THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION OF THE GRADE X STUDENTS SMA S NURUL 'ILMI PADANGSIDIMPUAN

A THESIS

Submitted to Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Education (S. Pd)
in English

Written by:

DESTI AMELISA GULTOM
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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018

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Written by:

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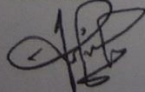   Padangsidimpuan

Assalamu 'alaikum wr.wb.

   After reading, studying and giving advice for necessary revision on the thesis belongs to **Desti Amelisa Gultom**, entitled **"THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION OF THE GRADE X STUDENTS SMA S NURUL 'ILMI PADANGSIDIMPUAN".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

   Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
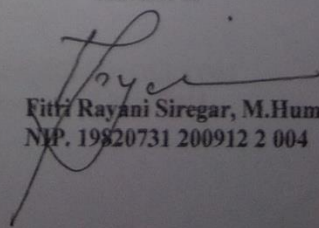
Wassalam 'alaikum wr.wb.

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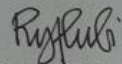
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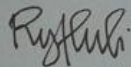
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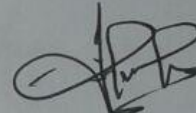NIP.19710510 200003 2 001

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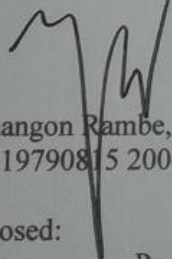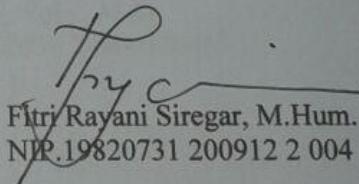
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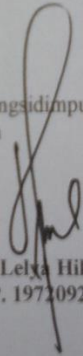
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Department	**: English Education (TBI-1)**
Title of Thesis	**:The Correlation Between Reading Motivation and Reading Comprehension of the Grade X Students SMA S Nurul 'Ilmi Padangsidimpuan.**

ABSTRACT

This research discussed about the correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan. There were some problems of the students in this research: 1) Students have lack vocabulary. So, it makes students to have difficulties in comprehending and answering the text, 2) They have low motivation toward learning English, especially motivation in reading comprehension, 3) They have difficulties in grammar. So, it makes students to confuse on comprehending the structure of sentence from the text. The aim of this research was to verify the correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan.

The kind of this research was quantitative research with correlation method. The population of this research was the grade X students SMA S Nurul 'Ilmi Padangsidimpuan which the total was 240 students from the eight classes. Then, the sample of this research was 48 students from population that chosen by using simple random sampling. The researcher used questionnaire to know students' reading motivation and test to know students' reading comprehension on collecting the data. The researcher used the product moment and t_{test} formula to analyze the data.

At the result of this research, the researcher found mean score of students' reading motivation was 93 and mean score of students' reading comprehension was 65.66. Beside, the score of r_{count} was 0.474 and r_{table} on taraf significant 5% was 0.368. So, r_{count} was higher than r_{table} (0.474>0.368). Then, the score of t_{count} was 3.692 and t_{table} on taraf significant 1 % was 2.09. So, t_{count} was higher than t_{table} (3.692>2.09). It meant the hypothesis (H_a) was accepted. The researcher concluded that there was a significant correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan in enough category.

Keywords: Reading Motivation, Reading Comprehension

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Padangsidimpuan, APRIL, 2018
Researcher

DESTI AMELISA GULTOM
Reg. No. 14 203 00025

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CHAPTER I

THE INTRODUCTION

A. Background of the Problem

English is one of the International Language that is used by many people in the world. The practice is in every aspect of human life, such as education, society, technology, politics, economics, and culture. Learning English has become necessity for everyone who wants to engage in international interaction. It supports the government to declare English as the major foreign language in Indonesia that must be learned by all students.

In academic field, the students are required to master the four skills of English, such as reading, listening, writing and speaking. Each skill can not be separated, it should been comprehensive. To create a successful learning, the students should learn each skill, reading skill which is regarded as one of the important. It can be said that reading skill is very useful for academic success. Reading also plays important role in many aspects of life. Since much of information or literature is still written in English so that reading skill is very important and it is needed in comprehending the texts. It is not only important to those who are studying in school or college, but also for people who are not students there anymore.

Reading is an interaction between readers to the text. Reading is important to be learned and mastered by every human. The process in reading happens when a reader tryes to communicate with a writer through their writing, they try to

understand to the text well. Reading is as a medium of language learning. It means that every aspect of learning reading as a largest component and it is also influence the learning process that dominantly by reading.

Reading comprehension is important skill that should be mastered by students beside the three other skills. By reading, students will get information from the printed material or electronic form. The information will help students to comprehend the other reading and it can be as a reference and background knowledge. Then, through reading students can add vocabularies to find meaning of word and it will make students easy to comprehend written or spoken. Next, reading can enrich their experience, knowledge, and improve their critical thinking. In addition, reading can increase their focus and concentration. They can train their brain to focus and concentration more on their read and to focus on learning process. Many factors that affect reading process include reading interest, reading strategies, reading habit, reading motivation and etc. in this research just focus about reading motivation.

Motivation is mental encouragement as an activator to do something. By having motivation students will get more enthusiasm in doing action. Motivation is also an interest of the students in learning and wants of the students in learning. The students who have low motivation will be unsuccessful in learning. Because having low motivation makes the students are not interested in learning.[1] The

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[1]Robert. E. Slavin, *Educational Psychology*: Theory and Practice, 8th Edition (New York: Pearson Education, Inc, 2006), p. 347.

Students with low motivation will get low achievement also in their skill such writing skill, speaking skill, listening skill and reading skill. Motivation for students is a main element that affects theory reading comprehension. However, it has not been yet recognized that motivation is main factor in reading comprehension. In this research, the researcher focuses to discuss students' reading motivation.

Reading motivation is one of the main factors foreign language students that help learners to read more effectively.[2] If students have motivation in reading, it will make them more focus in reading and help them easier to comprehend books or electronic form. Reading motivation will give spirit or support for students to comprehend a text well. So, reading motivation one of the most important factors to make students successful in reading comprehension.

Based on interview of the researcher to the English teacher in SMA S Nurul 'Ilmi Padangsidimpuan, students have some problems in learning English.[3] The first, they have lack vocabulary mastery, it makes they have difficulties in each the English aspect such as in grammar skill, writing skill, speaking skill, listening comprehension and especially in reading comprehension. As Putri found that to make students mastered in speaking, they have to know many

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[2]Seymour, S., & Walsh, L. *Essential of Teaching Academic Reading* (Boston: Houghton Miflin Harcourt, 2006).

[3]*Private Interview* with Mrs. Ade Purnama, the English teacher of the grade X students (on September, 20th 2017, at 14.30).

vocabularies.[4] Vocabulary is the important element in language included written or spoken. Many strategies to improve students' vocabulary mastery, one of strategy who English teacher in SMA S Nurul 'Ilmi Padangsidimpuan has applied there to improve their vocabulary mastery is by memorizing of some vocabulary before learning process.

The second, they have low motivation on learning English, because English not their mother tongue. As Ade found that there is correlation between motivation (extrinsic motivation) and English achievement.[5] They Learn English as demands of curriculum that make them must learn English. But, when the teacher gives some reading text, most of them have good reading comprehension and some of them also till have low reading comprehension. Many efforts have done by English teacher to improve students' motivation in reading, such as giving advices about reading is really useful for the life, the learning process and convince that by reading more of English text will more easy to comprehend some kind of text.

The third, they have difficulties in grammar. Grammar is language system that arranges English language structure. It is the important element to arrange the

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[4]Putri Muliani, The Correlation between Vocabulary Mastery and Speaking Mastery at XI Grade Students of SMA S Nurul'Ilmi Padangsidimpuan, *Unpublished Thesis*, (Padangsidimpuan: IAIN, 2016).

[5]Ade Purnama, The Correlation Between Extrinsic Motivation and English Achievement at the Eighth Grade Students of SMP N 2 Padangsidimpuan, *Unpublished Thesis*, (Padangsidimpuan: IAIN, 2017).

sentence in English.[6] Much effects of grammar toward students' English skill. As Ita found that grammar affect student's ability in reading descriptive text.[7] The first effect, by grammar students will produce the good sentence in English in writing. Then, Grammar makes student easy to comprehend and get information from the text, because they have understood of the language system in English. So, there is correlation between grammar and students' reading comprehension.

To be successful in reading, motivation is one of the important factors. The reasons why motivation is important factor of students' successful in reading is that motivation has close relation with students in comprehending a text, and students need to have motivation in reading. If the students have motivation to read, then students will be more active in reading. In addition, by having the motivation to read, they can understand and comprehend reading text well.

Based on the above explanation the researcher gets interested in discussing about the reading motivation and the relationship to reading comprehension of the grade X students SMA S Nurul 'Ilmi padangsidimpuan.

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[6]Satrio Nugroho, *Practical English Grammar; Tata Bahasa Inggris Lengkap* (Surabaya: Kartika, 1998), p. 11.

[7]Ita Purnama Sari, The Effect Grammar Transalation Method on Student's Ability in Reading Descriptive Text at Grade X of SMAN 1 Arse, *Unpublished Thesis*, (Padangsidimpuan: IAIN, 2015).

B. Identification of the Problem

Based on above background of the problem, the researcher has identified problems as follow:

1. Students have lack vocabulary. So, it makes students have difficulties in comprehend and answer the text.

2. They have low motivation toward learning English. Especially, motivation in reading comprehension.

3. They have difficulties in grammar. So, it makes students confuse to comprehend the structure of sentence at the text.

C. Limitation of the Problem

Based on above identification of the problem, there are some problems of students but the researcher limited the problem on low reading motivation. Then, it has been correlated to reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan.

D. Definition of the Operational Variable

Based on the title of thesis, this research is consisted of two variables, so that the definitions of variables as follow:

1. Reading Motivation

Reading motivation is the huge desire to read and achieve something from the text which comes from outside and inside of human.

2. Reading Comprehension

Reading comprehension is the interaction process between reader and the text which include printed and electronic form to get information or messages.

E. Formulation of the Problem

Based on the background of the problem, researcher formulates the problem of the research as follow:

1. How is the reading motivation of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan?

2. How is the reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan?

3. Is there a significant correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan?

F. Purpose of the Research

Based on the above formulation, the researcher determined the purpose of the research as follows:

1. To find out reading motivation of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan.

2. To find out reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan.

3. To find out a significant correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan.

G. Significances of the Research

The result of the research was expected to be used for:

1. The students, to improve their reading motivation, this research convince that reading is really useful for each aspect, especially for English subject in reading text

2. The English teachers, to improve the teachers' effort to motivate students on reading, especially in English text

3. The head master, to supervise and to give significant theory and practice contribution to English teaching in learning process

4. The Researcher, as the reference for getting information to do related research

H. Thesis Outline

The systematic of this research were divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

The first chapter consists of introduction; background of the problems, identification of the problems, limitation of the problems, formulation of the problems, purposes of the research, significances of the research, and thesis outline. This research is expected to be useful at least three domains, they are for the science of education, students, and for the next researchers.

The second chapter consists of theoretical descriptions; review of related findings, conceptual frame work, and hypotheses. In this research, researcher has hypotheses that the significant correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan.

The third chapter consists of the research methodology; place and time of the research, research design, population and samples, definition of operational variables, instrument of research, validity and reliability of instrument, and techniques of analysis data.

The fourth chapter consists the result of research; description data, hypotheses of testing, discussion of result, and limitation of research.

Finally, in the fifth chapter consists of conclusion and suggestion.

CHAPTER II

THE LITERATURE REVIEW

A. Theoretical Description

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading is one of the usual activity that done by people for utilizing their time. The agent of reading called a reader. Reading is the process to get information or messages from the text. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[1] Reading is the process to get messages based on the author's purpose in the text. Reading also is the bringing and getting meaning from printed material.[2] Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. In order to effectively meet the needs of literacy learners, especially those who struggle, instruction needs to take account of this complexity.[3] So, reading is the process interaction between reader and text to get information.

Reading is essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in reading English, but also in learning in

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[1]David Nunan, *Practical English Language Teaching, First Edition* (New York: Mc Grow Hill, 2003), p. 68.

[2]Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2005), p. 7.

[3]Early M. Scanlon, et. al., *Early Intervention for Reading Difficulties: The Interactive Strategies Approach* (New York: The Guilford Fress, 2010), p. 9.

any content class where reading in English is required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning.[4] It means reading skill not only needed in learning English but also for all areas of learning.

Reading as a skill is normally linked with writing. This is a fundamental characteristic of the target academic situation in which students are typically reading books, journals, noting, summarizing, paraphrasing, and then writing essays, etc.[5] it means many references of material for reading process to improve reading skill.

Comprehension is part of life. Every waking minute, the brain is busy making sense of your word. It could be compared, in fact, to a very complicated computer. Messages are constantly coming in about what you see, hear, smell, touch, or taste. Your brain receives these messages, interprets them, shorts them, and saves them in long term memory. When new information arrives, the brain looks for some connection to information already there.[6] The researcher concludes comprehend is the brain process for making sense of word about what you see, hear, smell, touch, or taste.

Reading comprehension is very important to have, because comprehension is the process of reader to understand the written language.

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[4]David Nunan, *Practical English……,* p. 68.
[5]R. R. Jordan, *English for Academic Purposes: A Guide and Resourse Book for Teacher* (Cambridge: Cambridge University Press, 1997), p.143.
[6]Beatrice S. and Mikulecky, *More Reading Power* (USA: Addison-Wesley Publishing Company, Inc, 1996), p. 14.

There are some functions of comprehension such as: 1. to understand the text easier, 2. to image what the information in content, 3. to follow the construct of a passage, 4. to recognize a researcher purpose, attitude, tone and mood.[7] It means comprehension can't be separated in reading process because you must make a sense from the text to get the information. So, Reading Comprehension is an ability to understand what the readers read where words have contexts and texts have meaning.

Based on the explanation above, The Researcher concludes that reading comprehension is an interactive process between a reader and the text to find the information or message from the printed or electronic form.

b. Purpose of Reading Comprehension

Reading is the activity where it can be done by all people. In reading everyone have the differences purpose on reading. The reader who has the purpose on reading will be more comprehend the meaning of text than the reader without the purpose of reading.

When students read, it is for a purpose. Jordan figures that students can have different purposes in their reading, these are included:

1) To obtain the information (fact, data, etc).
2) To understand ideas or theories, etc.
3) To discover authors' viewpoints.
4) To seek evidence for needed for their own point of view and to quote all of which may be needed for writing their essays, etc.[8]

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[7]David Nunan, *Practical English……..,* p. 68.
[8]R. R. Jordan, *English for Academic.......,* p. 143.

In addition, Hendry Guntur Tarigan states there are many purpose of reading comprehension,[9] these are included:

1) Reading for identifying important information/for detail or facts.

2) Reading for main ideas.

3) Reading sequence or organization.

4) Reading for Inference.

5) Reading to classify.

6) Reading to evaluate.

7) Reading to compare or contrast.

As option above, the researcher concludes that the purpose of reading comprehension are to comprehend the text, and to find the information include content and meaning of the text based on the purpose. Each people have the differences purpose in reading.

c. **Strategies in Reading Comprehension**

The goal of reading is to comprehend; the comprehension is to get information. In reading process, the readers need strategies to get faster and appropriate information. Strategy is the way to achieve the goal of something. So, everybody can choose the best strategy based on their selves.

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[9]Henry Guntur Tarigan, *Membaca Sebagai Suatu……., p. 9.*

There are some principal strategies for reading comprehension

promoted by Brown. They are:

1) Identify your purpose in reading a text.
2) Apply spelling rules and convention for bottom-up decoding.
3) Use lexical analysis (prefix, roots, suffix, etc.) to determine meaning,
4) Guess at meaning (of word, idiom, etc) when you are not certain.
5) Skim the text for the gist and for main idea.
6) Scan the text for specific information (names, date, key words)
7) Use silent reading techniques for rapid processing.
8) Use marginal notes, outline, chart, or semantic maps for understanding and retaining information.
9) Distinguish between literal and implied meanings.
10) Capitalize on discourse markers to process relationships.[10]

In other hand, Peter Westwood states the readers have a mental plan

of action designed to achieve a specific purpose. The basic strategies reader

might use to assist with the processing and understanding of the text, they

are:

1) Carefully previewing and over viewing what is to be read.
2) Self-questioning (what do l know already about this? do agree with this point?).
3) Selectively reading some sections of text deeply and skimming other sections.
4) Identifying the main ideas.
5) Ignoring redundant information.
6) Rehearsing information they may want to recall later.
7) Re- reading difficult or important sections.
8) Reflecting and thinking critically about the information.
9) Summarizing the main points and relevant detail.[11]

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[10]H. Douglas Brown, *Language Assessment, Principals and Classroom Practices* (Longman: Priyanvada Abeywickrama, 2004), p. 188-189.

[11]Peter Westwood, *Reading and Learning Difficulties: Approach To Teaching and Assessment (e-book)* (Australia: Nasional Library of Australia, 200), p. 22.

Based on strategies above, So many strategies in reading comprehension can chosen by reader that appropriate with the interested and needed to get information easier and faster. It also really will help the readers in reading process.

d. Models of Reading Process

Reading comprehension need theories and steps to get it. There are three ways to process and comprehend the text. They are bottom-up processing, top-down processing, and interactive processing, [12] as follow:

1) Bottom-up Processing (data-driven)

In this process, the readers determine the meaning from the text by decoding the smallest textual units, for example letter by letter, word by word to the larger units phrase, clause, sentences, and texts.

2) Top-down Processing (concept-driven)

In this stage, the readers use their pre-existing knowledge or background knowledge to relate the topic of the text in order to understand the text. They can make prediction, interpretation and guess from the title, pictures, knowledge of the world, etc. Then they compare those parts that are found in the text with their background knowledge to comprehend the text.

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[12]David Nunan, *Language Teaching Methodology, A Text Book For Teacher (e-book)* (Sidney: Masquire University, 1991), p. 63-66.

3) Interactive Processing

This process is a combination of top-down and bottom-up processing. In this process, they complement each other to derive the meaning from a written text. The readers adopt the top-down processing to predict possible meaning using their background knowledge. Then they move to the bottom-up processing by recognizing letters, words, phrase, clause and sentences to confirm the writer's intended meaning.

So, the readers will apply one of the models of reading when they are reading. They can be choose based on their interest and also based on the kind of text that the reader read.

e. **Genres of Reading**

Genre is text type that the functional as frame of references, so that a text makes effectively of the text elements.[13] Based on above definition, genre is a type, group or kinds of text. Douglas Brown states there are some genres of reading below:

1) Academic reading
   a) General interest articles (in magazines, newspapers, etc).
   b) Technical reports (e. g., lab reports, professional journal articles).
   c) Reference material (dictionary, etc.).
   d) Textbooks, thesis.
   e) Essays, papers.
   f) Editorial and opinion writing.

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[13]Pardiyono, *Pasti Bisa! Teaching Genre Based Writing* (Yogyakarta: CV. Andi Offset, 2007), p. 2.

2) Job-related reading
   a) Messages (e.g., phone messages).
   b) Letters/emails.
   c) Memos (e.g., interoffice).
   d) Reports (e.g., job evaluation, project reports).
   e) Schedules, labels, signs, announcements.
   f) Forms, application, questionnaires.
   g) Financial documents (bills, invoices, etc).
   h) Directories (telephone, office, etc).
   i) Manuals, directions.
3) Personal Reading
   a) Newspaper and magazine.
   b) Letters, emails, greeting card, invitations.
   c) Messages, note, lists.
   d) Schedule (train, bus, plane, etc).
   e) Recipes, menus, maps, calendars.
   f) Advertisement (commercials, want ads).
   g) Novels, short story, jokes, drama, poetry.
   h) Financial documents (e.g., checks, tax forms, loan applications).
   i) Form, questionnaires, medical report, immigration documents.
   j) Comic strips, cartoons.[14]

So, Genre of reading divided to three categories: Academic reading, Job-related reading, and Personal Reading and each category have some type. All genres above can be used as reference of text for reading by readers.

f. Reading Assessments

Assessment is the process to get information about student's ability and score toward the material. Assessments is a tool for measure

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[14]H. Douglas Brown, *Language Assessment.......*, p. 186-187.

how far the students ability and comprehension of the material.[15] Harrison and Salinger said that reading assessment means how to knowing what happens when the students read.[16] So, Reading assessment is the process to get information about how far the students' comprehension in reading texts.

There are some technique is assessing or testing, one of them is multiple choice test. A multiple choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options.[17] The multiple choice test is the best technique to measure the students' reading comprehension.

Franbrain and Wich said there are some purpose of the reading assessment, they are:

1) Provide feedback to improve learning.
2) Motivate individuals.
3) Diagnose strengths and weaknesses.
4) Help develop skills of self-assessment.
5) Provide a profile of what has been learned or developed.
6) Pass or fail individuals.
7) Licence to proceed.
8) Licence to practice.
9) Predict success in future employment[18]

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[15]J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing Company, 1996), p. 98.

[16]Eka Sustri Harida, *"*Using Critical Reading Strategies; One Way for Assessing Students' Reading Comprehension", ISELT-4 2016, p. 202 (Accessed from *https://goo.gl/iXmpbY*, Retrieved on March, 21th 2018).

[17]Cryll J.Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43.

[18]Eka Sustri Harida, "Using Critical Reading Strategies*……..",* p. 202

There are some indicators in assessing students' reading comprehension,[19] as follow:

Table 1
Indicators of Reading Comprehension

NO	Indicators of Reading Assessment
1	Able to identify the main idea of the text
2	Able to identify specific information of the text
3	Able to identify detail information of the text
4	Able to get the meaning of the text (words or sentences)

2. Reading Motivation

a. Definition of Reading Motivation

Motivation is person's desire to make the necessary effort to achieve a goal. It comes from outside and inside of human. Motivation is related to words such as motor, motion, and emotion. All of these words included some form of activity, some kind of movement. This is one of the principal features of life, a kind of restless movement that appears to arise from sources within the organism. These sources are called motives. A motive is a state of physiological arousal that is assumed to play a causal role in behavior, physiological arousal refers to such states as hunger and thirst.[20]

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[19]Silabus, "Bahasa Inggris-Wajib SMA Kelas X", *Kurikulum 2013*, (Accessed from *https://goo.gl/Vqbqqw,* Retrieved on October 21th, 2017).
[20]Bruno J., and Frank J*., Psychology: A Self-Teaching Guide (e-book)* (Canada: John Willey & Sons, Inc, 2002) p. 91, Accessed from *https://goo.gl/28wbJt*, Retrieved on November, 26th 2017.

A motive also is the reasons for doing something.[21] The reasons can be come from inside or outside of students.

Brown figures motivation is the extent to which you make choice about goal to pursue and the effort you will devote to that pursuit.[22] Furthermore, as quoted by Mc. Donald states motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction.[23] The energy changes inside their selves like the real action or activity, Because the people have the goal in each their activities. So, the high motivation needed to achieve the goal by much effort.

Reading motivation is crucial for children to develop their reading skill. It is an important factor which supports students to read more, and it has a significant relationship with reading and understanding text.[24] Reading motivation is an important factor which supports students to read more, and it has a significant relationship with reading and understanding text. Motivation benefits of being a motivated reader by stating that it is important to motivate students to read by providing them opportunities to

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[21]A. S Hornby, *Oxford Learner's Pocket….*, p 286.

[22]H. Douglash Brown, *Teaching By Principle: An Interactive Approach to Language Pedagogy* (USA: Prentice-Hall, Inc., 1994), p. 34.

[23]Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: PT Rineka Cipta, 2011), p. 148.

[24]Sarah P. Mc Geown, *Reading Motivation Engagement in The Primary School Classroom: Theory, Research and Practice (e-book)* (The United Kingdom Literacy Association, 2013), p. 2, Accessed from *https://goo.gl/wYX147*, Retrieved on November, 26th 2017.

select their desired materials.[25] So, students would likely to read more when they are allowed to choose their reading materials because would discover that reading is an enjoyable activity.

Meanwhile, reading motivation is defined by an individual's self-concept and the value of individual places on reading, it can be said students have self concept in reading.[26] It is as factors that lead and drive students' behavior or desire to read. This can be seen from their effort in reading.

Based on above explanation the researcher conclude that reading motivation is everything stimulus, encouragement or motives that can motivate, lead and drive students to read on achieving the goal of reading. The motives come from outside and inside of students.

b. Types of Reading Motivation

1) Intrinsic Reading Motivation

a) Definition of Intrinsic Motivation

Intrinsic motivation is the desire for change or do something comes from within individual, one aspect of intrinsic motivation becoming totally involved in the activity one is

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[25]Mohammad Reza Ahmadi, "The Correlation Between Students' Reading Motivation and Reading Comprehension", Vol. 4, No.18, 2013, *Journal of Educational and Fractice* (Accessed from *https://goo.gl/h67dfU*, Retrieved on September, 26th 2017).

[26]Linda B. Gambrel and Friends, "Assessing Motivation to Read", Vol. 49, No.7, 519.1996, *International Reading Association* (Accessed from *https://goo.gl/2UFcdD*, Retrieved on September, 26th 2017).

doing.[27] John W. Santrock said intrinsic motivation is a desire which comes from inside to do something. Intrinsic Motivation involves the internal motivation to do something for its own sake.[28] So, intrinsic reading motivation is involves the internal motivation to do something for its own sake.

Intrinsic Motivation in reading includes reading involvement, an enjoyment or experiencing different kinds of literary or informational text. The notion of involvement in reading refers to pleasure gained from reading a well-written book or article topic one find interesting, reading importance as reading as an aspect work on subjective.[29] So, reading motivation comes from students' involvement, an enjoyment. In addition, curiosity and Preference for challenge.

Based on the explanation above researcher conclude that intrinsic reading motivation is a desire which comes from inside to read without motive outside, this is regard as an internal reason.

[27]Ima Hartati, et. al., "The Correlation Between Reading Motivation and Reading Comperehension of the First Year Students of SMK Taruna Satria Pekan Baru" (Accessed from *https://goo.gl/28wbJt,* retrieved on September, 26th 2017), p. 4.

[28]John W. Santrock, *Educational Psychology* (New York: Mc- Graw Hill, 2004), p. 418.

[29]*Ibid.*

b) The Components of Intrinsic Reading Motivation

Berliner states intrinsic motivation can be found in four components; interest, needs, hobby and goal.[30] The Researcher thinks that it can indicate for intrinsic reading motivation. Those four components will be described as follows:

(1) Interest

Students with an interest on a subject tend to pay attention on it. They feel it makes a difference to them. They want to become a fully aware of its characters. Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest. Students enjoy dealing with the subject they learn because he or she believes it can lead them to success.

For example, students choose to read because they find reading inherently interesting or enjoyable, this is regard as an internal reason.[31] The student may study hard to read and comprehend for a test because he or she enjoys the content of

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[30]N.L. Gage & David C. Berliner, *Educational Psychology* (Boston: Houghton Mifflin Company, 1984), p. 374.

[31]Sarah P. Mc Geown, *Reading Motivation Engagement…..,* p. 3.

the course.[32] It can be concluded that interest is one of the components that can motivate someone in achieving something, included to student's achievement in reading comprehension. The students that have high reading interest will have the high reading motivation also. Interest here directed to reading interest. So, reading interest is one of component that affects students' reading motivation.

(2) Need

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing. It means that need is a circumstances in which something is necessary. Someone usually do anything they can due to their need, and the things they do refer to their independency.

For example, the girl reading a religion book for every day because, she has considered reading a religion book has been her need. Next, the student always read her lesson in the night because he believes reading is an activity can add the knowledge and make us success. They are more likely to do it. So, need also is the component that support student to do reading activity.

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[32]*Ibid.*

(3) Hobby

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone's free time. It means hobby refers to like or pleasure doing something for wasting time. Hobby here included to reading hobby, students that have hobby in reading will make them to do reading activity more than other activities.

For example, a student has hobby reading, it makes him always read some kind of books for certain time, he think reading is a challenge that have been a challenge to make him finish soon the reading. So, reading hobby has the high effect toward students' reading motivation.

(4) Goal

The researcher has said that motivation is closely bound up with a person's desire to achieve a goal. The students very aware of the goals of learning activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first.

For the example, the student works hard for his or her paper because they wanted to achieve their goals. Almost all people have goals in every activity that they want to do in their daily life. Goal can lead someone to do or avoid something related to the goal itself. As in reading, if students have the goal from text or book, they will read more to get the goal.

2) Extrinsic Reading Motivation

a) Definition of Extrinsic reading motivation

Dimiyati Mudjiono states extrinsic motivation is encouragement of someone action that comes from outside.[33] Extrinsic motivation is achievement goal that come from outside the person, it includes reading for recognition the performance goals.[34] Students with this orientation seek to maximize favorable evaluations of their ability and minimize negative evaluation of ability. The students that have performance goal orientation will like to improve their reading ability. The individual that has this orientation focuses on mastering tasks and increasing competence at different task.

The other aspects of extrinsic reading motivation are reading for competition, the desire to outperform others in

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[33]Dimyati Mudjiono, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta , 2009), p. 85.
[34]Ima Hartati, et. al., "The Correlation Between …...", p. 4.

reading. These different kinds of motivation reflect the fact that children do much of their reading in school, where their reading performance is evaluated and compared to others' performance, reading for social reasons or the process of constructing and sharing the meaning gained from reading with friends or family and reading for compliance or reading to meet the expectations of others.[35] So, the student extrinsic motivation comes from outside because of competition and the desire to outperform others in reading.

Based on the explanation above, the researcher conclude that extrinsic reading motivation is a desire which comes from outside to read without motive inside, this is regard as an external reason.

b) The Components of Extrinsic Reading Motivation

Gage and Berliner state that the extrinsic motivation comes from three basic components, those are teachers, parents and environments.[36] The concept of the three basic components would be described as follows:

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[35]*Ibid.*
[36] N.L. Gage & David C. Berliner, *Educational Psychology*……p. 441.

(1) Teachers

A major factor in continuing of a student's motivation is the teachers. Teachers have an important role in learning activity because they will be the students' parents as long as they stay at school. The teachers are not only a person who transfers the knowledge to the students, but also as a motivator who can support the students in learning activity.

Teachers should not only give the knowledge to the students but they should also increase the students' interest in learning in order to make the students study harder and have a higher motivation in learning. It consists for reading motivation. Teacher is one of the elements that have responsibility not only toward the students on learning process but also for students' motivation in reading.

(2) Parents

Students who are encouraged by their parents will try new things and try to give high performance to get reward from their parents. As a result they will get better achievement. The role of parent, especially learning activity is really crucial, because they are the main role model for

their children. Beside that parents also have a role to motivate their children to reading.

For Example, The students read to get better grades or to gain recognition or praise from parents, it is regarded as an external reason.[37] So, they read more about some course to get the high score in course.

(3) Environment

A student who has higher motivation in learning and though by a qualifier teacher is not always guaranteed to study or get success well, but there is still other factor that can motivate student in order to study hard that is environment. It is same as with motivation in reading. if students stay with the people who love reading activity, it will make them love to reading activity. So, environment also can affect the students' motivation in reading.

c. **Dimention of Reading Motivation**

Motivation in reading is affected by the reason of why someone does or avoids the reading activity. Watkins and Coffey figure the reading motivation consists of eight main dimensions, those are Grades compliance, Involvement, Social, Competition, Reading work avoidance,

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[37]Sarah P. Mc Geown, *Reading Motivation Engagement* …..p. 3.

Curiosity, Recognition, Efficacy.[38] The dimentions will be explained below:

1) Grades-Compliance

Grades-compliance is a combination factor of the Compliance, Grades and Recognition factors. This dimension represents performance concern and extrinsic sources of motivation. This dimension focuses on grades and compliance with reading work demands.

b) Involvement

This factor is clearly related to the general involvement, but focused on the specific reason to enjoying mystery stories. "Reading involvement refers to the enjoyment involved with reading different kinds of text. 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.

c) Social

Social dimension of reading is a factor reflecting aspects of reading. This aspect is kind of internal desire to connect with others through reading activity. Social dimension of reading sometimes can be a tool for someone to know how people around the reader can receive him or her based on the knowledge they got through reading activity

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[38]Marley W. Watkins & Debra Young Coffey, "Reading Motivation: Multidimensional and Indeterminate", Vol. 96, No. 1, *Journal of Educational Psychology* (Accessed from *https://goo.gl/bkhG4q,* Retrieved on December, 10th 2017), p. 110-116.

d) 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.

e) Reading Work Avoidance

This factor is the most clearly and consistently factor in term of motivation in reading. It is the factor that identified why reader are commonly avoids reading, and do not make reading as a habitual activity.

f) Curiosity

Watkins and Coffey states 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 desires to know a text. Commonly, curiosity comes from someone's internal motivation to find information or reading for pleasure.

g) Recognition

Reading Recognition is related with tangible forms of recognition such as teacher or peer approval in reading. Recognition related to the relationship with others, whether it is the teacher or the reader's friends. This dimension represents how other people recognize someone as good reader or not.

h) Efficacy

Efficacy refers to readers' beliefs 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.

According to the above statements, the dimensions of reading can be concluded as eight main factors which can measure the students' motivation in reading. According to those dimensions of reading, factors that motivate students to read can be found.

d. Differences of Extrinsic and Intrinsic Reading Motivation

The Differences Between Intrinsic and Extrinsic Reading Motivation was explained on the table below:

Table 2

Intrinsic Reading Motivation	Extrinsic Reading Motivation
Curiosity : A child's desire to learn more or new thing through reading **Involvement:** A child's level of engagement or involvement when reading **Preference for challenge:** A child's desire to work with or master complex reading materials	**Competition:** A child's desire to outperform others in reading **Recognition:** A child's desire For Their Reading achievements to be recognized by others **Grade**: A child's desire To achieve good marks In reading **Compliance:** A child's conformity to an external requirement to read **Social:** A child's engagement in social interaction involving books or reading[39]

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[39]Sarah P. Mc. Geown, Reading Motivation Engagement:….., p. 3-4.

B. Review Related Findings

There were several researchers which have done the some research that related to this research, as follows:

The first, Erman found that there was a significant correlation between students' reading motivation and students' reading comprehension in enough category. It can be seen from the result of r_{count} was 0.555 and r_{table} in taraf 5% was 0.349. So, $r_{count} > r_{table}$ (0.555>0.349).[40]

The second, Eka Sustri Harida found that there is very weak correlation between students' reading motivation and their reading comprehension of the English department students IAIN Padangsidimpuan. However, there is the significant correlation between reading motivation and students' reading comprehension where t_{count} was higher than t_{table} taraf significant 5% was 0.769. It meant the hypothesis was accepted.[41]

The third, Murniasih found that there was a strong enough correlation between students' motivation in reading and their reading speed. It can be seen from the result of r_{xy} is 0.64 with the degree of freedom (df) was 28. The result of r_{table} on

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[40]Eriska Erman, et. al., "The Correlation Between Students' Reading Motivation and Students' Reading Comprehension (A Study at Eleventh Grade of SMA Negeri 11 Padang)" (Accessed from *https://goo.gl/wYX147*, Retrieved on Mei, 17th 2018).

[41]Eka Sustri Harida, "An Evaluation on Students' Reading Motivation and Their Reading Comprehension of the English Department Students IAIN Padangsidimpuan" (Accessed from *https://goo.gl/d66eJq,* Retrieved on April, 29th 2018).

the table of the degree of significance 5% = 0.304 and in 1% = 0.393. So $r_{count}>r_{table}(0.64>0.393)$.[42]

The fourth, Nora Wahyuni found that there was a relationship between lectures teaching technique and reading comprehension at Third Grade of English Education Program (TBI) IAIN Padangsidimpuan, It was based on the data that showed r_{count} was 0.381 while r_{table} was 0.279. It meant that $r_{count}> r_{table}$ (0.381>0.279). So, the hypothesis Ha was accepted Ho was rejected.[43]

The fifth, Rina found that there was a significant correlation between learning style and students' achievement in reading comprehension. It can be seen from the result of r_{count} was 0.467 while r_{table} on significance 1% was 0.463 where $r_{count}>r_{table}$ (0.467>0.463). The correlation variable was $t_{count}>t_{table}$ (2, 895>2.750).[44]

The previous research above can be a good reference for the researcher in doing this research. Researcher will compare the result of the previous research to this research, the researcher will focused on finding out the correlation between reading motivation and students' reading comprehension.

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[42]Murniasih, The Correlation Between Students' Motivation in Reading and Their Speed Reading (Jakarta: UIN Syarif Hidayatullah, 2013). Accessed from *https://goo.gl/Kw8mFd,* Retrieved on September, 26th 2017.
[43]Nora Wahyuni, The Correlation Between Lectures Teaching Technique and Reading Comprehension at Third Grade of English Education Program (TBI) IAIN Padangsidimpuan, *Unpublished Thesis*, (Padangsidimpuan: IAIN, 2017).
[44]Rina, The Correlation Between Learning Style and Students' Achievement in Reading Comprehension at Grade XI SMA N Tambangan, *Unpublished Thesis*, (Padangsidimpuan: IAIN, 2017).

C. Conceptual Framework

To be successful in reading comprehension affected by many factors. One of the factors is reading motivation. Almost students are lazy in reading, especially in reading material book such as English Text. Usually, students like to read book as entertainer such as reading a novel, comic, short story, etc. they will read the lesson books just to achieve something, such as to get good mark examination, to get reward etc.

Reading comprehension is the process of reader to understand and find the information from the written language such as newspaper, magazine, novel, comic, subject matter by printed material or electric form. the reader try to communicate with the writer through their writing, they try to understand to the text well.

Reading motivation is come from the word "*motivate*" it's mean the action to give support and it's the reasons to do something, the word "motivation" it's mean the motives in the real action that make students to reach the goal of something. Reading motivation is everything that make student to read more, it can be from outside and inside of individual.

So, the researcher conclude that both of variables in this research are reading motivation as independent variable (X) and reading comprehension as dependent variables (Y), The relation of variables will be seen on figure below:

| Reading Motivation (**VARIABLE X**) | → | Reading Comprehension (**VARIABLE Y**) |
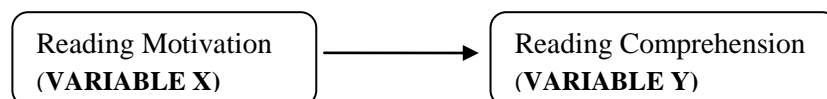
D. Hypothesis

Hypothesis has purpose to answer the certain question toward problem of the research. hypothesis is a tentative answer or prediction for the result of research that we do. The researcher formulates the hypothesis of this research, as follow:

Ha: "There is a significant Correlation Students' between reading motivation and students' reading comprehension of the grade X students SMA S Nurul Ilmi Padangsidimpuan"

CHAPTER III

THE RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research has been conducted in SMA S Nurul 'Ilmi Padangsidimpuan, at BM. Muda Street, Num. 05, Padang Matinggi Lestari, South Padangsidimpuan, North Sumatra. The time of research has been conducted from October 2017 until April 2018.

B. Research Design

The kind of this research is quantitative research where the method is correlation method. L. R. Gay said that quantitative research is based on the collections and analysis of numerical data. Usually it obtains from questionnaires, tests, checklist and other formal paper and pencil instruments.[1] While, correlation research is attempted to determine whether and to what degree the correlation exist between two or more variables.[2] At correlation research, the data will be collected and analyzed by used statistical analysis to get the real result.

From the above explanation, the researcher concludes that the correlation research is to find out the correlation between two or more variables and to what degree the correlation exist between them by statistical analysis.

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[1]L. R. Gay and Peter Airaisan, *Educational Research for Analysis and Application* (America: Prentice Hall, 1992), p. 8.
[2]*Ibid*, p. 12.

C. Population and Sample

1. Population

Population is the large group about which the generalization is made. A population defined as all members of any well-defined class of people, events or objects.[3] L.R. Gay states population is a sample comprises that individual, items, or event selected from a large group.[4] The population of this research was the grade X students SMA S Nurul 'Ilmi Padangsidimpuan.

Table 3
The Population of Research

No.	Class	Total
1	X Pi-1 Boarding School	29
2	X Pi-2 Boarding School	25
3	X Pa-1 Boarding School	34
4	X Pi-1Fullday School	27
5	X Pi-2 Fullday School	27
6	X Pi-3Fullday School	30
7	X Pa-1 Fullday School	34
8	X Pa-2 Fullday School	34
Total		**240**

2. Sample

Sample is the small group that is observed. It selected from a larger group which consist of the individuals, items or events and referred to as a population. A sample is a portion of population.[5] L. R. Gay and Airaisan figures sample is a number of individuals for a study in such a way that they

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[3]Donald Ary, et. al., *Introduction to Research in Education 8th Ediition* (Canada: Wadsworth Cengage Learning, 2010), p.148.
[4]L.R. Gay and Peter Airaisan, *Educational Research……,* p. 121.
[5]Donald Ary, et. al., *Introduction to Research.…...,* p. 148.

represent the larger group from who they were selected.[6] So, sample is a portion of population that was selected as respondent in the research.

The researcher used simple random sampling technique to select the respondent from the population. Because, all of the population had the same chance to be chosen as the sample and it is the best single way to obtain a representative sample. This research used lottery technique to take the sample. All the members of population were written in a small paper based on member of each classroom. Then, the researcher selected the members randomly from each class where the number of members was selected are 20% from population. The sample of this research has been seen below:

Table 4
The Sample of Research

NO	Class	Total Person	Samples 20 % From Total Person	Rounded
1	X Pi-1 Boarding School	29	5.8	6
2	X Pi-2 Boarding School	25	5	5
3	X Pa-1 Boarding School	34	6.8	7
4	X Pi-1 Fullday School	27	5.4	5
5	X Pi-2 Fullday School	27	5.4	5
6	X Pi-3 Fullday School	30	6	6
7	X Pa-1 Fullday School	34	6.8	7
8	X Pa-2 Fullday School	34	6.8	7
Total		**240**	**48**	**48**

[6]L. R. Gay and Peter Airaisan, *Educational Research…….,*p. 121.

D. Instrument of the Research

Instrument is the important thing in a research. Suharsimi said that Instrument is a tool to help the researcher in collecting the data easier and systematically.[7] The quality of the instrument will establish the quality of the data. The instruments of this research to collect the data are test and questionnaire. The instruments will be explained below:

1. Test

Test is one of a tool that contains a number of questions to measure the ability, knowledge, and Inteligence. Brown state that a test in plain words as a Donal Ary said a test is a set of stimulus presented to an individual in order to elicit responses on the basis of which a numerical score can be assign.[8] So, Test is a set of question to measure students' ability.

The Researcher used multiple choice test to known students' reading comprehension report and recount text. The researcher made 30 questions to done the test validity in other sample of this research. From the number of test had chosen 20 tests which categorized valid by researcher. Each item had five score and the total of score for all question to be 100 score. (See in appendix7)

The researcher gave the test firstly to find the students' achievement in reading comprehension report and recount text. The results of the test determine acceptance and rejection of the hypothesis.

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[7]Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rieneka Cipta, 2002), p. 134.
[8]Donald Ary, et. al., *Introduction to Research..…..*, p. 201.

The researcher had some indicator in reading comprehension test,[9] as follow:

a. Students are able to identify the main idea from the text.

b. Students are able to identify the specific information from the text.

c. Students are able to identify the detail information from the text.

d. Students are able to get the meaning of the text (word or sentence).

Table 5
The Indicators of Reading Comprehension Test

No	Indicator	Items	Number of Items	Score	Total Score
1	Able to identify the main idea from the text	5	1, 7, 10, 17, 20	5	25
2	Able to identify the specific information of the text	5	4, 8, 11, 16, 18	5	25
3	Able to identify the detail information of the text	4	3, 6, 14,18	5	20
4	Able to get the meaning of the text (word or sentence)	6	2, 5, 9,12, 13, 15	5	30
TOTAL					100

2. Questionnaire

Questionnaire is one of a tool that contains a number of questions to get the information about the students' motivation in reading. So, Questionnaire is simply a tool of data collection that given to participant for getting the information from them.

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[9]Silabus, "Bahasa Inggris-Wajib SMA Kelas X", *Kurikulum 2013,* (Accessed from *https://goo.gl/Vqbqqw*, Retrieved on October, 21th 2017).

The questionnaires taken from a Journal of educational psychology by Marley W. Watkins & Debra Young Coffey, based on the indicator of reading motivation and the questionnaire consist 32 items where the item has four options on a scale from 1 until 4, with 1 (very different from me), 2 (a little different from me), 3 (a little like me) and 4 (a lot of like me). (See in appendix 2) Then, each item of questionnaire was developed from indicator of reading motivation. The indicators of reading motivation had been explained below.

Table 6
The Indicators of Reading Motivation[10]

NO	Indicator	Answer Point				Number of item	Item
		A Lot Like Me	A Little Like Me	A Little Different From Me	A very Different from me		
		Score	Score	Score	Score		
1	Grade-Compliance	4	3	2	1	1, 2, 3, 4	4
2	Involvement	4	3	2	1	5, 6, 7, 8	4
3	Social	4	3	2	1	9, 10, 11, 12	4
4	Competition	4	3	2	1	13, 14, 15, 16	4
5	Reading work avoidance	4	3	2	1	17, 18, 19, 20	4
6	Curiosity	4	3	2	1	21, 22, 23, 24	4
7	Recognition	4	3	2	1	25, 26, 27, 28	4
8	Efficacy	4	3	2	1	29, 30, 31, 32	4
	Total						32

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[10]Marley W. Watkins & Debra Young Coffey, "Reading Motivation…….", p. 110-116.

The Researcher gave the questionnaire secondly to know the information about the students' reading motivation in reading and to see the degree of participant in reading motivation. Before fill the questionnaire, the researcher gave the explanation and instruction about what the students should be done with the questionnaire.

E. Validity and Reliability of the Instruments

Validity and reliability are the important thing toward the research. On this research there were two instruments that had been identified the validity and reliability, as follow:

1. Validity

Validity is to see the correctness an instrument to do the function to measure. Donal Ary states validity is the extent to which a test measures what it claims to measure.[11] In this Research, the validity of instrument utilized for questionnaire and test.

The validity of questionnaire used the concurrent validity. Concurrent validity is the number of test that had filled requirements as standard instrument which categorized valid. The questionnaire was taken from a Journal of educational psychology by Marley W. Watkins & Debra Young Coffey.[12] The questionnaire consisted of 32 items.

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[11]Donald Ary, et. al., *Introduction to Research……,* p. 201.
[12]Marley W. Watkins & Debra Young Coffey, "Reading Motivation…….", p. 110-116.

The researcher used the content and item validity to find out the validity of instrument for test. Item validity is a part of the test as a totally to measure the test by Items. The test consisted of 30 multiple choices test that will be validated in other sample. To get the validity of the each test will be refer to list *r* biserial with r in 5% significant: 0.349 and 1% significant: 0.449. So, if the $r_{coun} > r_{table}$ the test is categorized valid.

To get the validity of the test, the formula of *r pointbiserial* can be used as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefficient item validity

M_p : mean score

M_t : mean score of the total score

SD_t : Standard Deviation of the total score

p : Presentation of the right answer of the item tested validity

q : Presentation of the wrong answer of the item tested validity.[13]

From the result of the analysis for 30 tests, there were 22 tests where categorized valid and 8 tests were categorized invalid. The researcher has taken 20 tests from the tests which were categorized valid as instrument of test for given to the sample. The Number of the tests which taken by

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[13]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), p. 258.

researcher are 1, 2, 3, 4, 8, 9, 10, 11, 12, 14, 17, 18, 19, 20, 22, 24, 25, 27, 29, and 30. The calculation of how to get it can be seen in the appendix 4-6. So, the researcher conducted 20 items as the instrument of test.

2. Reliability

An instrument of the research must be reliable. According to Donal Ary, Reliability is the extent to which the test measures accurately and consistently.[14] The instrument was said reliable when the instrument believable to used as an instrument of collecting data because the instrument is good.

The questionnaire was categorized reliable, because this instrument has applied by previous researchers on their journal.[15] The reliability of the test can be found by using K-R 20 formula.[16] The formula is as follow:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_{t^2} - \Sigma pq}{S_{t^2}} \right)$$

Where:

R_{11}: Reliability of the Instrument

N : Total of Question

St^2 : Variants Total

p   : <u>Proporsi Subject who is right Answer(1)</u>

                    N

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[14]Donald Ary, et. al., *Introduction to Research…….,* p. 201.
[15]Marley W. Watkins & Debra Young Coffey, "*Reading Motivation…….*", p. 110-116.
[16]Suharsimi Arikunto, *Prosedur Penelitian…….*, p. 182

q : <u>Proporsi Subject who is Wrong Answer (0)</u>

N

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if $r_{count} > r_{table}$ by using formulation KR-20.

F. Techniques of the Data Analysis

After the processed of data collection, the researcher analyzed the data by using quantitative data. Analysis data means the process of calculation and arrangement systematically of the data was done by the researcher. In quantitative research the most suitable analysis was using the statistical process and with following steps.

1. Identified and corrected the answer the subject research from the test and questionnaire.

2. Identified mean, median and modus by using descriptive statistic to arrange and to categorize the score of variable X and Y. It is the second ways of presenting the data analysis. According to Anas Sudijono, the three formulas above had been explained below:[17]

   a. Know the mean (average) score used the formula:

   $$M(x) = \frac{\Sigma fx}{N}$$

   b. Know the median score used the formula:

   $$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) x\, i$$

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[17]Anas Sudijono, *Pengantar Statistik Pendidikan……*, p. 85-106.

c. Know the modus of score used the formula:

$$Mo = \ell + \left(\frac{fa}{fa+fb}\right) x \, i \qquad \text{atau} \qquad M_0 = U - \left(\frac{fb}{fa+fb}\right) x \, i$$

Table 7
The Table Interpretation of Means Score

No.	Interval	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

3. Identified the Normality Test

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher use *Chi-Square* formula. The formula is as follow:[18]

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h}\right)^2$$

Where:

X^2 = Value of Chi-Square

F_o = Observed Frequency

F_e = Expected Frequency

To calculate the result of *Chi-Quadrate*, it was used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 (dk = k-1). If result $x^2_{count} < x^2_{table}$, it can be concluded that data is distributed normal.

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[18]Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabete, 2010), p.107.

4. To Test Hypothesis

To know the correlation between variable X and Y was calculated by applying product moment formula. it has been refer to list r product moment with α=0.05. The hypothesis was accepted If r_{count} >r_{table}. The formula of Product Moment explained below:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N.\Sigma X^2 - (\Sigma X^2)] \ [N.\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where :

r_{xy} = Coefficient Correlation between variable X and Y

ΣX = The scores of variable X

ΣY = The scores of variable Y

ΣXY = Product X dan Y

N = Total of sample[19]

5. To Examine the Significances Variable

To examine the significances variable X and Y was calculated by:

$$T = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-(r_{xy})^2}}$$

Where :

T = result of t-test

n = total of sample

r_{xy} = coefficient correlation between X and Y[20]

[19]Supardi, et. al., *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press Jakarta, 2009), p. 97.

6. To Know the Contribution of Coefficient Variables

To know the contribution of coefficient correlation between variables X dan Y. it can be define The Formula Determinant Correlation:

$$Kp = r^2 \text{ x } 100\%$$

Where :

Kp = Determine Correlation

R = Coefficient Correlation[21]

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 8
The Table Interpretation of XY

The value	Degree
Between 0.00-0.20	Very low correlation
Between 0.21-0.40	Low correlation
Between 0.41-0.70	Significant correlation
Between 0.71-0.80	High correlation
Between 0.91-1.00	Very high correlation[22]

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[20]*Ibid*, p. 98.
[21]*Ibid*, p. 99.
[22]Sugiyono, *Statistika untuk Penelitian*......., p. 231.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, the researcher discussed the result of this research about the correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan. The researcher used the formula of product moment to analysis the data of students' reading motivation and students' reading comprehension. The research data described as follow:

A. Description of the Data

The data described by sequence of variables, description of the research of result from variable (X) was reading motivation and variable (Y) was reading comprehension. In this part, the researcher showed the result or score of both of the variable.

1. Reading Motivation

After calculating the score, it was gotten that the highest score was 117 and the lowest score was 77. To complete this research data, the researcher also calculate the mean score was 93, the median score was 118.39, and the mode was 97.66 (See in appendix 9). Mean score is the score which represents the general value that was achieved by the students. Median is the middle score or score which divided a distribution of data into equal part and mode is the score which has the most frequency.

So, the score resume of variable X that reading motivation of the grade X students of SMA S Nurul 'Ilmi Padangsidimpuan has been gotten as table below:

Table 9
The Score Resume of Students' Reading Motivation

No	Statistic	Variable X
1	High Score	114
2	Low Score	77
3	Range	40
4	Interval	6
5	Mean score	93
6	Median score	118.39
7.	Mode	97.66

Based on the above table, it showed that mean was 93. It meant that the students' reading motivation was in good category. To know revelation of data was done to grouped the variable score of reading motivation which the total classes 7 and interval 6.

Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 10
The Frequency Distribution of Reading Motivation

Interval	Mid Point	Frequency	Percentage
77 – 82	79.5	6	12.5%
83 – 88	85.5	10	20.83 %
89 – 94	91.5	10	20.83%
95 – 100	97.5	12	25%
101– 106	103.5	9	18.76%
107 – 112	109.5	0	0%
113 – 118	115.5	1	2.08%
Total		**48**	**100 %**

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure 1: **Description Data of Students' Reading Motivation**
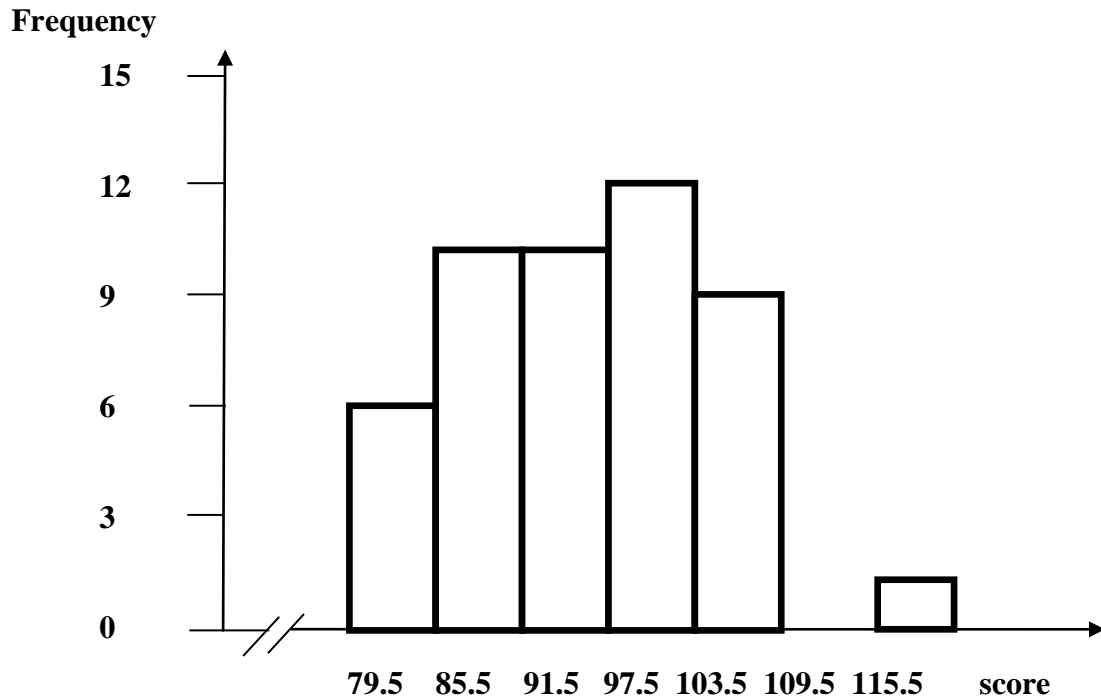
Based on the above chart, it was known that the variable revelation of students' reading motivation showed that the respondent an interval 77 – 82 were 6 students (12.5%), interval 83 – 88 were 10 students (20.83 %), interval 89 – 94 were 10 students (20.83 %), interval 95 – 100 were 12 students (25%), interval 101– 106 were 9 students (18.76%), interval 107 – 112 were 0 students (0%) and last interval 113 – 118 were a student (2.08%).

2. Reading Comprehension

The score resume of variable Y that students' reading comprehension of the grade X students of SMA S Nurul 'Ilmi Padangsidimpuan has been gotten as table below:

Table 11
The Score Resume of Students' Reading Comprehension

No	Statistic	Variable Y
1.	High score	95
2.	Low score	35
3.	Range	60
4	Interval	9
5.	Mean score	65.66
6.	Median score	58.39
7.	Mode	84

Based on the above table, the researcher has gotten high score was 95, low score was 35 mean score 65.66, median score was 58.39, mode score was 84 (See in appendix 10). The calculation of mean score at students' Reading Comprehension was in enough category. To know the revelation of data was done to group the variable score of reading comprehension which the total classes 7 and interval 9.

Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 12
The Frequency Distribution of Students' Reading Comprehension

Interval	Mid Point	Frequency	Percentages
35 – 43	39	7	14.58%
44 – 52	48	6	12.50%
53 – 61	57	7	14.58%
62 – 70	66	9	18.76%
71 – 79	75	3	6.25%
80 – 88	84	13	27.08%
89 – 97	93	3	6.25%
Total		48	100%

In order to get a description of the data clearly and completely, the researcher presents them in the histogram on the following figure:

Figure 2: Data Description of Students' Reading Comprehension
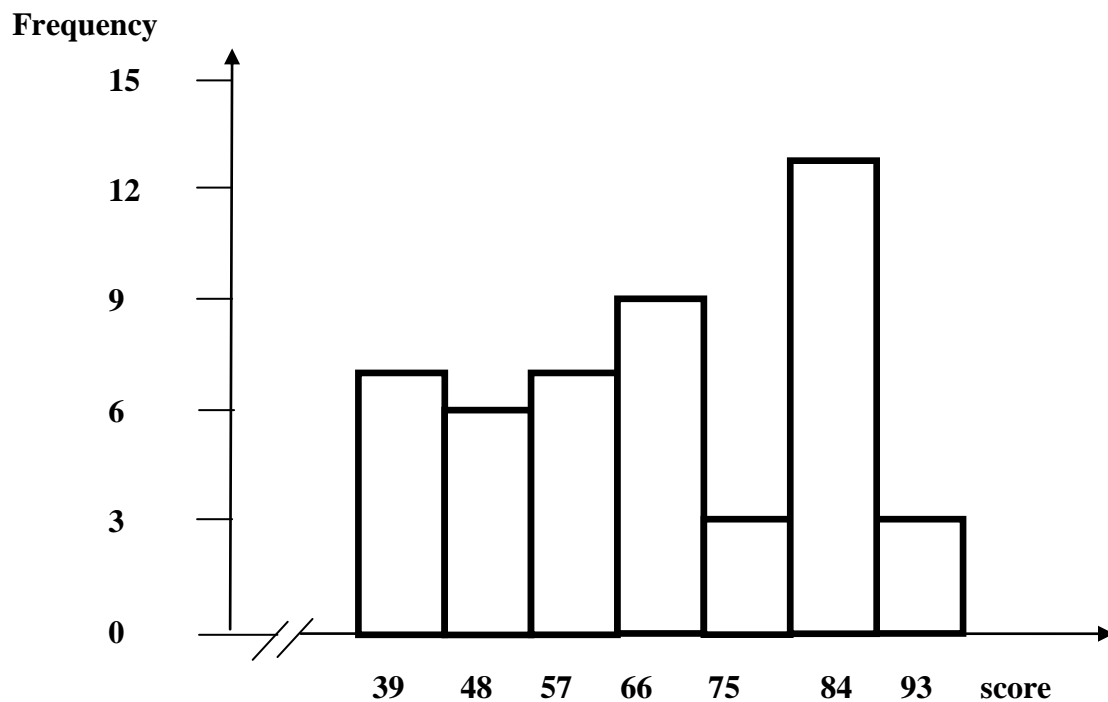
Based on the above table, it was known that the variable revelation of students' reading comprehension showed that the respondent at interval 35 – 43 were 7 students (14.58%), interval 44 – 52 were 6 students (12.50%), interval 53 – 61 were 7 students (14.58%), interval 62–70 were 9 students (18.76%), interval 71 – 79 were 3 students (6.25%), interval 80 – 88 were 13 students (27.08%), the last interval 89 – 97 were 3 students (6.25%).

B. Analysis of the Data

1. Normality Test

After getting the resume score of variable X and Y, the data was analyzed by using Chi-Square formula to know the data was normal or not. Normality test was as the requirement of test before go to the testing hypothesis.

Table 13
Normality of Data X and Data Y

Class	Normality Test	
	t_{count}	t_{table}
Data X	0.33	12.592
Data Y	8.63	12.592

Based on the table above, the score of data $X = x^2_{count} < x^2_{table}$ (0.33< 12.592) with n = 48 and Data $Y = x^2_{count} < x^2_{table}$ (8.63< 12.592) with n =48, on taraf significant 5%. It meant that data X and Y were distributed normal (See in appendix 15).

2. Hypothesis Testing

The aim of hypothesis testing was to determine the correlation between students' reading motivation and students' reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as the table below:

$\sum X = 4.305$ $\qquad$ $\sum Y = 3.125$

$\sum X^2 = 406.987$ $\qquad$ $\sum Y^2 = 220.300$

$\sum XY = 289.179$

By using the values above, calculated the value of correlation between variable X dan Y explained below:

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

$$= \frac{48 (289\ 179) - (4\ 305)(3\ 125)}{\sqrt{\{48\ x\ 406\ 987 - (4\ 305)^2\}\{48\ x\ 220\ 300 - (3\ 125)^2\}}}$$

$$= \frac{13\ 880\ 179 - 13\ 453\ 125}{\sqrt{\{19\ 535\ 376 - 18\ 533\ 025\}\{10\ 574\ 400 - 9\ 765\ 625\}}}$$

$$= \frac{427\ 054}{\sqrt{(1\ 002\ 351)(808\ 775)}}$$

$$= \frac{427\ 054}{\sqrt{810\ 676\ 025\ 430}}$$

$$= \frac{427\ 054}{900\ 375.716}$$

$$= 0.474$$

H_a : There is a significant correlation between students' reading motivation and students' reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan

Based on the above calculating, the product moment has gotten correlation coefficients r_{xy} = 0.474 was higher than r_{table} = 0.368 on taraf 5%. The hypothesis (H_0) was accepted namely r_{count}> r_{table} (0.474>0.368). The result showed that there was a significant correlation between students' reading motivation and students' reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan in enough category. It has been written in the table of coefficient correlation interpretation below.

Table 14
Categories Value Correlation Coefficient and Degree Correlation

The value	Degree
Between 0.00-0.20	Very low correlation
Between 0.21-0.40	Low correlation
Between 0.41-0.70	Significant correlation
Between 0.71-0.80	High correlation
Between 0.91-1.00	Very high correlation

Testing the truth of significant correlation used the formulate t_{count} .

$$T_{count} = \frac{r\sqrt{n-1}}{\sqrt{1-r^2}} = \frac{0.474\sqrt{48-1}}{\sqrt{1-0.474^2}}$$

$$= \frac{0.474\sqrt{47}}{\sqrt{1-0.224}}$$

$$= \frac{0.474\ (6.855)}{\sqrt{0.776}}$$

$$= \frac{3.249}{0.880}$$

$$= 3.692$$

Based on the calculation above, the researcher found that $t_{count} = 3.692$ and dk = N-2 = 48-2 = 46 and t_{table} on taraf significant 1 % = 2.09. So, $t_{count} > t_{table}$ (3.692>2.09). it meant that there was a significant correlation between two variables that it was said that the validity of the contribution of variable X to variable Y was "accepted".

To look for the contribution of variable X to variable Y as follows:

KP = The score of determine coefficient

r = The score of the coefficients correlation

$KP = r^2 \times 100 \%$

$\quad = (0.474)^2 \times 100\%$

$\quad = 0.224 \times 100\%$

$\quad = 22\%$

Based on calculating above, the contribution variable X (Reading Motivation) toward variable Y (Reading Comprehension) there was 22 % and 78% influenced by other variable.

C. Discussion

Based on the result of this research, the researcher has proven that students' reading motivation has correlation to students' reading comprehension. It supports on the theory that states at previous chapter. As Sarah said reading

motivation is crucial for children to develop their reading skill. It is an important factor which supports students to read more, and it has a significant relationship with reading and understanding text.[1] It is also related to Linda states reading motivation is defined by an individual's self-concept and the value of individual places on reading, it can be said students have self concept in reading.[2] The motivation benefits of being a motivated reader by stating that it is important to motivate students to read by providing them opportunities to select their desired materials.[3] It means that students' reading motivation can influence students' reading comprehension. Thus, it was proved by the result of this research that students' reading motivation supports students to read more.

At the result of this research, the mean score of students' reading motivation was good category and the mean score of students' reading comprehension was enough category. It was assumed that not all students with good reading motivation also have good reading comprehension and not all students with low reading motivation have low reading comprehension. In other words, many students have good reading motivation just for certain book such as reading novel, comic and the interesting book other for them but they have low

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[1]Sarah P. Mc Geown, *Reading Motivation Engagement in The Primary School Classroom: Theory, Research and Practice* (The United Kingdom Literacy Association, 2013), (E-Book). Accessed from *https://goo.gl/wYX147*, Retrieved on November, 26th 2017, p. 2.

[2]Linda B. Gambrel, et. al., "Assessing Motivation to Read" *International Reading Association*, Vol. 49, No.7, 519.1996 (Accessed from *https://goo.gl/2UFcdD*, Retrieved on September, 26th 2017).

[3]Mohammad Reza Ahmadi, "The Correlation Between Students' Reading Motivation and Reading Comprehension" *Journal of Educational and practice*, Vol. 4, No.18, 2013 (Accessed from *https://goo.gl/h67dfU*, Retrieved on September, 26th 2017).

motivation toward reading text. Then, there are students also have low reading motivation but they have good reading comprehension. So, there are others variable influence the students' reading comprehension, such as reading interest, reading habit, reading strategies, and vocabulary mastery. It depends on what factors that influences students to read, as known that reading motivation come from inside and outside.

The researcher compare it with the result on research of related findings: The first, the research done by Erman found the result of r_{count} was 0.555 and r_{table} was 0.349.[4] The second, the research done by Eka Sustri Harida found the result of r_{count} was 0.048 and t_{count} 0.769.[5] The research by the researcher about the correlation between students' reading motivation and students' reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan found the result r_{count} was 0.474 and t_{count} was 3.692.

Based on the explanation above, it was proved that this research get the same result with Erman found in his research, where reading motivation has a significant correlation to students' reading comprehension. Meanwhile, it was proved that this research get contradiction with Eka Sustri Harida found that there is no correlation between students' reading motivation and students' reading

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[4]Eriska Erman, et. al., "The Correlation Between Students' Reading Motivation and Students' Reading Comprehension (A Study at Eleventh Grade of SMA Negeri 11 Padang)", (Accessed from *https://goo.gl/wYX147*, Retrieved on Mei, 17th 2018).

[5]Eka Sustri Harida, "An Evaluation on Students' Reading Motivation and Their Reading Comprehension of the English Department Students IAIN Padangsidimpuan", (Accessed from *https://goo.gl/d66eJq,* Retrieved on April, 29th 2018).

comprehension. However, the correlation both of the variables was significant which proven by t_{count} was higher than t_{table}. So, it is clearly reading motivation have the significant correlation to students' reading comprehension. Reading motivation is needed and really important in reading.

The last, it was supported by this research and it was proved by testing hypothesis of the research, it is found that reading motivation have the significant correlation to students' reading comprehension of the grade X students of SMA S Nurul 'Ilmi Padangsidimpuan. This fact can be seen from $r_{count} > r_{table}$ (0.474>0.376) and $t_{count} > t_{table}$ (3.692>2.09).

D. Limitation of the Research

The researcher limits this research, as follows:

1. The researcher gives the questionnaire and test to sample and explains them about the instruction.

2. The researcher does not know how serious and concentrate the students when they were answering the questionnaire and test.

3. The researcher does not saw the measuring honest aspects of the students in answering the questionnaire and test until possibility the students cheat or guess.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research data, the research came to describe the data as follows:

1. The students' reading motivation of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan was "Good" by getting mean score was 93.

2. The students' reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan was "Enough" by getting mean score was 65.66.

3. Based on the result of data analysis, there was a significant correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan in enough category. It can be gotten by using the calculating of product moment formula where coefficient correlation level r_{count} was 0.474 and r_{table} on taraf significant 5% was 0.368. So, the significant correlation was 0.474>0.368 ($r_{count}>r_{table}$). Then, on calculating the hypothesis testing has gotten t_{count} was 3.692 with dk = N-2 (48-2 = 46) and t_{table} on taraf significant 1% was 2.09. So, the significant variables were 3.692>2.09 ($t_{count}>t_{table}$) and the hypothesis Ha was accepted.

B. Suggestion

The researcher has some suggestions as follows:

1. The headmaster of SMA S Nurul 'Ilmi Padangsidimpuan was hoped to support the English teachers to teach well and provide facilities involves with learning English.

2. The English Teachers

   a. The English teacher should choose the good method in teaching and learning process to improve students' English mastery.

   b. The English teacher should give a positive stimulus such as reminding the students about the important of reading activity to increase students' reading motivation and giving the test of reading comprehension when learning English as the training to increase students' reading comprehension.

   c. The English teacher must be creative, innovative and communicative when teaching English.

3. The researcher hopes that the others researchers who want to conduct a research related to this research to find the other factors that influence of reading comprehension. Because, still there are many factors that affect students' reading comprehension.

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CURRICULUM VITAE

A. Identity

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B. Parents

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1. Elementary School : SD Negeri GNT Baringin Sipirok   (2008)
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4. Institute   : IAIN Padangsidimpuan   (2018)

Reading Comprehension Test Before Valid

Nama : _____

Kelas : _____

Hari/Tanggal : _____

THE INSTRUCTION/PETUNJUK:

Read the text carefully and answer the question below. Each text followed by several question about it, The questions are 1-20 items, you choose the one best answer A, B, C, and D. to each question. Give mark (X) on the best answer *(Baca dan jawablah teks dibawah ini dengan hati-hati, Teks ini terdiri dari beberapa pertanyaan dan pertanyaan terdiri dari item 1-20, pilihlah salah satu jawaban yang paling benar (A, B, C, dan D) untuk setiap pertanyaan dengan memberikan tanda (X)).*

The following text is for question 1-5

Giraffe is the highest animal in the world. It's height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard. Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

1. What is the main idea of the second paragraph text?
   a. Giraffe is the highest animal in the word
   b. Giraffe has a unique characteristic
   c. Giraffes are very selective

in choosing food

d. Baby Giraffe can stand with about 20 minutes since being born

2. "drop <u>it</u> to the ground" (paragraph 2, line 5) the underline word refers to…
   a. Baby giraffe
   b. Two baby giraffes
   c. Giraffes
   d. Female giraffe

3. Based on the text above, we know that…
   a. Giraffe is the highest animal in the word
   b. The height of giraffe can reach 4.8 to 6.6 meters
   c. Giraffe eat old leaves that grow in the tree tops

d. Giraffes can't start pregnant at the age of five years

4. The tongue shape of giraffe is like…
   a. A wood
   b. A stone
   c. A knife
   d. A iron

5. Which is the purpose of the text above?
   a. To describe about the characteristic of giraffe
   b. To describe about the story of giraffe
   c. To amuse the readers about the story of giraffe
   d. To tell the readers about the characteristic of giraffe

The following text is for question 5-10

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes. Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

6. What is the main idea of the second paragraph?

   a. Dolphin are able to talk to one another

   b. Dolphins have a simple language

   c. Dolphin lives in the sea

   d. Able To talk to one another

7. What kind of apes is dolphin?

   a. Insect

   b. Fish

   c. Mammal

   d. Bird

8. "Dolphins may be even cleverer than these big apes" (paragraph 1, line 2) the underline word refers to…

   a. Chimpanzees

   b. Fish

   c. Dolphin

   d. Mammal

9. The true statement based on the text is…

   a. Dolphin is the biggest animals

   b. Dolphin is not a mammal

   c. Dolphin more cleverer than chimpanzees

   d. Dolphin can't talk with people

10. What is the characteristic of dolphin according to the text?

    a. Fierce

    b. Shy

    c. Naughty

    d. Friendly

The following text is for question is 11-15

Last week, my friends and I visited to Jogja. We visited many places.

The first, we went to Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in the beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. we really enjoyed it, and I hope I could visit Jogja again.

11. What is the main idea of the first paragraph from the text?

    a. Last week, my friends and I visited to Jogja

    b. Last week, We went to Parangtritis beach

c. we visited Gembira Loka Zoo

d. We could not visit Malioboro

12. What places that they visited in jogja?

a. Parangtritis beach, Gembira Loka Zoo and to a restaurant

b. Parangtritis beach, to a restaurant and to the market

c. Singkarak island, a restaurant and Gembira Loka Zoo

d. Singkarak island, a restaurant and parangtritis beach

13. Based on the text above, we know that…

a. My friends and l went to Bogor

b. The writer really enjoyed the trip

c. The writer visit one place in Jogja

d. The writer won't visit Jogja again

14. "we really enjoyed it" (paragraph 3, line 1) the underline word refers to…

a. Their trip in Jogja

b. Their trip in the Zoo

c. The writer's trip in Malioboro

d. The writer's trip in Parangtritis

15. The following statements are not true based on the text, **excep**t…

a. We didn't see a lot of people in

Parangtritis Beach

b. Many kinds of animals in the zoo such as monkeys, tigers, crocodiles, snakes

c. They visit to restaurant for the second place

d. They visit to Malioboro for the third place

The following text is for question 15-20

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery.

Then, we checked in to the hotel. There, we stayed for lodging in some night. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists. Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, Jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave. The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many Monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went to back home bringing, so many amazing memories of Bali.

16. What is the purpose of the text?
    a. To describe the writers experience in bali
    b. To entertain the readers about the writer's experience when visiting bali
    c. To tell the readers about the story trip to bali
    d. To tell the writer's experience when visiting bali with her friends

17. What is the main idea of the second paragraph?
    a. First day, we visited Sanur Beach in the morning
    b. Second day, we enjoyed the day on Tanjung Benoa beach
    c. In bali, we visited three places included Sanur beach, Tanjung Benoa beach and Sangeh
    d. we stayed for lodging in some night in Bali

18. Where did they visit Bali in last day?
    a. Sanur beach
    b. Tanjung Benoa beach
    c. Sangeh
    d. Penyu island

19. "We <u>stayed</u> for three days" the underline word have same meaning with….
    a. Lived
    b. Life
    c. Leave
    d. Abandoned
20. "<u>It</u> was a great scenery" (paragraph 2, line 2) the underline word refers to….
    a. A beautiful scenery
    b. The Beautiful Sunrise
    c. The Sanur beach
    d. the vacation

The following text is for questions 21-25

One day, my sister named Putri said to me that she really wanted to go to the beach. So 1 promised her that the next week we will go to Mutun Beach In Lampung.

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because sit getting dark.

On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered fried noodle, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but absolutely happy.

21. What is the main idea of the first paragraph of the text?
    a. My sister named Putri said to me that she really wanted to go to the beach
    b. My holiday with my sister to mutun beach lampung
    c. Our planning go to mutun beach in lampung

d. The next week we will go to Mutun Beach In Lampung

22. Based on the text above, we know that…

a. They were tired but absolutely happy

b. The writer really wanted to go to the mutun beach

c. They arrived at home at 11.00 o'clock

d. They went to mutun beach by bus

23. When did they go to Mutun beach Lampung?

a. Tomorrow

b. Next Month

c. Next Week

d. Next Sunday

24. "So, <u>we</u> stopped at a restaurant to have dinner" (paragraph 3, line 1) the underline word refers to….

a. The writer and her parents

b. The writer, her friend and her sister

c. The writer, her sister, her brother and her parents

d. The writer, her friends, her sister, her brother and her parents

25. What food that her parents order when dinner at the restaurant?

a. Lampungnese traditional food

b. Friend noodle

c. Fried rice

d. Fried chicken

The following text is for question 26-30

Cat as we usually called it as the domestic cat are four egged carnivorous mammal. Their latin name is *Feliscatus*. The domestication of cats is believed to have started since ancient Egypt 9,5 years ago. Since that, cats have become humans companion. Nowadays it is the most popular pet in the world and also the second most popular pet in the US and they are often called as the house cats. It is believed that there are more than 70 cat breeds now in the world.

Most cats are furry, only some of them such as Sphynx cat born with less fur on their body. Some cats have a long tail and some others have a short tail. It also has a very flexible body and sharp claws which can be retracted. Usually cats can grow up to 4 to 5 kg in weight and 23 to 25 cm in length, but sometimes it

can be smaller or grow even bigger. Their eyes allow them to see in the dark and their ears allow them to hear sound with a high frequency that human could not hear. They are a good solitary hunters who have a really good sense of smell. There are various colors of cats in the world such as white, brown, grey, black, stripes and even multi color. They are a social species and they can make various sound such as *mewing*, *purring*, *hissing* and *growling*.

26. What is the main idea of the first paragraph?
    a. Cat as we usually called it as the domestic cat are four egged carnivorous mammal
    b. Their latin name is *Feliscatus*
    c. There are more than 70 cat breeds now in the world
    d. Cats have become humans companion since 9,5 years ago

27. Based on the text above, we know that…
    a. The latin name of cat is feliscatus
    b. There are more than 100 cat breeds now in the world
    c. Cats have a short tail and some others have a long tail
    d. Cats are not a humans companion

28. The cats have become humans companion that Nowadays it is the most popular pet in the world called….
    a. Sphynx cats
    b. A cute cats
    c. House cats
    d. A good solitary hunter

29. There are various color of cats below are true based on the text, **except**…
    a. White, stripes, grey, and black
    b. White, brown, pink, and black
    c. Black, stripes and even multi color
    d. White, grey, black and brown

30. What is the main idea of the second paragraph?
    a. Most cats are furry, only some of them such as Sphynx cat born with

less fur on their body

b. They are a social species and they can make various sound such as *mewing*, *purring*, *hissing* and *growling*

c. Some cats have very flexible body and sharp claws

d. There are special substance in their eyes

Reading Comprehension Test After Valid

Nama : _____

Kelas : _____

Hari/Tanggal : _____

THE INSTRUCTION/PETUNJUK:

Read the text carefully and answer the question below. Each text followed by several question about it, The questions are 1-20 items, you choose the one best answer A, B, C, and D. to each question. Give mark (X) on the best answer *(Baca dan jawablah teks dibawah ini dengan hati-hati, Teks ini terdiri dari beberapa pertanyaan dan pertanyaan terdiri dari item 1-20, pilihlah salah satu jawaban yang paling benar (A, B, C, dan D) untuk setiap pertanyaan dengan memberikan tanda (X)).*

The following text is for questions 1-4

Giraffe is the highest animal in the world. It's height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard. Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

31. What is the main idea of the second paragraph text?
    e. Giraffe is the highest animal in the word
    f. Giraffe has a unique characteristic
    g. Giraffes are very selective

in choosing food

h. Baby Giraffe can stand with about 20 minutes since being born

32. "drop it to the ground" (paragraph 2, line 5) the underline word refers to…

e. Baby giraffe

f. Two baby giraffes

g. Giraffes

h. Female giraffe

33. Based on the text above, we know that…

e. Giraffe is the highest animal in the word

f. The height of giraffe can reach 4.8 to 6.6 meters

g. Giraffe eat old leaves that grow in the tree tops

h. Giraffes can't start pregnant at the age of five years

34. The tongue shape of giraffe is like…

e. A wood

f. A stone

g. A knife

h. A iron

The following text is for question 5-6

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes. Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

35. "Dolphins may be even cleverer than these big apes" (paragraph 1, line 2) the underline word refers to…

e. Chimpanzees

f. Fish

g. Dolphin

h. Mammal

36. The true statement based on the text is…

e. Dolphin is the biggest animals

f. Dolphin is not a mammal

g. Dolphin more cleverer than chimpanzees

h. Dolphin can't talk with people

Last week, my friends and I visited to Jogja. We visited many places.

The first, we went to Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in the beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. we really enjoyed it, and I hope I could visit Jogja again.

37. What is the main idea of the first paragraph from the text?
    e. Last week, my friends and I visited to Jogja
    f. Last week, We went to Parangtritis beach
    g. we visited Gembira Loka Zoo
    h. We could not visit Malioboro

38. What places that they visited in jogja?
    e. Parangtritis beach, Gembira Loka Zoo and to a restaurant
    f. Parangtritis beach, to a restaurant and to the market
    g. Singkarak island, a restaurant and Gembira Loka Zoo
    h. Singkarak island, a restaurant and parangtritis beach

39. "we really enjoyed it" (paragraph 3, line 1) the underline word refers to…
    e. Their trip in Jogja
    f. Their trip in the Zoo
    g. The writer's trip in Malioboro
    h. The writer's trip in Parangtritis

When I was 2nd grade of senior high

school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. There, we stayed for lodging in some night. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists. Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, Jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave. The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many Monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went to back home bringing, so many amazing memories of Bali.

40. What is the main idea of the second paragraph?
    e. First day, we visited Sanur Beach in the morning
    f. Second day, we enjoyed the day on Tanjung Benoa beach
    g. In bali, we visited three places included Sanur beach, Tanjung Benoa beach and Sangeh
    h. we stayed for lodging in some night in Bali

41. Where did they visit Bali in last day?
    e. Sanur beach
    f. Tanjung Benoa beach
    g. Sangeh
    h. Penyu island

42. "We stayed for three days" the underline word have same meaning with….
    e. Lived
    f. Life
    g. Leave
    h. Abandoned

43. "It was a great scenery"

(paragraph 2, line 2) the underline word refers to….

e. A beautiful scenery

f. The Beautiful Sunrise

g. The Sanur beach

h. the vacation

The following text is for questions 14-16

One day, my sister named Putri said to me that she really wanted to go to the beach. So 1 promised her that the next week we will go to Mutun Beach In Lampung.

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother Bayu, to join us. He agreed to join and we went there together with our parents.

We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because sit getting dark.

On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered fried noodle, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but absolutely happy.

44. Based on the text above, we know that…

e. They were tired but absolutely happy

f. The writer really wanted to go to the mutun beach

g. They arrived at home at 11.00 o'clock

h. They went to mutun beach by bus

45. "So, we stopped at a restaurant to have dinner" (paragraph 3, line 1) the underline word refe

The writer and her parents

e. The writer, her friend and her sister

f. The writer, her sister, her

brother and her parents

g. The writer, her friends, her sister, her brother and her parents

46. What food that her parents order when dinner at the restaurant?

e. Lampungnese traditional food

f. Friend noodle

g. Fried rice

h. Fried chicken

The following text is for question 17-20

Cat as we usually called it as the domestic cat are four egged carnivorous mammal. Their latin name is *Feliscatus*. The domestication of cats is believed to have started since ancient Egypt 9,5 years ago. Since that, cats have become humans companion.

Nowadays it is the most popular pet in the world and also the second most popular pet in the US and they are often called as the house cats. It is believed that there are more than 70 cat breeds now in the world.

Most cats are furry, only some of them such as Sphynx cat born with less fur on their body. Some cats have a long tail and some others have a short tail. It also has a very flexible body and sharp claws which can be retracted. Usually cats can grow up to 4 to 5 kg in weight and 23 to 25 cm in length, but sometimes it can be smaller or grow even bigger. Their eyes allow them to see in the dark and their ears allow them to hear sound with a high frequency that human could not hear. They are a good solitary hunters who have a really good sense of smell. There are various colors of cats in the world such as white, brown, grey, black, stripes and even multi color. They are a social species and they can make various sound such as *mewing*, *purring*, *hissing* and *growling*.

47. What is the main idea of the first paragraph?

e. Cat as we usually called it as the domestic cat are four egged carnivorous mammal

f. Their latin name is *Feliscatus*

g. There are more than 70 cat breeds now in the world

h. Cats have become humans companion since 9,5 years ago

48. Based on the text above, we know that…

e. The latin name of cat is feliscatus

f. There are more than 100 cat breeds now in the world

g. Cats have a short tail and some others have a long tail

h. Cats are not a humans companion

49. There are various color of cats below are true based on the text, **except**…

e. White, stripes, grey, and black

f. White, brown, pink, and black

g. Black, stripes and even multi color

h. White, grey, black and brown

50. What is the main idea of the second paragraph?

e. Most cats are furry, only some of them such as Sphynx cat born with less fur on their body

f. They are a social species and they can make various sound such as *mewing*, *purring*, *hissing* and *growling*

g. Some cats have very flexible body and sharp claws

h. There are special substance in their eyes

APPENDIX 3

Key Word Before Valid

1. C	11. A	21. D
2. A	12. A	22. A
3. A	13. B	23. C
4. C	14. A	24. C
5. A	15. B	25. C
6. B	16. D	26. A
7. C	17. A	27. A
8. A	18. C	28. C
9. C	19. A	29. B
10. D	20. B	30. A

Key Word After Valid

1. C
2. A
3. A
4. C
5. A
6. C
7. A
8. A
9. A
10. A

11. C
12. A
13. B
14. A
15. C
16. C
17. A
18. A
19. B
20. A

APPENDIX 4

Reading Motivation Questionnaires[1]

(Angket Motivasi Membaca)

Nama : _____

Kelas : _____

Hari/Tanggal : _____

A. PENGANTAR

1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai penelitian tentang "The Correlation Between Students' Reading Motivation and Students' Reading Comprehension of the Grade X Students SMA S Nurul 'Ilmi Padangsidimpuan.

2. Informasi yang diperoleh dari saudara/i sangat berguna bagi peneliti untuk menganalisis tentang hubungan motivasi membaca dengan pemahaman membaca siswa.

3. Partisipasi saudara/i memberikan informasi yang sangat kami butuhkan.

4. Jawaban saudara/i tidak mempengaruhi nilai bahasa inggris anda. Jawablah dengan jujur sesuai dengan keadaan anda.

B. PETUNJUK:

Read the questionnaire carefully and answer the question below, The questions are 1-32 items, Give the mark (√) on the column which represents which represents yourself during reading experiences *(Baca dan jawablah angket dibawah ini dengan hati-hati, pernyataan tentang angket motivasi membaca ini terdiri dari item 1-32, Berikan tanda (√) pada setiap pernyataan yang menggambarkan dirimu ketika membaca).*

KETERANGAN PILIHAN JAWABAN:

SS : Sangat Sesuai/ Sangat Mirip dengan saya (4)

S : Sesuai/Sedikit Mirip dengan Sama (3)

CS : Cukup Sesuai/ sedikit berbeda dengan saya (2)

KS : Kurang sesuai/ sangat berbeda dengan saya (1)

[1]Marley W. Watkins & Debra Young Coffey, Reading Motivation: Multidimensional And Indeterminate, Vol. 96, No. 1, *Journal Of Educational Psychology*, P. 110-116. Accessed from *https://goo.gl/bkhG4q,* Retrieved on December, 10th 2017.

NO	FACTORS	Sangat Mirip dengan saya (SS)	Sedikit mirip dengan saya (S)	Sedikit berbeda dengan saya (CS)	Sangat berbeda dengan saya (KS)
1	**Grades-Compliance**				
	I always try to finish my reading on time (saya selalu berusaha menyelasikan bacaan saya tepat waktu)				
	I read to improve my grades (saya membaca untuk meningkatkan nilai saya)				
	I always do my reading work as my teacher wants (saya selalu membaca tugas yang di perintahkan guru)				
	In comparison, it is important to be a good Reader (bagi saya, sangat penting menjadi pembaca yang baik)				
2	**Involvement**				
	I enjoy story or fiction book. (saya menikmati cerita atau buku fiksi)				
	I read because I really love the reading activity. (saya membaca karena saya benar-benar menyukai aktivitas membaca)				
	If I read an interesting topic, I lose track of Time. (jika saya membaca topic yang menarik, saya selalu lalai terhadap waktu)				
	If a book is interesting, I don't care how hard it's to read. (jika ada sebuah buku yang menarik, saya tidak peduli bagaimanapun caranya untuk membaca itu)				
3	**Social**				
	My friends and I like to exchange books to Read. (teman-teman dan saya suka tukaran buku untuk dibaca)				
	I talk to my friends about what I am Reading. (saya menceritakan kepada teman apa yang saya baca)				
	My friends sometimes tell me that I'm a good reader. (Teman saya kadang-kadang				

mengatakan bahwa saya adalah pembaca yang baik)

I feel like I make friends with people in good books. (saya merasa saya bisa membuat teman-teman menjadi suka dalam membaca buku)

4 **Competition**

I will work hard to read better than my Friends. (saya akan berusaha keras untuk menjadi pembaca yang lebih baik daripada teman saya)

I try to get more answers right than my Friends. (saya berusaha untuk mendapatkan jawaban yang lebih benar daripada teman saya)

I like to finish my reading before other Students. (saya suka menyelesaikan bacaan saya sebelum teman yang lain selesai)

I like being the only one who knows the Answer. (saya suka menjadi orang yang satu-satunya mengatahui suatu jawaban)

5 **Reading Work Avoidance**

I do not like reading something with difficult words. (saya suka membaca sesuatu yang kata katanya sulit)

Complicated stories are not fun to read. (menurut saya, cerita yang lengkap tidak menarik untuk dibaca)

I do not like vocabularies questions. (saya tidak suka pertanyaan kosa kata)

I don't like if there're too many people in the story. (saya tidak suka jika ada terlalu banyak tokoh dalam suatu cerita)

6 **Curiosity**

I read about my hobbies to learn more about them. (saya membaca tentang kegemaran/hobi saya untuk untuk mendapat pelajaran)

If the teacher discusses an interesting

topic, I might read more about it. (jika guru saya mendiskusikan topic menarik, saya mungkin membaca lebih tentang itu)

I like to read about new things. (saya suka membaca tentang hal-hal baru)

I like it when the questions in books make me think. (saya suka ketika pertanyaan dibuku membuat saya berfikir)

7 **Recognition**

I like hearing the teacher said. (saya suka mendengarkan apa yang guru katakana)

I like to get compliments for my reading. (saya suka memperoleh kritik orang lain dari bacaanku)

I like being the best at reading. (saya suka menjadi yang terbaik ketika membaca)

I am happy when someone recognizes my Reading. (saya suka ketika seseorang menghargai bacaanku)

8 **Efficacy**

I am a good reader. (saya pembaca yang baik)

I learn more from reading than most Students. (saya belajar reading comprehension lebih daripada murid yang lainnya)

In comparison to other subjects, I do best at reading. (dibandingkan dengan pelajaran yang lain, saya paling suka membaca/reading comprehension)

I believe I will do well in reading next Semester (saya percaya bahwa saya akan membaca lebih baik di semester yang akan datang)

Calculation of $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

A. Calculation of Test

1. **Mean score from score total (Mt)**

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{684}{30} = 22.8$$

2. **Standar Deviation (SDt)**

$$SD_t = \sqrt{\frac{\sum X_{t^2}}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{15.842}{30} - \left(\frac{684}{30}\right)^2}$$

$$SD_t = \sqrt{528.06 - 22.8^2}$$

$$SD_t = \sqrt{528.06 - 519.84}$$

$$SD_t = \sqrt{8.22} = 2.86$$

3. **Mean Score (Mp)**

   Item 1

   $$M_{p1} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n1}$$

   $$M_{pl} = \frac{26+16+27+27+28+22+21+22+22+28+22+18+21+26+23+21+23+25+24+24+25}{21}$$

   $$M_{pl} = \frac{495}{21} = 23.57$$

   Item 2

   $$M_{p2} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n2}$$

   $$M_{p2} = \frac{23+21+16+27+27+23+28+22+21+22+21+22+28+22+22+22+17+21+21+23+22+24+24+25+22}{26}$$

   $$M_{p2} = \frac{619}{26} = 23.80$$

   Item 3

   $$M_{p3} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n3}$$

   $$M_{p3} = \frac{23+26+21+16+27+27+23+28+21+22+21+22+28+22+22+21+26+23+21+23+22+25+24+24+25+22}{26}$$

   $$M_{p3} = \frac{615}{26} = 23.65$$

   Item 4

   $$M_{p4} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n4}$$

$$M_{p4} = \frac{23+26+16+27+27+23+28+22+22+21+22+28+22+22+18+22+17+21+23+21+25+24+24+22}{24}$$

$$M_{p4} = \frac{572}{24} = 23.83$$

Item 5

$$M_{p5} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n5}$$

$$M_{pl5} = \frac{23+27+27+23+28+22+22+21+22+28+22+22+18+22+21+26+23+21+23+24+25+22}{22}$$

$$M_{p5} = \frac{534}{22} = 24.27$$

Item 6

$$M_{p6} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n6}$$

$$M_{p6} = \frac{23+26+16+27+27+23+28+21+21+22+28+22+18+22+17+21+26+23+21+23+22+25+24+24+25+22}{26}$$

$$M_{p6} = \frac{570}{26} = 21.92$$

Item 7

$$M_{p7} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n7}$$

$$M_{p7} = \frac{23+21+16+27+27+23+28+22+22+21+22+28+22+22+18+22+17+21+23+21+23+22+24+24+25+22}{26}$$

$$M_{p7} = \frac{586}{26} = 22.53$$

Item 8

$$M_{p8} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n8}$$

$$M_{p8} = \frac{23+26+21+27+27+23+28++22+21+22+28+22+22+22++26+23+22+25+24+25+22}{21}$$

$$M_{p8} = \frac{501}{21} = 23.85$$

Item 9

$$M_{p9} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n9}$$

$$M_{p9} = \frac{26+27+27+23+28+28+22+22+21+26+23+21+23+22+25+24+25+22}{18}$$

$$M_{p9} = \frac{435}{18} = 24.16$$

Item 10

$$M_{pl0} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n10}$$

$$M_{pl0} = \frac{23+26+21+16+27+27+23+28+22+21+22+21+22+28+22+22+22+17+21+21+23+22+25+24+25+22}{26}$$

$$M_{pl0} = \frac{618}{26} = 23.76$$

Item 11

$$M_{p11} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n11}$$

$$M_{p11} = \frac{26+21+27+23+28+22+21+21+22+28+22+22+18+22+17+21+26+23+21+23+24+24+25+22}{24}$$

$$M_{pl1} = \frac{564}{24} = 23.50$$

Item 12

$$M_{pl2} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n12}$$

$$M_{pl2} = \frac{26+21+16+27+27+23+28+21+22+28+22+22+18+22+17+21+26+23+21+23+22+25+25+22}{24}$$

$$M_{pl2} = \frac{567}{24} = 23.62$$

Item 13

$$M_{pl3} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n13}$$

$$M_{pl3} = \frac{23+26+27+27+23+21+22+21+22+28+22+22+18+21+21+23+22+25+24+24+25+22}{22}$$

$$M_{pl3} = \frac{509}{22} = 23.13$$

Item 14

$$M_{p14} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n14}$$

$$M_{pl4} = \frac{23+26+16+27+27+23+22+21+21+22+28+22+22+18+22+21++21+23+25+24+24+25+22}{23}$$

$$M_{pl4} = \frac{543}{23} = 23.60$$

Item 15

$$M_{p15} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n15}$$

$$M_{pl5} = \frac{23+26+21+16+27+23+28+21+22+28+22+22+22+17+26+23+25+24+24+25+22}{21}$$

$$M_{pl5} = \frac{487}{21} = 23.19$$

Item 16

$$M_{pl6} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n16}$$

$$M_{pl6} = \frac{23+26+21+16+27+23+28+28+22+21+26+23+21+23+22+25+24+25+22}{19}$$

$$M_{pl6} = \frac{446}{19} = 23.47$$

Item 17

$$M_{pl7} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n17}$$

$$M_{pl7} = \frac{23+26+21+27+27+28+22+21+21+28+18+22+17+26+21+25+24+24+22}{19}$$

$$M_{pl7} = \frac{458}{19} = 24.10$$

Item 18

$$M_{pl8} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n18}$$

$$M_{pl8} = \frac{23+26+21+27+23+28+21+22+21+22+28+22+22+18+22+26+23+21+23+22+25+24+25+22}{24}$$

$$M_{pl8} = \frac{578}{24} = 24.08$$

Item 19

$$M_{pl9} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n19}$$

$$M_{pl9} = \frac{23+26+16+27+27+28+22+21+22+21+22+28+22+22+18+22+21+23+23+22+25+24+25+22}{24}$$

$$M_{pl9} = \frac{580}{24} = 24.16$$

Item 20

$$M_{p20} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n20}$$

$$M_{pl} = \frac{23+26+21+27+27+28+22+22+22+28+22+22+18+22+17+21+26+23+21+23+22+25+24+25+22}{25}$$

$$M_{pl} = \frac{588}{25} = 23.52$$

Item 21

$$M_{p2l} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n21}$$

$$M_{p2l} = \frac{23+21+27+27+21+21+28+22+18+22+26+23+22+25+24}{15}$$

$$M_{p2l} = \frac{350}{15} = 23.33$$

Item 22

$$M_{p22} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n22}$$

$$M_{p22} = \frac{26+21+16+27+27+23+28+21+22+28+22+22+22+26+23+22+25+24+24+25+22}{21}$$

$$M_{p22} = \frac{496}{21} = 23.61$$

Item 23

$$M_{p23} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n23}$$

$$M_{p23} = \frac{23+26+21+16+27+23+28+21+22+21+22+28+22+22+22+17+26+23+21+23+22+25+24+25+22}{26}$$

$$M_{p23} = \frac{594}{26} = 22.84$$

Item 24

$$M_{p24} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n24}$$

$$M_{p24} = \frac{23+26+27+27+28+22+21+22+21+22+22+22+18+22+17+21+26+21+23+22+25+24+25+22}{24}$$

$$M_{p24} = \frac{566}{24} = 23.58$$

Item 25

$$M_{p25} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n25}$$

$$M_{p25} = \frac{23+26+21+27+27+23+28+22+21+21+22+28+17+21+26+23+21+23+22+25+24+24+25+22}{24}$$

$$M_{p25} = \frac{562}{24} = 23.41$$

Item 26

$$M_{p26} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n26}$$

$$M_{p26} = \frac{23+26+21+16+27+27+28+22+22+21+22+28+22+22+18+22+17+21+26+21+23+22+25+24+25+22}{26}$$

$$M_{p26} = \frac{613}{26} = 23.57$$

Item 27

$$M_{p27} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n27}$$

$$M_{p27} = \frac{26+21+27+27+23+28+28+22+22+18+22+26+23+21+23+22+25+24+24+25+22}{21}$$

$$M_{p27} = \frac{499}{21} = 23.76$$

Item 28

$$M_{p28} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n28}$$

$$M_{p28} = \frac{23+26+21+16+27+27+23+28+21+22+21+22+28+22+22+22+17+21+26+23+21+23+22+25+24+24+25+22}{28}$$

$$M_{p28} = \frac{644}{28} = 23.00$$

Item 29

$$M_{p29} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n29}$$

$$M_{p29} = \frac{26+21+27+27+23+28+21+28+22+26+24+24+25+22}{14}$$

$$M_{p29} = \frac{344}{14} = 24.57$$

Item 30

$$M_{p30} = \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n30}$$

$$M_{p30} = \frac{23+26+16+27+23+28+22+21+22+28+22+22+18+22+17+21+26+21+23+25+24+24+25+22}{24}$$

$$M_{p30} = \frac{570}{24} = 23.75$$

4. Calculation of the formulation $r_{pbi} = \dfrac{M_{p}-M_{t}}{SD_{t}}\sqrt{\dfrac{p}{q}}$

Item 1

$$r_{pbi} = \frac{M_{p}-M_{t}}{SD_{t}}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.57-22.8}{2.86}\sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.77}{2.86}\sqrt{2.333}$$

$$r_{pbi} = \ 0.269 \text{ x } 1.527 = 0.410$$

Item 2

$$r_{pbi} = \frac{M_{p}-M_{t}}{SD_{t}}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.80-22.8}{2.86}\sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{}{2.86}\sqrt{4}$$

$$r_{pbi} = \ 0.349 \text{ x } 2 = 0.698$$

Item 3

$$r_{pbi} = \frac{M_{p}-M_{t}}{SD_{t}}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.65-22.8}{2.86}\sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.85}{2.86}\sqrt{4}$$

$$r_{pbi} = \ 0.297 \text{ x } 2 = \ 0.594$$

Item 4

$$r_{pbi} = \frac{M_{p}-M_{t}}{SD_{t}}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.83-22.8}{2.86}\sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.03}{2.86}\sqrt{4}$$

$$r_{pbi} = \ 0.360 \text{ x } 2 = 0.720$$

Item 5

$$r_{pbi} = \frac{M_{p}-M_{t}}{SD_{t}}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{24.27-22.8}{2.86} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.47}{2.86} \sqrt{2.333}$$

$$r_{pbi} = \quad 0.513 \times 1.527 = 0.783$$

Item 6

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{21.92-22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{-0.88}{2.86} \sqrt{4}$$

$$r_{pbi} = \quad -0.307 \times 2 = -0.614$$

Item 7

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{22.53-22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{-0.27}{2.86} \sqrt{\quad}$$

$$r_{pbi} = -0.094 \times 2 = 0.188$$

Item 8

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.85-22.8}{2.86} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.05}{2.86} \sqrt{2.333}$$

$$r_{pbi} = 0.367 \times 1.527 = 0.560$$

Item 9

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{24,16-22.8}{2.86} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.36}{2.86} \sqrt{1.5}$$

$r_{pbi} = 0.475$ x $1.224 = 0.581$

Item 10

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.76 - 22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.96}{2.86} \sqrt{4}$$

$r_{pbi} = 0.335$ x $2 = 0.670$

Item 11

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.50 - 22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.7}{2.86} \sqrt{4}$$

$r_{pbi} = 0.244$x $2 = 0.488$

Item 12

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.62 - 22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0,82}{2.86} \sqrt{4}$$

$r_{pbi} = 0.286$ x $2 = 0.572$

Item 13

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.13 - 22.8}{2.86} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.33}{2.86} \sqrt{2.333}$$

$r_{pbi} = 0.115$ x $1.527 = 0.175$

Item 14

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.60-22.8}{2.86}\sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.8}{2.86}\sqrt{2.333}$$

$$r_{pbi} = \ 0.279 \text{ x } 1.527 = 0.426$$

Item 15

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.19-22.8}{2.86}\sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.39}{2.86}\sqrt{2.333}$$

$$r_{pbi} = \ \ 0.136 \text{ x } 1.527 = 0.207$$

Item 16

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.47-22.8}{2.86}\sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.67}{2.86}\sqrt{1.5}$$

$$r_{pbi} = \ 0.234 \text{ x } 1.224 \ = 0.286$$

Item 17

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{24.10-22.8}{2.86}\sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.30}{2.86}\sqrt{1.5}$$

$$r_{pbi} = \ \ 0.454 \text{ x } 1.22 = 0.553$$

Item 18

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{24.08-22.8}{2.86}\sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.28}{2.86}\sqrt{4}$$

$$r_{pbi} = \ \ 0.447 \text{ x } 2 = 0.894$$

Item 19

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{24.16-22.8}{2.86}\sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.36}{2.86}\sqrt{4}$$

$r_{pbi} = \;\; 0.475 \text{ x } 2 = 0.950$

Item 20

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.52-22.8}{2.86}\sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.72}{2.86}\sqrt{4}$$

$r_{pbi} = \; 0.251 \text{ x } 2 = 0.502$

Item 21

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.33-22.8}{2.86}\sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{0.53}{2.86}\sqrt{1}$$

$r_{pbi} = \;\; 0.185 \text{ x } 1 = 0.185$

Item 22

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.61-22.8}{2.86}\sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.81}{2.86}\sqrt{2.333}$$

$r_{pbi} = \;\; 0.283 \text{ x } 1.527 = 0.432$

Item 23

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t}\sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{22.84-22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.04}{2.86} \sqrt{4}$$

$r_{pbi} = 0.013 \text{ x } 2 = 0.026$

Item 24

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.58-22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.78}{2.86} \sqrt{4}$$

$r_{pbi} = 0.272 \text{ x } 2 = 0.544$

Item 25

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.41-22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{3.61}{2.86} \sqrt{4}$$

$r_{pbi} = 0.213 \text{ x } 2 = 0.426$

Item 26

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.57-22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.77}{2.86} \sqrt{4}$$

$r_{pbi} = 0.269 \text{ x } 2 = 0.538$

Item 27

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.76-22.8}{2.86} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.96}{2.86} \sqrt{2.333}$$

$r_{pbi} = $ 0.335 x 1.527 = 0.511

Item 28

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.00-22.8}{2.86} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{0.2}{2.86} \sqrt{9}$$

$r_{pbi} = $ 0.069 x 3 = 0.207

Item 29

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{24.57-22.8}{2.86} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{1.77}{2.86} \sqrt{0.666}$$

$r_{pbi} = $ 0.618 x 0.816 = 0.504

Item 30

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{23.75-22.8}{2.86} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.95}{2.86} \sqrt{4}$$

$r_{pbi} = $ 0.332 x 2 = 0.664

APPENDIX 7

Table Validity of Test

Number of item	Mp	Mt	SDt	P	Q	$r_{pbi}=\frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}$	$r_{t\ on}$ 5% significant	Interpretation
1.	23.57	22.8	2.86	0.7	0.3	0.410	0.349	Valid
2.	23.80	22.8	2.86	0.8	0.2	0.698	0.349	Valid
3.	23.65	22.8	2.86	0.8	0.2	0.594	0.349	Valid
4.	23.83	22.8	2.86	0.8	0.2	0.720	0.349	Valid
5.	24.27	22.8	2.86	0.7	0.3	0.783	0.349	Valid
6.	21.92	22.8	2.86	0.8	0.2	-0.614	0.349	Invalid
7.	22.53	22.8	2.86	0.8	0.2	0.188	0.349	Invalid
8.	23.85	22.8	2.86	0.7	0.3	0.560	0.349	Valid
9.	24.16	22.8	2.86	0.6	0.4	0.581	0.349	Valid
10.	23.73	22.8	2.86	0.8	0.2	0.670	0.349	Valid
11.	23.50	22.8	2.86	0.8	0.2	0.488	0.349	Valid
12.	23.62	22.8	2.86	0.8	0.2	0.572	0.349	Valid
13.	23.13	22.8	2.86	0.7	0.3	0.175	0.349	Invalid
14.	23.60	22.8	2.86	0.7	0.3	0.426	0.349	Valid
15.	23.19	22.8	2.86	0.7	0.3	0.207	0.349	Invalid
16.	23.47	22.8	2.86	0.6	0.4	0.286	0.349	Invalid
17.	24.10	22.8	2.86	0.6	0.4	0.553	0.349	Valid
18.	24.08	22.8	2.86	0.8	0.2	0.894	0.349	Valid
19.	24.16	22.8	2.86	0.8	0.2	0.950	0.349	Valid
20.	23.52	22.8	2.86	0.8	0.2	0.502	0.349	Valid
21.	23.33	22.8	2.86	0.5	0.5	0.185	0.349	Invalid
22.	23.61	22.8	2.86	0.7	0.3	0.432	0.349	Valid
23.	22.84	22.8	2.86	0.8	0.2	0.026	0.349	Invalid
24.	23.58	22.8	2.86	0.8	0.2	0.544	0.349	Valid
25.	23.41	22.8	2.86	0.8	0.2	0.426	0.349	Valid
26.	23.57	22.8	2.86	0.8	0.2	0.538	0.349	Valid
27.	23.76	22.8	2.86	0.7	0.3	0.511	0.349	Valid
28.	23.00	22.8	2.86	0.9	0.1	0.207	0.349	Invalid
29.	24.57	22.8	2.86	0.4	0.6	0.504	0.349	Valid
30.	23.75	22.8	2.86	0.8	0.2	0.664	0.349	Valid

APPENDIX 8

The Reliability of Test

To get reliability of the test, the researcher uses formula KR-20:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2}-\Sigma pq}{S_{t^2}}\right)$$

N= 30

$\Sigma Xt = 684$

$\Sigma Xt^2 = 15\ 842$

$\Sigma pq = 6.35$

$$S_t^2 = \Sigma Xt^2 - \left(\frac{\Sigma xt}{N}\right)^2$$

$$= 15\ 842 - \left(\frac{684}{30}\right)^2 = 15\ 842 - 22.8^2$$
$$= 15\ 842 - 519.84$$
$$= 15\ 322.16$$

$$S_t^2 = \frac{\Sigma Xt2}{N} = \frac{15\ 322.16}{30}$$

$$S_t^2 = 510.739$$

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2}-\Sigma pq}{S_{t^2}}\right)$$

$$R_{11} = \left(\frac{30}{30-1}\right)\left(\frac{510.739-6.35}{510.739}\right) = \left(\frac{30}{29}\right)\left(\frac{504.389}{510.739}\right)$$

$$= (1.034)\ (0.987)$$
$$= 1.02\ (1.02 > 0.70 = \text{reliable})$$

Based on calculation above $R_{11} = 1.02$ and $R_{tabel} = 0.70$. The test named reliable if $r_{count} > r_{tabel.}$ So, the test have very high reliable.

APPENDIX 10

THE RESULT OF STUDENTS' READING COMPREHENSION

NO	NAME	STUDENTS' SCORE	NO	Name	STUDENTS' SCORE
1	Alfian Riady	55	42	Sundra Surya	70
2	Alwin Zuhriandi	70	43	Syafitri Hayati	85
3	Azzikri Maulana	95	44	Tika Rahmadani	70
4	Angina Putri	85	45	Wilzam	60
5	Ahmad Rasydin	65	46	Wanda Hasibuan	55
6	Aswin Pardamean	40	47	Wilda Ulpa Aulia	80
7	Ade Saputra	50	48	Zam Zami Nasution	80
8	Amri Rizal	35		**Total**	**3125**
9	Ahsanul Anhar	35			
10	Akhirullah	40			
11	Angga dian pratama	55			
12	Ahmad Taufik	65			
13	Bagus Ardiansyah	35			
14	Dhea Aisyah	75			
15	Desi Fitri	55			
16	Eka Putrid Pasaribu	85			
17	Fery	75			
18	Fahrur Rozi	50			
19	Fitri Handayani	80			
20	Ikhsan Habibi	55			
21	Khusnul Khotimah	85			
22	Luthfia Hanum	80			
23	Mia Amalia	80			
24	M.Irham Daulay	35			
25	M.Muklis Hrp	70			
26	Mahmud Fahrozi	80			
27	M. Zulpan Ali	65			
28	Mahrani Hari	50			
29	Maimunah Ranguti	50			
30	Nur Saadah	65			
31	Padhilah Salsabilah	90			
32	Putri Ranggani	80			
33	Riski Lestari	70			
34	Riski Maqfiratuh	55			
35	Rafikah Rezky	85			
36	Renny Romaito	80			

37	Raihan Putra	75
38	Sarmila Fitri	50
39	Safi'ah Natifah	40
40	Sri Muliana	90
41	Syafa Yalid	50

APPENDIX 10

THE RESULT OF STUDENTS' READING COMPREHENSION

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3	Azzikri Maulana	95	44	Tika Rahmadani	70
4	Angina Putri	85	45	Wilzam	60
5	Ahmad Rasydin	65	46	Wanda Hasibuan	55
6	Aswin Pardamean	40	47	Wilda Ulpa Aulia	80
7	Ade Saputra	50	48	Zam Zami Nasution	80
8	Amri Rizal	35		**Total**	**3125**
9	Ahsanul Anhar	35			
10	Akhirullah	40			
11	Angga dian pratama	55			
12	Ahmad Taufik	65			
13	Bagus Ardiansyah	35			
14	Dhea Aisyah	75			
15	Desi Fitri	55			
16	Eka Putrid Pasaribu	85			
17	Fery	75			
18	Fahrur Rozi	50			
19	Fitri Handayani	80			
20	Ikhsan Habibi	55			
21	Khusnul Khotimah	85			
22	Luthfia Hanum	80			
23	Mia Amalia	80			
24	M.Irham Daulay	35			
25	M.Muklis Hrp	70			
26	Mahmud Fahrozi	80			
27	M. Zulpan Ali	65			
28	Mahrani Hari	50			
29	Maimunah Ranguti	50			
30	Nur Saadah	65			
31	Padhilah Salsabilah	90			
32	Putri Ranggani	80			
33	Riski Lestari	70			
34	Riski Maqfiratuh	55			
35	Rafikah Rezky	85			
36	Renny Romaito	80			

37	Raihan Putra	75
38	Sarmila Fitri	50
39	Safi'ah Natifah	40
40	Sri Muliana	90
41	Syafa Yalid	50

APPENDIX 11

THE RESULT OF VARIABLE X AND VARIABLE Y

NO	INISIAL	X	Y	NO	INISIAL	X	Y
1	AR	98	55	42	SS	98	70
2	AZ	105	70	43	SH	99	85
3	AM	106	95	44	TR	106	70
4	AP	102	85	45	W	79	60
5	AR	97	65	46	WH	86	55
6	AP	78	40	47	WUA	100	80
7	AS	93	50	48	ZZN	98	80
8	AR	90	35		TOTAL	4305	3125
9	AA	87	35				
10	A	86	40				
11	ADP	84	55				
12	AT	81	65				
13	BA	97	35				
14	DA	106	75				
15	DF	95	55				
16	EPP	104	85				
17	F	86	75				
18	FR	77	50				
19	FH	89	80				
20	IH	103	55				
21	KK	103	85				
22	LH	89	80				
23	MA	85	80				
24	MID	83	35				
25	MMH	84	70				
26	MF	91	80				
27	MZI	90	65				
28	MH	89	50				
29	MR	96	50				
30	NS	106	65				
31	PS	117	90				
32	PR	89	80				
33	RL	99	70				
34	RM	86	55				
35	RR	96	85				

36	RR	94	80
37	RP	87	75
38	SF	79	50
39	SN	79	40
40	SM	91	90
41	SY	100	50

APPENDIX 12

The Correlation Between Reading Motivation and Reading Comprehension

No	INISIAL	X	Y	X^2	Y^2	XY
1	AR	98	55	9604	3025	5390
2	AZ	85	70	11025	4900	7350
3	AM	106	95	10404	9025	9690
4	AP	102	85	10404	7225	8670
5	AR	97	65	9409	4225	6305
6	AP	78	40	6084	1600	3120
7	AS	93	50	8649	2500	4650
8	AR	90	35	8100	1225	3150
9	AA	87	35	7569	1225	3045
10	A	86	40	7396	1600	3440
11	ADP	84	55	7056	3025	4620
12	AT	81	65	6561	4225	5265
13	BA	97	35	9409	1225	3395
14	DA	106	75	11236	5625	7950
15	DF	85	55	9025	3025	5255
16	EPP	104	85	10816	7225	8840
17	F	86	75	7396	5625	6450
18	FR	77	50	5929	2500	3850
19	FH	89	80	7921	6400	7120
20	IH	103	55	10609	3025	5665
21	KK	103	85	10609	7225	8755
22	LH	89	80	7921	6400	7120
23	MA	85	80	7225	6400	6800
24	MID	83	35	6889	1225	2905
25	MMH	84	70	7056	4900	5880
26	MF	91	80	8281	6400	7280
27	MZI	90	65	8100	4225	5850
28	MH	89	50	7921	2500	4450
29	MR	96	50	13456	2500	5800
30	NS	106	65	11236	4225	6890
31	PS	117	90	12996	8100	10260
32	PR	89	80	7921	6400	7120
33	RL	99	70	9801	4900	6930
34	RM	86	55	11236	3025	5830
35	RR	96	85	9216	7225	8160

36	RR	94	80	8836	6400	7520
37	RP	87	75	7569	5625	6525
38	SF	79	50	6241	2500	3950
39	SN	79	40	6241	1600	3160
40	SM	91	90	8281	8100	8190
41	SY	100	50	10000	2500	5000
42	SS	98	70	9604	4900	6860
43	SH	99	85	9801	7225	8415
44	TR	106	70	11236	4900	7420
45	W	79	60	6241	3600	4740
46	WH	86	55	10609	3025	5665
47	WUA	100	80	10000	6400	8000
48	ZZN	98	80	9604	6400	7840
TOTAL		$\sum x = 4.305$	$\sum Y = 3.125$	$\sum x^2 = 406.987$	$\sum Y^2 = 220.300$	$\sum XY = 289.179$

APPENDIX 13

VARIABLE X

(READING MOTIVATION)

1. Maximal and minimum score of students were gotten from by setting the

   variable score from the low to the high score.

77	78	79	79	79	81	83	84	84	85
86	86	86	86	87	87	89	89	89	89
90	90	91	91	93	94	95	96	96	97
97	98	98	98	99	99	100	100	102	103
103	103	104	105	106	106	106	117		

2. High score = 117

3. Low score = 77

4. Range

   R = High score – low score

   = 117-77 = 40

5. The total of the class (BK) = 1 + 3.3 log n

$$= 1 + 3.3 \log (48)$$

$$= 1 + 3.3 (1.681)$$

$$= 1 + 5.547$$

$$= 6.547$$

$$= 7$$

6. Interval (i)

$$I = \frac{Range}{Many\ Class} = \frac{40}{7} = 6$$

No	Class Interval	F	X	FX	F_{kb}	F_{ka}
1.	77 – 82	6	79.5	477	48= N	6
2.	83 – 88	10	85.5	855	42	16
3.	89 – 94	10	91.5	915	32	26
4.	95 – 100	12	97.5	1170	22	38
5.	101– 106	9	103.5	931.5	10	47
6.	107 – 112	0	109.5	0	1	47
7	113 – 118	1	115.5	115.5	1	N=48
	Total	48		4464		

7. Mean score

$$X = \frac{\sum FX}{F}$$

$$= \frac{4464}{48}$$

$$= 93$$

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) x\ i$$

ℓ = 94.5   i   = 6

fi   = 12 F_{kb} = 22

$$\tfrac{1}{2}\,n \quad = 24$$

$$\text{Me} \quad = \ell + \left(\frac{\tfrac{1}{2}n - fkb}{fi}\right) x\ i$$

$$\text{Me} \quad = 100.5 + \left(\frac{24-1}{9}\right) x\ 7$$

$$= 100.5 + \left(\frac{23}{9}\right) x\ 7$$

$$= 100.5 + 17.888$$

$$= 118.388$$

$$= 118.39$$

9. Modus

$$\text{Mo} = \ell + \left(\frac{fa}{fa+fb}\right) x\ i$$

l	= 94.5	i	= 6
fa	= 10	fb	= 9

$$\text{Mo} = \ell + \left(\frac{fa}{fa+fb}\right) x\ i$$

$$= 94.5 + \left(\frac{10}{10+9}\right) X\ 6$$

$$= 94.5 + 3.157$$

$$= 97.657$$

$$= 97.66$$

APPENDIX 14

VARIABLE Y
(READING COMPREHENSION)

1. Maximal and minimum score of students were gotten from by setting the

   variable score from the low to the high score.

35	35	35	35	40	40	40	50	50	50
50	50	50	55	55	55	55	55	55	60
65	65	65	65	70	70	70	70	70	75
75	75	80	80	80	80	80	80	80	80
85	85	85	85	85	90	90	95		

2. High score = 95

3. Low score = 35

4. Range

   R = High score − low score

   = 95 - 35 = 60

5. The total of the class (BK) $= 1 + 3.3 \log n$

   $$= 1 + 3.3 \log (48)$$

   $$= 1 + 3.3 \,(1.681)$$

   $$= 1 + 5.547$$

   $$= 6.547$$

   $$= 7$$

6. Interval (i)

   $$I = \frac{Range}{Many\ Class} = \frac{60}{7} = 8.571 = 9$$

No	Class Interval	F	X	FX	F_{kb}	F_{ka}
1.	35 – 43	7	39	273	48= N	7
2.	44 – 52	6	48	288	41	13
3.	53 – 61	7	57	399	35	20
4.	62 – 70	9	66	594	28	29
5.	71 – 79	3	75	227	19	32
6.	80 – 88	13	84	1092	16	45
7	89 – 97	3	93	279	3	N=48
	Total	48		3152		

7. Mean score

$$X = \frac{\Sigma FX}{F}$$

$$= \frac{3152}{48}$$

$$= 65.666$$

$$= 65.66$$

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) x\ i$$

ℓ = 61.5   i   = 9

fi   = 9 F_{kb} = 28

½ n   = 24

$$\text{Me} \quad = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) x\ i$$

$$\text{Me} \quad = 61.5 + \left(\frac{24 - 28}{9}\right) x\ 7$$

$$= 61.5 + \left(\frac{-4}{9}\right) x\ 7$$

$$= 61.5 + \left(\frac{-28}{9}\right)$$

$$= 61.5 - 3.111$$

$$= 58.389$$

$$= 58.39$$

9. Modus

$$\text{Mo} = \ell + \left(\frac{fa}{fa + fb}\right) x\ i$$

l	= 79.5	i	= 9
fa	= 3	fb	= 3

$$\text{Mo} = \ell + \left(\frac{fa}{fa + fb}\right) x\ i$$

$$= 79.5 + \left(\frac{3}{3 + 3}\right) X\ 9$$

$$= 79.5 + 4.5$$

$$= 84$$

APPENDIX 15

NORMALITY OF DATA X AND Y

A. Normality of Data X (Reading Motivation)

Interval Class	F	X	x'	fx'	x'²	fx'²
77 – 82	6	79.5	+3	18	9	54
83 – 88	10	85.5	+2	20	4	40
89 – 94	10	91.5	+1	10	1	10
95 – 100	12	**97.5**	0	0	0	0
101– 106	9	103.5	-1	-9	1	9
107 – 112	0	109.5	-2	0	4	0
113 – 118	1	115.5	-3	-3	9	9
i = 6	48	-	-	36	-	122

$$\text{SD}_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 6\sqrt{\frac{122}{48} - \left(\frac{36}{48}\right)^2}$$

$$= 6\sqrt{2.54 - (0.75)^2}$$

$$= 6\sqrt{6.54 - 0.56}$$

$$= 6\sqrt{1.98}$$

$$= 6 \times 1.41$$

$$= 8.46$$

Table of Normality Data questionnaire with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)^2}{f_h}$
113 – 118	118.5	2.95	0.4984	0.01	0.48	1	0.56
107 – 112	112.5	2.30	0.4893	0.04	1,.2	0	-1.94
101 – 106	106.5	1.59	0.4441	0.13	6.24	9	1.22
95 – 100	100.5	0.88	0.3106	0.24	11.52	12	0.04
89 – 94	94.5	0.17	0.0675	-0.23	-11.04	10	-0.09
83 – 88	88.5	-0.53	0.29806	0.19	9.12	10	-0.90
77 – 82	82.5	-1.24	0.10749	0.07	3.36	6	0.78
	77.5	-1.83	0.03362				
						X^2	0,33

Based on the table above, the reseracher found that $x^2_{count} = 0.33$ while $x^2_{table} = 12.592$. Because $x^2_{count} < x^2_{table}$ (0.33< 12.592) with degree of freedom (dk) $= 7 - 1 = 6$ and significant level $\alpha = 5\%$, distribution of data x (Reading Motivation) is normal.

B. Normality of Data Y (Reading Comprehension)

Interval Class	F	X	x'	fx'	x'^2	fx'^2
35 – 43	7	39	+3	21	9	63

44 – 52	6	48	+2	12	4	24
53 – 61	7	57	+1	7	1	7
62 – 70	9	**66**	0	0	0	0
71 – 79	3	75	-1	-3	1	3
80 – 88	13	84	-2	-26	4	52
89 – 97	3	93	-3	-9	9	27
i = 9	48	-	-	2	-	176

$$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 9\sqrt{\frac{176}{48} - \left(\frac{2}{48}\right)^2}$$

$$= 9\sqrt{3.66 - (0.04)^2}$$

$$= 9\sqrt{3.66 - 0.0016}$$

$$= 9\sqrt{3066}$$

$$= 17.19$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)^2}{f_h}$
89 – 97	97.5	1.85	0.4678	0.06	2.88	3	0.005
80 – 88	88.5	1.33	0.4082	012	5.76	13	9.10
71 – 79	79.5	0.80	0.2881	0.17	8.16	3	3.26
62 – 70	70.5	0.28	0.1103	-0.29	- 13.92	9	-164 .
53 – 61	61.5	-0.24	. 0.40517	-0 004	-0.19	7	-2
44 – 52	44.5	-0.23	0.40905	0.31	14.88	6	6
35 – 43	43.5	-1.29	0.09853	0.06		7	-5.29

					2.88		
	35.5	-1.75	0.04006				5.8
						X^2	**8,63**

Based on the table above,the reseracher found that $x^2_{count} = 8.63$ while $x^2_{table} = 12.592$. Because $x^2_{count} < x^2_{table}$ (8.63 < 12.592) with degree of freedom (dk) = 7 − 1 = 6 and significant level α = 5%, distribution of data Y (Reading Comprehension) is normal.

APPENDIX 16

Chi-Square Table

dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0.455	1.074	1.642	2,706	3.841	6.635
2	1.386	2,408	3.219	4.605	5.991	9.210
3	2.366	3.665	4.42	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9/488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.067	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.119	16.985	19.812	22.362	27.688
14	13.339	16.222	18.151	21.064	23.685	29.141
15	14.339	17.222	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.338	19.511	21.615	24.769	27.587	33.409
18	17.338	20.601	22.760	25.989	28.869	34.805
19	18.338	21.689	23.900	27.204	30.144	36.191
20	19.337	22.775	25.038	28.412	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.37	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.196	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45,642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.27	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.773	50.892

APPENDIX 17

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938

-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549

0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990

APPENDIX 18

TABLE

NILAI "T" UNTUK TARAF SIGNIFIKAN 5% DAN 1%

df/db	5%	1%	df/db	5%	1%
1	12.71	63.66	24	2.06	2.80
2	4.30	9.92	25	2.06	2.79
3	3.18	5.84	26	2.06	2.78
4	2.78	4.60	27	2.05	2.77
5	2.75	4.03	28	2.05	2.76
6	2.45	3.71	29	2.04	2.76
7	2.36	3.50	30	2.04	2.75
8	2.31	3.36	35	2.03	2.72
9	2.26	3.25	40	2.02	2.72
10	2.23	3.17	45	2.02	2.09
11	2.20	3.11	50	2.01	2.68
12	2.18	3.06	60	2.00	2.65
13	2.16	3.01	70	2.00	2.65
14	2.14	2.98	80	1.99	2.64
15	2.13	2.95	90	1.99	2.63