normal. The degree of students' achievement in learning motivation and students'

reading ability at grade X SMAN 1 Barumun Tengah was highest at the middle position.

2. The Data Description of Reading Ability

In this part, the data students' reading ability or the Y variable should calculate too. Mean, median and mode are also calculated here. Actually, the highest score that was 95 and the lowest one was 45. So, the specification calculation was described in the below table:

Table 8

The Score of Mean, Median and Mode of students' reading ability at grade x SMA Negeri 1 Barumun Tengah

No	Category	Score
1	Mean	68.75
2	Median	89
3	Mode	68.5

Based on the above table, it shows that mean was 68.75, and it was interpreted as good category, the median was 89, and the mode was 68.5. Then, the calculation of how to get them, it can be seen in appendix 7. To make it clearer, the writer computed of the frequency distribution of the students' score in mastering writing discussion text which can be applied as follows:

Table 9

The Frequency distribution of Students' Score in students' reading ability at grade x
SMA Negeri 1 Barumun Tengah

No.	Interval class	Mid Point	Frequency Cumulative	Percentages
1	37-45	41	4	11.1%
2	46-54	50	5	13.8%
3	55-63	59	5	13.8%
4	64-72	68	7	19.4%
5	73-81	77	6	16.6%
6	82-90	86	4	11.1 %
7	91-100	95	5	13.8%
Total		36	-	100%

Based on table of frequency distribution above, it can be drawn at
histogram as below:

HISTOGRAM 2

FREQUENCY

Based on the table above, it can be drawn at histogram as follows:

Score (Y)

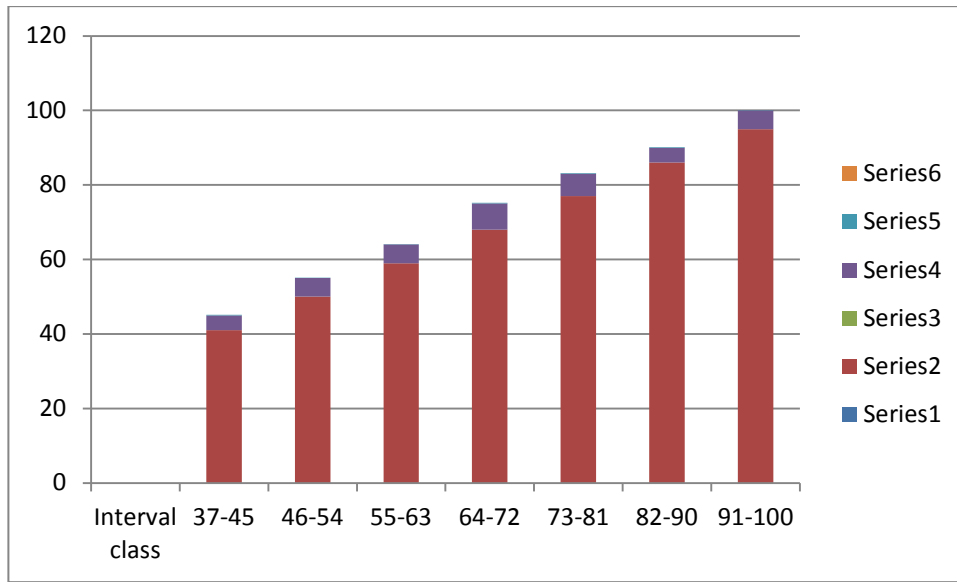


Figure 2: The Histogram of students' reading ability at grade x SMA negeri 1 Barumon Tengah

By looking the above histogram, it can be said that the curve was normal.

The degree of students' achievement in mastering reading ability was highest at the middle position.

B. Hypothesis Testing

After collecting the data, this research was going to test the hypothesis. To prove the hypothesis, the research uses "r" Product Moment Correlation Formula by Pearson. This technique was used to see the correlation between learning motivation and students' reading ability at grade x SMA negeri 1 Barumon

Tengah. There are some steps that have to be done to get the score of Product Moment Correlation as follows:

- a. Making the work table contain both variables
- b. Making the index correlation product moment between X variable and Y variable
- c. Giving interruption r count and getting the conclusion.

Below was the application of the above steps:

Table 10

The Calculation of Correlation between learning motivation and students' reading ability at grade x SMA Negeri 1 Barumun Tengah

No	X	Y	X ²	Y ²	XY
1	55	55	3025	3025	3025
2	55	55	3025	3025	3025
3	55	65	3025	4225	3575
4	55	55	3025	3025	3025
5	60	60	3600	3600	3600
6	60	50	3600	2500	3000
7	60	50	3600	2500	3000
8	60	50	3600	2500	3000
9	65	65	4225	4225	4225
10	65	50	4225	2500	3250
11	70	50	4900	2500	3500
12	70	45	4900	2025	3150

13	70	95	4900	9025	6650
14	75	75	5625	5625	5625
15	75	75	5625	5625	5625
16	75	95	5625	9025	7125
17	75	45	5625	2025	3375
18	75	85	5625	7225	6375
19	75	45	5625	2025	3375
20	75	75	5625	5625	5625
21	75	85	5625	7225	6375
22	80	70	6400	4900	5600
23	80	80	6400	6400	6400
24	80	80	6400	6400	6400
25	80	95	6400	9025	7600
26	85	70	7225	4900	5690
27	85	45	7225	2025	3825
28	85	80	7225	6400	6800
29	90	90	8100	8100	8100
30	90	60	8100	3600	5400
31	90	65	8100	4225	5850
32	90	70	8100	4900	6300
33	90	90	8100	8100	8100
34	90	65	8100	4225	5850
35	95	95	9025	9025	9025
36	95	95	9025	9025	9025
	2705	2475	208575	180325	189490

The data of simple sentence mastery and the ability to write discussion text as tabulated above then calculated by using an 'r' Product Moment formulation. Where, from the data above, it can be seen that $\sum X=2705$, $\sum Y=2475$, $\sum X^2=208575$, $\sum Y^2=180325$, $\sum XY=189490$, $N=36$.

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{36.189490 - (2705)(2475)}{\sqrt{\{36.208575 - (2705)^2\} \{36.180325 - (2475)^2\}}} \\
 &= \frac{6821640 - 6694875}{\sqrt{\{7508700 - 7317025\} \{6491700 - 6125625\}}} \\
 &= \frac{126765}{\sqrt{(191675)(366075)}} \\
 &= \frac{126765}{\sqrt{70167425625}} \\
 &= \frac{126765}{26489134} \\
 &= 0.478555 \\
 &= 0.479
 \end{aligned}$$

Then, to know the categorize how far the correlation between learning motivation add students' reading ability, it would be interpreted from the table below:

Table 11
The Criteria Score of Coefficient Effect of Interpretation¹

No	Class of Score	Predicate
1	80 – 100	Very Good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

From the above table, it was known that learning motivation was good, it was seen from the score of its mean was 75.13 and so does students' reading ability which the score was 68.75

From the calculation above, it can be seen that the value of r_{xy} was 0.479. Where the sample of this research was 36 and the total of variable are 2, so $df (N - 2) = (36 - 2) = 34$. And the score of t_{table} at 5% significant level was 0.325. So $r_{counted}$ is greater than r_{table} ($0.479 > 0.325$) which means there is a significant correlation between learning motivation and students reading ability at grade X of SMA N 1 Barumon Tengah. So, the hypothesis is accepted.

¹ Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2000), p. 81.

C. Discussion

Based on the theory, there are three theories about motivation: first is behavioral, motivation is seen in very matter or fact term. Second is cognitive. According them motivation places much more emphasis on the individual's decision. Third is constructivist view motivation places even further emphasis on social context as well as individual personal choice.² The researcher explain about theory of learning motivation because the students willingness to reading ability and motivation is same like one of affective factors. So, the researcher conclude that motivation also as one factor will affect for students' reading ability.

Based on the calculation and some explanations above, it was known that the students' ability in reading and learning motivation were good enough. Moreover, the students ability was good. So, from the calculation above, the writer appropriated that the result of this research said that there was a significant correlation between learning motivation and students' reading ability at grade x SMA Negeri 1 Barumon Tengah. Both of variables had familiar material for the students to learn. So, they did not feel so difficult in answering the given exercises.

So far, this research was not so different with the theory in related findings. They were accepted in correlating some techniques in reading ability. It was proved from the data result that had been analyzed.

² H. Douglas Brown, *Principle of Language Learning and Teaching* (America, 2007). p.168.

D. Threats of the Research

The researcher found the threats of this research, they were: *first*, some of students cheated their classmates in answering the task. The researcher had tried to forbid them and they stopped, but the researcher did not know wheather they cheated each other more. *Second*, the students needed more time to answer the task. *Third*, the researcher has lack of experience in processing data or lack of knowledge about it. *Fourth*, the limited of English books especially genre book in the researcher's school and the last, the limited of the instrument of the research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After getting the result of her research here, the writer concluded:

1. Student Learning motivation at grade X SMA N1 Barumun Tengah is categorized “good”. It can be seen from the student mean score were 76.18.
2. Students’ reading ability grade X SMA N1 Barumun Tengah was good by getting mean score were 69.31
3. Based on the result calculating which was gotten the value of the correlation product moment r_{xy} between variable of x and y were 0.479. Where the sample of this research was 38 and the total of variable are 2, so $df (N - 2) = (36 - 2) = 34$. And the score of t_{table} at 5% significant level was 0.325. Because the value of r_{xy} was greater than t_{table} so the hypothesis of the research was accepted because $t_{counted} > t_{table}$ ($0.479 > 0.325$) which means there was a significant correlation between learning motivation and students' reading ability at grade x SMA Negeri 1 Barumun Tengah.

B. Suggestions

Based on the conclusions which have been presented previously, the writer would like to present some suggestions as follow:

1. The teacher SMA Negeri 1 Barumun Tengah should attract the learning motivation and students' reading ability and they should be active in using English during the teaching and learning process.
2. The headmaster of SMA Negeri 1 Barumun Tengah should prepare the facilities which are needed and motivate the students to study English seriously and repair the curriculum.
3. The reader of this thesis could develop and increase the research and find the implication of this research.

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CURICULUM VITAE

1. Identity

Name : HOTLAMIARI PANE

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Place/Date of Birth : Sisalean, 27 September 1993

Sex : Female

Religion : Moslem

Address : Sisalean, Kab. PADANG LAWAS

2. Parents Name

1. Father's name : Darling Pane

2. Mother's name : Leli Suryani Harahap

3. Educational background:

1. Graduated from Primary School Sisalean kec.Barumun Tengah in 2003

2. Graduated from MTS s Islamiyah Pintu Padang 2007

3. Graduated from MAS Darul Ulum PEMADU in 2010

4. University student in IAIN Padangsidempuan in 2011

APPENDIX I

THE QUESTIONNAIRE OF LEARNING MOTIVATION

Intuction: Give the check sign in your answer

No	Pernyataan	SL	SR	KD	JR	TP
1.	Guru selalu memberikan penghargaann kepada siswa yang mendapatkan nilai Bahasa Inggris yang bagus.					
2.	Guru Bahasa Inggris di sekolah adalah salah satu sumber inspirasi saya.					
3.	Metode dalam mengajar bahasa inggris dan cara membaca bahasa inggris yang digunakan guru sangat menyenangkan dan mudah dipahami.					
4.	Ketika pengucapan dan cara membaca saya salah ketika disuruh membaca bahasa inggris, guru selalu memberikan contoh kepada saya bagaimana cara membaca yang benar.					
5.	Orang tua saya selalu member saya dukungan untuk mendalami bahasa inggis dengan les privat.					
6.	Orang tua saya tidak pernah membantu saya mengatasi kesulitan pelajaran bahasa inggis.					
7.	Orang tua saya tidak pernah memberikan semangat kepada saya untuk belajar bahasa inggris, dan tidak pernah memberikan hadiah jika saya dapat nilai bagus.					
8.	Belajar bahasa inggris itu sangat menyenangkan karena suasana dalam kelas maupun keadaan teman-teman saya sangat mendukung.					
9.	Membaca dalam bahasa inggris itu mudah bagi saya, dimanapun saya berada.					
10.	Saya tidak percaya diri ketika guru menyuruh saya membaca bahasa inggris.					
11.	Saya selalu melatih diri saya membaca bahasa inggris dengan mempraktikkan hampir setiap hari.					
12.	Saya tidak pernah bertanya kepada guru bahasa inggris, walaupun saya mengalami kesulitan dalam memahami pelajaran.					
13.	Sebisa mungkin saya menunda mengerjakan tugas bahasa inggris yang diberikan guru					
14.	Saya ingin bisa membaca bahasa inggris dengan lancar.					
15.	Saya ingin menguasai bahasa inggris, karena jadi guru bahasa inggris itu adalah cita-cita saya.					
16.	Saya lebih suka menonton program televisi yang					

	menggunakan bahasa Indonesia					
17.	Berbahasa Inggris adalah kegiatan yang sangat menyenangkan.					
18.	Saya sangat menyukai pelajaran bahasa Inggris, karena saya ingin bias berbahasa Inggris dengan lancar.					
19.	Berbahasa Inggris adalah program sekolah yang sangat penting					
20.	Saya merasa malu karena ketika guru menyuruh saya membaca bahasa inggris, saya tidak bisa.					

By: English Teacher of SMA N 1 Barumun Tengah

Scoring Procedure :

Selalu : 5 Point

Sering : 4 point

Kadang-kadang : 3 point

Jarang : 2point

Tidakpernah : 1point

APPENDIX II

Result of Validity Instrument

Number of Item	Score of r_{xy}	r_{table}	r_{count}	Official Statement
1	-0,184	0,304	-0,184	Invalid
2	0,521	0,304	0,521	Valid
3	0,594	0,304	0,594	Valid
4	0,560	0,304	0,560	Valid
5	0,596	0,304	0,596	Valid
6	0,562	0,304	0,562	Valid
7	0,470	0,304	0,470	Valid
8	0,613	0,304	0,613	Valid
9	0,643	0,304	0,643	Valid
10	0,683	0,304	0,683	Valid
11	0,746	0,304	0,746	Valid
12	0,549	0,304	0,549	Valid
13	0,613	0,304	0,613	Valid
14	0,630	0,304	0,630	Valid
15	0,791	0,304	0,791	Valid
16	0,675	0,304	0,675	Valid
17	0,430	0,304	0,430	Valid
18	0,707	0,304	0,707	Valid
19	0,577	0,304	0,577	Valid
20	0,362	0,304	0,362	Valid

APPENDIX IV

The Test of Students Reading Ability

A. Pengantar

1. Instruments inibertujuanuntukmenjaring data siswatentangkemampuanmembaca.Olehkarenaitubacalah text-text yang telahdisediakan dengan benar.
2. Jawab pertanyaan sesuai dengan kemampuan anda.
3. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

B. Petunjuk

1. Bacalah text berikut dengan seksama!
2. Apabila pertanyaan kurang jelas, tanyakan langsung kepada pengawas.
3. Jawablah pertanyaan di bawah ini sesuai dengan kemampuan anda!

Nama :	
Kelas :	

C. Soal.

- a) Read the text following story silently, and answer the question below!

The Kind Duck and Poor Frog

One beautiful summer's day, a duck decided to go to the river for a picnic. She took a lot of food with her, and was really looking forward to eating it. She sat down on the river bank and spread the food out in front of her.

"You're not going to eat all that food yourself, are you?" said a small voice. She looked up and saw a frog sitting at the water's edge. "Please, give me some of it. I am very hungry and very poor," pleaded the frog wiping tear from his eye. She gives him a sandwich. To her surprise she did not eat it, but simply put it on the ground beside him. "Won't you give me something else? After all, my need is greater than yours."

Bit by bit, the kind-hearted duck handed over most of her food: cakes and biscuit, apple and sweets. Soon, the frog had huge pile of food next to him. With an effort he picked it all up, put it on his back, and started to swim away across the river. But the food was so heavy that he sank like a stone, and the duck never saw him again.

1. According to story why the duck go to the river?

- a. For school
 - b. For a picnic
 - c. For swim
 - d. For sleep
2. Where the duck spread her food?
 - a. In front of her
 - b. Inside her
 - c. In the river
 - d. On the plate
 3. Where the frog sitting, when the duck looked up?
 - a. River
 - b. Stone
 - c. At the water's edge
 - d. Food
 4. When he very hungry, What the frog said to the duck?
 - a. Please, give me some of it
 - b. I want your food
 - c. Give me your food
 - d. Your food, give me
 5. When the incident happen?
 - a. One beautiful day
 - b. One beautiful summer's day
 - c. Monday
 - d. Last night

b) THE ASIAN ELEPHANT

The Asian elephant is one of the largest animals in the world. It has a big body. It has four big legs, a long snout, small eyes, two long tusks, and big ears. The Asian elephant eats grasses, leaves, shrubs, twig, branches, and bark of trees. It also prefers banana, paddy, coconut, and sugar cane. The Asian elephant weight up to 5.400 kilograms. It lives in jungle, hilly, or mountainous area. It feeds during morning, evening, and night. It takes a rest during the day. The Asian elephant needs shade during the hot season to keep him from overheating. It cannot go far without water.

Answer the question below

6. What the prefers elephant to eat?

- a. Banana
 - b. Chili
 - c. Stone
 - d. Sand
7. The asian elephant weight up to....?
- a. 1.300 kilograms
 - b. 2.400 kilograms
 - c. 5.400 kilograms
 - d. 2.000 kilograms
8. Where the elephant lives?
- a. City
 - b. Market
 - c. Jungle, hilly or mountainous area
 - d. River
9. What the elephant needs when the hot season?
- a. Shade
 - b. Water
 - c. Sand
 - d. Rice
10. How much the tusks of the elephant?
- a. One long tusk
 - b. Two long tusk
 - c. Three long tusks
 - d. Four long tusks

c) Read the following news, then choose the best answer

Himoto GP fans wherever you are! Meet again with me Soraya on NCN sport news. Fresh first from Malaysian MotoGP reporting from Sepang Malaysia. Congratulation to Rossi for winning the Malaysian MotoGP on Sunday! This is his ninth victory of the season. He has proved himself as the real world champion, edging past DaniPedrosa to win a thrilling race.

As a matter of fact, Rossi started from second on the grid on his Yamaha and stuck close to Pedrosa of Spain, Who rode a Honda from pole position. But then this Italian rider took the lead on lap ten before cruising to comfortable victory in 43 minutes, 6.007 second.

Unbelievable! Way to go Rossi!

11. What is Rossi's latest achievement according to the news?
 - a. Winning the Malaysian moto GP as second place winner
 - b. Winning MotoGP in Malaysia as the first winner
 - c. Winning the ninth victory of all season
 - d. Winning Moto GP world championship
 12. What did the reporter respond to Rossi's winning?
 - a. She congratulated him
 - b. She cursed him
 - c. She didn't believe it
 - d. She opposed him
 13. What motorbike did he ride in the race?
 - a. Yamaha
 - b. Honda
 - c. Kawasaki
 - d. Harley Davidson
 14. Way to go Rossi! Said the reporter.
What the expression is that?
 - a. Surprised
 - b. Sad
 - c. Congratulation
 - d. Disbelieving
 15. Who is the name of the reporter?
 - a. Andi
 - b. Aldi
 - c. Soraya
 - d. Tika
- d) the following news, then choose the best answer

Timun Mas

Long time ago, in the land of Java lived a farmer couple. They were staying in village next to a forest. They live happily. Unfortunately, God had not granted them a child yet.

Every day they prayed to God for a child. One day a troll passed by their home. He heard what they were praying. Then the troll offered them a way of having a baby.

Do you want to have a baby? Plant this golden cucumber seed, then you'll get a daughter," said the troll. "Thank you, troll," said the couple. "But in one condition, in her 15th birthday, you must give her to me," said the troll. The couple wanted a child so much that they agree without thinking first.

Then, the couple planted the golden cucumber seed. Each day, they took care the growing plants so carefully. Months later, a golden cucumber grew from the tree. The cucumber was getting heavier and bigger each day. When it was ripe, they picked it. Carefully, they cut out the cucumber and how surprised they were when they found a beautiful baby inside. They were so happy. They named the baby Timun Mas. The golden cucumber.

Years were passing by and Timun Mas had grown into a beautiful girl. Her parents were very proud of her. But their happiness turned to fear when 15th birthday came. The troll returned to ask for their promise. He was going to take Timun Mas away.

The farmer tried to be calm. "Just a moment, please. Timun Mas is playing. My wife will call her," he said. Then the farmer came to his daughter. "My child, take this," as he was giving her a little bag to Timun Mas. "This will help you from the troll. Now, run as fast as you can," he ordered. So Timun Mas ran away.

The couple very sad about her leaving. But they didn't want the troll to eat Timun Mas. Meanwhile as the troll had been waiting for too long, he became impatient. Somehow he knew that the couple had lied to him. So he destroyed their house and ran for Timun Mas.

The troll is chasing Timun Mas and he is getting closer and closer. Timun Mas then takes a handful of salt from her little bag. She spreads out the salt behind her. Suddenly a wide sea appears between them. The troll has to swim to reach her.

Timun Mas is still running, but now the troll almost catch her. Then she takes some chilly and throws them to the troll. The chilly suddenly grows into some trees and traps the troll. The trees grow some thorns as sharp as a knife. The troll screams painfully. At the mean time, Timun Mas can escape again.

But the troll is strong. Again he almost catch Timun Mas. So Timun Mas takes the third magic stuff, the cucumber seeds. She throws the seeds and suddenly they become a wide cucumber field. The troll

is very tired and hungry so he eats those fresh cucumber. He eats too much that he feel sleepy and falls asleep soon.

Answer the question bellow

16. Who was Timun Ma?
 - a. She is kind of vegetable
 - b. She is a girl who grew in a cucumber.
 - c. She is a farmer
 - d. She is a troll daughter
17. Why were the couple farmer unfortunate?
 - a. Despite living happy life, they had too many children
 - b. Despite living miserable life, they had no children
 - c. Despite living happy life, they had no children
 - d. Despite living poor life, they had an agreement with a cruel troll
18. What was the agreement between the troll and the farmer?
 - a. He had togrow the cucumber stone (seed) in his field until it was ripe and delicious enough to eat
 - b. The troll would create a baby for the farmer when the farmer turned 71.
 - c. The troll would give a cucumber seed which would grow into daughter and when she turned 15 she should be given to him.
 - d. Neither the troll nor the farmer wanted to plant melon to have a baby.
19. What did her father give to Timun Mas to escape from the troll?
 - a. A large bag filled with salt, shrimp paste and chilly.
 - b. A tiny bag filled with salt, shrimp paste and chilly
 - c. A little bag filled with salt, shrimp paste, chilly and melon seeds
 - d. A little sack filled with salt, shrimp paste, chilly and cucumber seeds
20. How many obstacles did Tim Mas experience to return home safe and sound?
 - a. 1 obstacles
 - b. 2obstacles

- c. 3obstacles
- d. 4obstacles

Binanga, Agustus 2017

Peneliti

Guru Mata Pelajaran Bahasa Inggris

Hotlamiari Pane

Evita Mastiani Pane, S.Pd

NIP: 19821013 201101 2010

APPENDIX V

THE RESULT OF READING ABILITY

NO	INITIAL	THE RESULT OF READING ABILITY																			TOTAL	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
1	AD	1	2	3	5	2	2	1	4	5	2	3	4	4	2	3	2	3	3	2	2	55
2	B	1	3	2	2	2	4	2	3	2	3	2	5	2	4	2	2	2	3	4	5	55
3	GAN	4	2	1	4	4	3	5	2	3	3	3	3	3	2	3	3	5	4	3	5	65
4	SM	5	4	2	1	4	2	3	3	2	3	3	4	1	3	2	3	4	1	3	2	55
5	RS	5	1	3	4	5	1	5	2	4	1	3	3	2	4	3	1	3	1	4	5	60
6	DRH	4	3	2	1	2	5	1	2	1	3	3	3	2	1	3	3	2	3	4	2	50
7	TS	5	5	3	2	2	3	3	1	3	1	2	2	3	2	1	2	2	2	3	3	50
8	KHS	5	4	3	2	1	3	2	3	1	3	3	1	2	2	2	1	1	2	5	4	50
9	MS	3	3	4	5	2	5	4	3	2	3	1	4	4	2	2	1	5	5	5	2	65
10	LH	4	4	3	3	3	3	3	3	3	1	2	1	2	2	1	3	2	2	3	2	50
11	RN	5	1	1	2	2	1	2	3	1	2	2	2	2	1	3	3	5	4	3	5	50
12	EY	5	5	1	1	2	2	3	2	2	2	2	1	3	2	3	2	3	1	2	1	45
13	RPH	4	3	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	95
14	AA	4	4	2	4	3	5	3	3	4	3	4	4	3	3	3	4	5	5	4	5	75
15	UE	5	4	5	5	4	2	3	2	4	4	5	3	4	2	5	2	3	4	4	5	75
16	ES	5	4	5	4	5	5	4	5	5	5	5	5	3	5	5	5	5	5	5	5	95
17	SS	5	1	4	2	2	3	2	3	3	2	2	3	1	2	2	1	3	1	2	1	45
18	SRH	4	3	4	4	3	5	4	5	5	4	5	4	5	4	5	4	4	5	3	5	85
19	SW	5	1	1	2	2	3	1	2	2	3	2	2	2	1	3	3	3	2	4	1	45
20	IH	5	4	1	2	4	4	5	3	5	5	4	3	2	4	3	5	4	3	4	5	75
21	ASH	4	5	4	4	3	5	3	3	4	5	4	5	4	3	5	5	5	4	5	5	85
22	M	5	5	4	4	5	4	3	3	4	3	1	3	3	3	2	3	3	3	4	5	70
23	TAS	4	3	4	3	5	4	2	4	4	5	2	4	5	3	4	5	5	5	4	5	80
24	RH	5	3	3	5	4	4	5	2	5	3	4	4	2	4	5	5	4	4	5	4	80
25	AS	5	5	5	5	5	4	5	4	5	5	4	5	5	5	5	3	5	5	5	5	95
26	AR	5	4	5	5	4	5	3	3	5	3	3	4	4	2	3	3	4	2	1	2	70
27	AY	5	2	2	2	4	3	3	1	3	3	1	2	3	1	1	1	2	1	4	1	45
28	ARR	4	4	4	5	5	5	4	5	5	4	3	4	3	4	4	5	5	2	4	1	80
29	RH	5	5	4	4	5	4	5	3	5	5	4	4	4	4	5	5	5	5	4	5	90
30	DH	2	4	5	5	4	5	4	4	3	2	3	3	2	3	1	2	3	1	2	2	60
31	AN	3	5	5	5	5	4	5	4	5	4	2	3	1	3	1	2	1	3	2	2	65
32	AR	4	4	5	4	5	4	4	4	4	2	3	5	1	2	5	2	3	2	3	4	70
33	PP	2	5	5	4	3	5	4	5	5	5	4	5	5	4	5	5	4	5	5	5	90
34	HP	1	4	5	5	5	5	5	2	3	2	3	3	3	4	4	2	2	3	2	2	65
35	FY	1	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
36	GA	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	4	95
		TOTAL																			2470	

APPENDIX VI

Variable X

Learning Motivation

1. Maximal and minimal score were gotten by setting the variable score from low score to high score.

55	55	55	55	60	60	60	60	65	65
70	70	70	75	75	75	75	75	75	75
75	80	80	80	80	85	85	85	90	90
90	90	90	90	95	95				

2. High score = 95
3. Low score = 55
4. Range = high score – low score = 95-55=40
5. The total of classes (BK)
 - = $1 + 3,3 \log n$
 - = $1 + 3,3 \log (36)$
 - = $1 + 3,3 (1,55)$
 - = $1 + 5.115$
 - = $6.115 = 6$

$$\text{CLASS} = \frac{40}{6} = 6.66 = 7$$

- a. Mean of X Variable

$$= \sum \frac{fixi}{fi} = \sum \frac{2705}{36}$$

$$= 75.13$$

- b. Median of X Variable

$$\text{Me} = b + P \left[\frac{1}{fk} \frac{2N-F}{2} \right] = p$$

$$= 78.5 - \left(\frac{1}{7} \frac{2 \cdot 36 - 30}{2} \right) 7$$

$$= 78.5 - \left(\frac{18 - 30}{7} \right) 7$$

$$= 78.5 = 12$$

$$= 90.5$$

c. Mode of X Variable

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 71.5 + 7 \left(\frac{7}{7+5} \right) \\ &= 71.5(7)0.58 \\ &= 71.5 + 4.08 \\ &= 75.5 \end{aligned}$$

APPENDIX VII

Variable Y

Reading Ability

1. Interval Class

- a. Maximal and minimal score were gotten by setting the variable score from low score to high score.

45	45	45	45	50	50	50	50	50	55	55
55	60	60	65	65	65	65	70	70	70	75
75	75	80	80	80	85	85	85	90	90	90
95	95	95								

- b. High score = 95
 c. Low score = 45
 d. Range = high score – low score = 95-45 = 50
 e. The total of the class (BK) =

$$\begin{aligned}
 & 1+3.3 \log N \\
 & 1 + 3.3\log 36 \\
 & 1+ 3.3(1.55) \\
 & 1+ 4.85 \\
 & = 5.85 \\
 & \text{Class } \frac{50}{6} = 8.33 = 9
 \end{aligned}$$

2. Mean of Y Variable

$$\begin{aligned}
 MY &= \frac{\sum Y}{N} \\
 &= \frac{2475}{36} = 68.75
 \end{aligned}$$

3. Median of Y Variable

$$\begin{aligned}
 &= b + \left(\frac{1}{fk} \right) p \\
 &= 72.5 - \left(\frac{1}{6} \right) (2.36 - 29) 9
 \end{aligned}$$

$$= 72.5 - \left(\frac{18-29}{6}\right)9$$

$$= 72.5 - 16.5$$

$$89$$

4. Mode of Y Variable

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 63.5 + 9 \left(\frac{6}{6+5} \right)$$

$$= 63.5 + (9) 0.54$$

$$= 68.4$$

APPENDIX VIII**STATISTICAL ANALYSIS OF DATA**

No	X	Y	X ²	Y ²	XY
1	55	55	3025	3025	3025
2	55	55	3025	3025	3025
3	55	65	3025	4225	3575
4	55	55	3025	3025	3025
5	60	60	3600	3600	3600
6	60	50	3600	2500	3000
7	60	50	3600	2500	3000
8	60	50	3600	2500	3000
9	65	65	4225	4225	4225
10	65	50	4225	2500	3250
11	70	50	4900	2500	3500
12	70	45	4900	2025	3150
13	70	95	4900	9025	6650
14	75	75	5625	5625	5625
15	75	75	5625	5625	5625
16	75	95	5625	9025	7125
17	75	45	5625	2025	3375
18	75	85	5625	7225	6375
19	75	45	5625	2025	3375
20	75	75	5625	5625	5625
21	75	85	5625	7225	6375
22	80	70	6400	4900	5600
23	80	80	6400	6400	6400
24	80	80	6400	6400	6400
25	80	95	6400	9025	7600
26	85	70	7225	4900	5690
27	85	45	7225	2025	3825
28	85	80	7225	6400	6800
29	90	90	8100	8100	8100
30	90	60	8100	3600	5400
31	90	65	8100	4225	5850
32	90	70	8100	4900	6300
33	90	90	8100	8100	8100
34	90	65	8100	4225	5850

35	95	95	9025	9025	9025
36	95	95	9025	9025	9025
	2705	2474	208575	180325	189490

APPENDIX IX

**Table of value Coefficient Correlation “r” Product Moment
Taraf Significant 5% and 1%**

Df	Taraf Significant		Df	Taraf Significant	
	5%	1%		5%	1%
1	0,997	1,000	26	0,374	0,478
2	0,950	0,990	27	0,367	0,470
3	0,878	0,959	28	0,361	0,463
4	0,811	0,917	29	0,355	0,456
5	0,754	0,874	30	0,349	0,449
6	0,707	0,834	35	0,325	0,418
7	0,666	0,798	40	0,304	0,393
8	0,632	0,765	45	0,288	0,372
9	0,602	0,735	50	0,273	0,354
10	0,576	0,708			
11	0,553	0,684	60	0,250	0,325
12	0,532	0,661	70	0,232	0,302
13	0,514	0,641	80	0,217	0,283
14	0,497	0,623	90	0,205	0,267
15	0,482	0,606	100	0,195	0,254
16	0,467	0,590	125	0,174	0,228
17	0,456	0,575	150	0,159	0,208
18	0,444	0,561	200	0,138	0,181
19	0,433	0,549	300	0,113	0,148
20	0,423	0,537			
21	0,413	0,526	400	0,098	0,128
22	0,404	0,515	500	0,088	0,115

23	0,369	0,505	1000	0,062	0,081
24	0,388	0,496			
25	0,381	0,487			

Source : Drs. Hartono, M.Pd, Statistik Untuk Penelitian, (Yogyakarta: Pustaka Pelajar, 2004)

APPENDIX X

Percentage Points of the “t “Distribution

Two Tail Test						
	0,50	0,20	0,10	0,05	0,02	0,01
One Tail Test						
Dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797

25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Sumber: Statistik Untuk Penelitian Pendidikan (Ahmad Nizar Rngkuti, Ssi., M.Pd)



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11 Desember 2017

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Kabupaten Padang Lawas

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Alamat : Padangmatinggi

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Learning Motivation and Students' Reading Ability at Grade X SMA N 1 Barumun Tengah". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Wakil Dekan Bidang Akademik

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Adalah benar telah melaksanakan Penelitian di SMA Negeri 1 Barumun Tengah mulai dari tanggal, 16 s/d 18 Oktober 2017 dengan Judul " The Correlation Between Learning Motivation and Student' Reading Ability at Grade X SMA Negeri 1 Barumun Tengah".

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan mestinya.



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Kepada Yth:
Bapak/Ibu:
1. Eka Susti Harida, M.Pd
2. Fitri Rayani Siregar, M.Hum
di-
Padangsidimpuan

Bismillah 'Alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/ Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

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Judul Skripsi : **The Correlation Between Motivation and Student's Reading Ability At Grade X SMA Negeri 1 Barumon Tengah.**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/ Ibu menjadi pembimbing I dan pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/ Ibu, kami ucapkan terima kasih.

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